Choose DO is an effort by the American Association of Colleges of Osteopathic Medicine, a national organization representing osteopathic medical education in the United States.

The information contained in this publication is subject to change throughout the application cycle. To view the most up-to-date version of this publication, visit ChooseDO.org.
CHOOSE A NEW GENERATION OF DOCTORS

Photo courtesy of University of New England College of Osteopathic Medicine (UNE COM)
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Letter from AACOM’s President ............................................................ 3</td>
</tr>
<tr>
<td>Colleges of Osteopathic Medicine – Admissions Offices and Locations .............. 4-5</td>
</tr>
<tr>
<td>Timeline for Premedical Students Applying to Osteopathic Medical Colleges ......... 6-9</td>
</tr>
<tr>
<td>Overview of Osteopathic Medicine ..................................................................... 10-11</td>
</tr>
<tr>
<td>• Osteopathic Medicine is a Distinctive Form of Medicine</td>
</tr>
<tr>
<td>• DOs Work in Partnership with Their Patients and Are Trained to Look at the Whole Person</td>
</tr>
<tr>
<td>• Fifty-Six Percent of All DOs Choose to Practice in the Primary Care Disciplines of Family Practice, General Internal Medicine, and Pediatrics</td>
</tr>
<tr>
<td>• Osteopathic Medical Students Learn that Structure Influences Function</td>
</tr>
<tr>
<td>• DOs Conduct Clinical and Basic Science Research to Help Advance the Frontiers of Medicine</td>
</tr>
<tr>
<td>• Tenets of Osteopathic Medicine</td>
</tr>
<tr>
<td>• What Does a DO Do?</td>
</tr>
<tr>
<td>• Consider a Career in Osteopathic Medicine</td>
</tr>
<tr>
<td>• Osteopathic Medicine in an International Context</td>
</tr>
<tr>
<td>• Learning About the Practice of Osteopathic Medicine and Shadowing a DO</td>
</tr>
<tr>
<td>Overview of Osteopathic Medical Education and Accreditation .......................... 12-13</td>
</tr>
<tr>
<td>• Accreditation</td>
</tr>
<tr>
<td>• Osteopathic Medicine Four-Year Curriculum</td>
</tr>
<tr>
<td>Graduate Medical Education ............................................................................. 14</td>
</tr>
<tr>
<td>• GME</td>
</tr>
<tr>
<td>• Osteopathic Recognition</td>
</tr>
<tr>
<td>• Residency Match</td>
</tr>
<tr>
<td>Board Examinations and Licensure .................................................................... 15</td>
</tr>
<tr>
<td>• Comprehensive Osteopathic Medical Licensure Exam (COMLEX-USA)</td>
</tr>
<tr>
<td>• United States Medical Licensure Examination (USMLE)</td>
</tr>
<tr>
<td>General Admission Requirements ..................................................................... 16-17</td>
</tr>
<tr>
<td>• Mean Grade Point Averages for Entering Students</td>
</tr>
<tr>
<td>• Mean Medical College Admission Test (MCAT) Scores for Entering Students</td>
</tr>
<tr>
<td>• Letters of Recommendation</td>
</tr>
<tr>
<td>• Criminal Background Checks and Drug Testing</td>
</tr>
<tr>
<td>Financial Aid .................................................................................................... 18</td>
</tr>
<tr>
<td>Application Deadlines ...................................................................................... 19</td>
</tr>
<tr>
<td>Diversity in Osteopathic Medical Education .................................................. 20</td>
</tr>
<tr>
<td>About the AACOM Application Service (AACOMAS) ........................................ 21-23</td>
</tr>
<tr>
<td>• Accessing the Application</td>
</tr>
<tr>
<td>• Official MCAT Scores</td>
</tr>
<tr>
<td>• Academic History and Transcripts</td>
</tr>
<tr>
<td>• SPAM Blocking and Technical Compatibility</td>
</tr>
<tr>
<td>• Application Fees</td>
</tr>
<tr>
<td>• Early Decision Program</td>
</tr>
<tr>
<td>• Application Traffic Guidelines</td>
</tr>
<tr>
<td>• Applicant Protocol</td>
</tr>
<tr>
<td>• ACOMAS Certification and Release Statements</td>
</tr>
<tr>
<td>• Note to Applicants</td>
</tr>
<tr>
<td>The Admissions Interview ................................................................................ 24-25</td>
</tr>
<tr>
<td>• Interview Suggestions</td>
</tr>
<tr>
<td>• Interview Resources</td>
</tr>
<tr>
<td>Suggested Sources for More Information ....................................................... 26-27</td>
</tr>
<tr>
<td>Individual College Descriptions (see list of colleges on page 29) .................... 30-69</td>
</tr>
</tbody>
</table>
CHOOSE DO A NEW GENERATION OF DOCTORS

Photo courtesy of A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)
Dear Future Physician:

CONGRATULATIONS on your decision to pursue a career in medicine! This resource is designed to provide aspiring physicians with information about osteopathic medicine, the nation’s osteopathic medical colleges, applying to osteopathic medical school, and other resources you may find helpful as you go through this process.

Recently, osteopathic medicine’s traditional principles and practices (particularly those focused on patient-centered, preventive care) have been recognized as central to the kind of health care system this country needs. Osteopathic medical schools are educating the very physicians needed to deliver this kind of care, and enjoy recognition for their excellence and contributions to the medical profession. In fact, over the past 10 years the number of students applying to osteopathic medical schools has nearly doubled. For the incoming class of 2019, more than 21,000 aspiring physicians applied to become osteopathic medical students (compared to more than 11,000 in 2007-08).

The education received by osteopathic medical (DO) students is rigorous and thorough. Incoming DO students are required to have strong undergraduate science backgrounds, excellent Medical College Admission Test (MCAT) scores, and must meet stringent admissions criteria. DO students participate in years of classroom, clinical, internship, and residency training before they become board-certified physicians, who are able to choose among the full range of medical specialties and are licensed to practice medicine in every state in the country and in more than 65 countries abroad.

I hope you will take time to carefully review the resources available for you in this book and on our website as you consider your options for medical education. I wish you the very best in your pursuit of a fulfilling career in medicine.

Stephen C. Shannon, DO, MPH
President and CEO
American Association of Colleges of Osteopathic Medicine
Colleges of Osteopathic Medicine – Admissions Offices

The American Osteopathic Association’s Commission on Osteopathic College Accreditation (COCA) accredits 35 colleges of osteopathic medicine offering instruction at 56 locations in 33 states.

Alabama College of Osteopathic Medicine (ACOM)
445 Health Sciences Blvd., Dothan, AL 36303
Toll Free: (855) 364-ACOM (2266)
(334) 699-2266
www.acom.edu

Arizona College of Osteopathic Medicine of Midwestern University (AZCOM)
19555 North 59th Ave., Glendale, AZ 85308
Toll Free: (888) 247-9277
(623) 572-3229
www.midwestern.edu

Arkansas College of Osteopathic Medicine (ARCOM)
7000 Chad Colley Blvd., Fort Smith, AR 72916
(479) 308-2200
www.acheedu.org/ARCOM/

A.T. Still University Kirksville College of Osteopathic Medicine (ATSU-KCOM)
800 West Jefferson St., Kirksville, MO 63501
Toll Free: (866) 626-2878 x2237
(660) 626-2237
www.atsu.edu/kcom/

A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)
5850 East Still Circle, Mesa, AZ 85206
Toll Free: (866) 626-2878 x2237
www.atsu.edu/school-of-osteopathic-medicine-arizona

Burrell College of Osteopathic Medicine (BCOM)
3501 Arrowhead Dr., Las Cruces, NM 88001
(575) 674-2210
http://bcomnm.org

California Health Sciences University College of Osteopathic Medicine (CHSU-COM)
65 N. Clovis Ave., Clovis, CA 93612
(559) 712-4200
https://osteopathic.chsu.edu

Campbell University-Jerry M. Wallace School of Osteopathic Medicine (CUSOM)
4360 US Hwy 421, Lillington, NC 27546
Toll Free: (855) 287-6613
(910) 893-1770
https://medicine.campbell.edu

Chicago College of Osteopathic Medicine of Midwestern University (CCOM)
5531 S. Morgan St., Downers Grove, IL 60515
Toll Free: (800) 458-6253
(630) 515-7200
www.midwestern.edu

Des Moines University College of Osteopathic Medicine (DMU-COM)
3200 Grand Ave., Des Moines, IA 50312
(515) 271-1499
www.dmu.edu/do

Idaho College of Osteopathic Medicine (ICOM)
1404 E. Central Dr., Meridian, ID 83642
(208) 696-ICOM (4266)
www.idahocom.org

Kansas City University of Medicine and Biosciences College of Osteopathic Medicine (KCU-COM)
Locations: Kansas City and Joplin, MO
1750 Independence Ave., Kansas City, MO 64106-1453
Toll Free: (877) 425-0247
(816) 654-7160
www.kcumb.edu

Lake Erie College of Osteopathic Medicine (LECOM)
Locations: Erie and Seton Hill, PA; Elmira, NY
1858 West Grandview Blvd., Erie, PA 16509
(814) 866-8641
www.lecom.edu

Lake Erie College of Osteopathic Medicine Bradenton Campus (LECOM Bradenton)
5000 Lakewood Ranch Blvd., Bradenton, FL 34211-4909
(941) 756-0680
www.lecom.edu

Liberty University College of Osteopathic Medicine (LUCOM)
306 Liberty View Lane, CMHS 1007
Lynchburg, VA 24502
(434) 592-7444
www.liberty.edu/lucom
Lincoln Memorial University–DeBusk College of Osteopathic Medicine (LMU-D COM)
Locations: Harrogate and Knoxville, TN
6965 Cumberland Gap Pkwy., Harrogate, TN 37752
Toll Free: (800) 325-0500 ext. 7090
(423) 869-7090
www.lmunet.edu/academics/schools/debusk-college-of-osteopathic-medicine/

Mariann University College of Osteopathic Medicine (MU-COM)
3200 Cold Spring Rd., Indianapolis, IN 46222
(317) 955-6297
www.marian.edu/osteopathic-medical-school/

Michigan State University College of Osteopathic Medicine (MSUCOM)
Locations: East Lansing, Detroit, and Clinton Township, MI
965 Fee Rd., A136 East Fee Hall
East Lansing, MI 48824
(517) 353-7740
www.com.msu.edu

New York Institute of Technology College of Osteopathic Medicine (NYITCOM)
Locations: Old Westbury, NY and Jonesboro, AR
Northern Boulevard, P.O. Box 8000
Old Westbury, NY 11568-8000
(516) 686-3997
hyfit.edu/medicine

Nova Southeastern University Dr. Kiran C. Patel College of Osteopathic Medicine (NSU-KPCOM)
Locations: Fort Lauderdale and Clearwater, FL
3200 S. University Dr., Fort Lauderdale, FL 33328
Toll Free: (866) 817-4068
osteopathic.nova.edu/index.html

Ohio University Heritage College of Osteopathic Medicine (OHU-HCOM)
Locations: Athens, Cleveland, Dublin, OH
102 Grosvenor Hall, 1 Ohio University
Athens, OH 45701
Toll Free: (800) 345-1560
www.ohio.edu/medicine

Oklahoma State University Center for Health Sciences College of Osteopathic Medicine (OSU-COM)
Locations: Tulsa, and Tahlequah, OK
1111 West 17th St., Tulsa, OK 74107
(918) 561-8324
https://health.okstate.edu

Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM)
111 University Pkwy, Suite 202, Yakima, WA 98901
Toll Free: (866) 233-0521
(509) 249-7888
www.pnwu.edu

Philadelphia College of Osteopathic Medicine (PCOM)
4170 City Ave., Philadelphia, PA 19131
Toll Free: (800) 959-6998
(215) 871-6700
www.pcom.edu

PCOM Georgia
625 Old Peachtree Rd., NW, Suwanee, GA 30024
Toll Free: (866) 282-4544
(678) 275-7500
www.pcom.edu/campuses/georgia-campus

PCOM South Georgia
2050 Tallakos Rd., Moultrie, GA 31768
(229) 798-4710
www.pcom.edu/campuses/georgia-campus/

Rocky Vista University College of Osteopathic Medicine (RVUCOM)
Locations: Parker, CO and Ivins, UT
8401 S. Chambers Rd., Parker, CO 80134
(303) 373-2008
www.rvu.edu

Rowan University School of Osteopathic Medicine (RowanSOM)
42 E. Laurel Rd., Academic Center
Stratford, NJ 08084-1501
(856) 566-7050
www.rowan.edu/som

Touro College of Osteopathic Medicine (TouroCOM)
Locations: New York City and Middletown, NY
2090 Adam Clayton Powell Jr. Blvd., Suite 519
New York City, NY 10027
(212) 851-1199, x. 242588
https://tourocom.touro.edu/

Touro University Nevada College of Osteopathic Medicine (TUCOM-CA)
1310 Club Dr., Vallejo, CA 94592
CA Toll Free: (888) 880-7336
Outside CA: (888) 887-7336
www.tun.touro.edu

Touro University College of Osteopathic Medicine—California (TUCOM-CA)
7615 Kennedy Hill, Building 2, San Antonio, TX 78235
(210) 283-6998
www.tuc.edu/som/

University of the Incarnate Word School of Osteopathic Medicine (UIW SOM)
874 American Pacific Dr., Henderson, NV 89014
(702) 777-1750
www.uiw.edu/som/

University of North Texas Health Science Center at Fort Worth/Texas College of Osteopathic Medicine (UNTHSC/TCOM)
3500 Camp Bowie Blvd., Ft. Worth, TX 76107-2699
Toll Free: (800) 535-TCOM (8266)
(817) 735-2204
www.unthsc.edu

West Virginia School of Osteopathic Medicine (WVSOM)
400 North Lee St., Lewisburg, WV 24901
Toll Free: (800) 356-7836 or (888) 276-7836
www.wvsom.edu

Western University of Health Sciences/College of Osteopathic Medicine of the Pacific (Western U/COMP)
Locations: Pomona, CA and Lebanon, OR
308 East Second St., Pomona, CA 91766-1854
(909) 469-5335
Lebanon: (541) 259-0200
www.westernu.edu

William Carey University College of Osteopathic Medicine (WCUCOM)
710 William Carey Pkwy, WCU Box 207
Hattiesburg, MS 39401
(901) 318-6316
www.wmcarey.edu/college/osteopathic-medicine
Timeline for Premedical Students Applying to Osteopathic Medical Colleges

This timeline assumes you plan to start medical school in the summer/fall following your college graduation and that you will complete your undergraduate education in four years. Recommendations for post-college, however, are included at the bottom of this timeline if you wish to take a gap year or different undergraduate path. Please consult with your health professions advisor to establish your own personalized schedule.

Premedical Student Checklist

**Pre-College**
- Meet with your high school counselor to discuss pursuing a health professions career and create an academic plan.
- If your high school offers a pre-health track, work with your counselor to enroll in the courses.
- Take Advanced Placement (AP) math and science classes to prepare for more difficult college level coursework.
- Take elective classes that help develop a background in the health professions and strong communication skills.
- Maintain a competitive GPA.
- Develop strong time-management and study skills.
- Volunteer with health-related organizations (hospitals, the American Red Cross, nursing homes, hospices, etc.).
- Request assistance from your high school counselor, family members, or family physicians to schedule job shadowing opportunities.
- Research health professions career-opportunities through explorehealthcareers.org (https://explorehealthcareers.org).
- Research and attend summer health programs offered by colleges.
- Join or develop a student organization that is geared toward a health professions career.
- Join or start a local chapter of HOSA (http://www.hosa.org).

**Year One**
- Meet with your university’s health professions advisor to discuss overall premedical curriculum. If your college does not have a health professions advisor, view resources at the National Association of Advisors for the Health Professions (https://www.naahp.org/student-resources/find-an-advisor).
- Start taking prerequisite coursework, which typically begins with the Biology and/or the Inorganic Chemistry sequence.
- Maintain a competitive GPA and reach out to on-campus academic resources, such as the tutoring center, for assistance. (See General Admissions Requirements https://choosedo.org/general-admission-requirements/ for the average GPA for entering students.)
- Develop strong study skills by forming study groups and using on-campus academic resources.
- Learn more about the osteopathic medical profession and philosophy by reading books, researching online, etc. Sign up to receive The DO (https://thedo.osteopathic.org) and other health related resources.
- Review the 2019-2020 Student Guide to Osteopathic Medical Colleges (https://choosedo.org) to assist with your medical school research.
- Begin researching medical schools online. Focus on admissions requirements and average entering student statistics (average GPA, MCAT, etc.).
- Attend recruitment events (https://choosedo.org/events/) and visit medical school campuses.
- Join online mailing lists of programs of interest and start following them on social media.
- Get involved in pre-health organizations and extracurricular activities on campus. Keep records of your experiences.
- Join or start a Pre-Student Osteopathic Medical Association (Pre-SOMA) (https://studentdo.org/pre-soma/) chapter at your college.
- Work to develop a relationship with your science faculty members by visiting during office hours, participating in extracurricular activities, etc.
- Begin to gain clinical experience in health care fields through shadowing, volunteering, employment (CNA, EMT, etc.), and internship opportunities. Keep records of your experiences.
- Look for opportunities to shadow physicians in clinical settings and keep records of your experiences. Request assistance through a health professions advisor. Find DOs specifically at doctorsatdo.org.
- Talk with upperclassmen about how they gained experiences in the health professions or about their medical school application process.

**Year Two**
- Meet with your health professions advisor to discuss current coursework and activities, and to begin thinking about preparation for the Medical College Admission Test (MCAT).
- Maintain a competitive GPA and reach out to on-campus academic resources, such as the tutoring center, for assistance. (See General Admissions Requirements https://choosedo.org/general-admission-requirements/ for the average GPA for entering students).
- Begin researching the cost of applying to medical school. Keep in mind that the average applicant to medical school applies to nine colleges.
- Attend recruitment events (https://choosedo.org/events/) and visit medical school campuses.
- Attend health professions fairs in your area to learn more about schools of interest.
Stay involved in pre-health organizations and get involved in community service—look for leadership opportunities.

Join or start a Pre-SOMA (https://studentdo.org/pre-soma/) chapter at your college.

Determine requirements of evaluations/letters of recommendations for each program of interest and build relationships with professors, advisors, and medical professionals. They are future resources for evaluations/letters of recommendation.

Work on your communications skills through public speaking courses and leadership opportunities.

Look for opportunities to shadow physicians in clinical settings.

Investigate participating in undergraduate research. This can take several months to coordinate.

Research summer health care opportunities (work, education abroad, internship, etc.).

Continue prerequisite coursework.

Continue researching medical schools online by reviewing admissions requirements and average entering student statistics (GPA, MCAT, etc.).

Continue to gain clinical experiences through shadowing, volunteering, employment (CNA, EMT, etc.), and internship opportunities.

Continue to keep records of extracurricular and clinical experiences.

**Year Three – Fall**

Meet with your health professions advisor about evaluations/letters of recommendation. Inquire about the availability of a pre-health committee.

Begin serious preparation for the MCAT exam, which is offered between January and September each year. Utilize the Association of American Medical College (AAMC)'s MCAT prep resources (https://students-residents.aamc.org/applying-medical-school/taking-mcat-exam/prepare-mcat-exam/) for official guidance.
CHOOSE A NEW GENERATION OF DOCTORS

TIMELINE

Photo courtesy of Marian University College of Osteopathic Medicine (MU-COM)
• Attend recruitment events (https://choosedo.org/events/) and visit medical school campuses to meet with admissions counselors or attend an open house.
• Stay involved in pre-health organizations, volunteer experiences, and extracurricular activities, especially those that focus on helping underserved populations.
• Keep in touch with individuals who might write an evaluation/letter of recommendation.
• Pursue and complete research opportunities.
• Set aside time to work on your personal statement. Revisit and rework the statement over an extended period. It is highly recommended that you work with your university’s writing center for assistance.
• Research and plan how you will pay the application fees to apply to medical school. Keep in mind that the average applicant applies to nine colleges of medicine.
• Continue prerequisite coursework.
• Continue maintaining a competitive GPA and reach out to on-campus academic resources, like the tutoring center, for assistance. (See General Admissions Requirements (https://choosedo.org/general-admission-requirements/) for the average GPA for entering students.)
• Continue researching medical schools online by reviewing admissions requirements, average entering student statistics (i.e., GPA, MCAT, ideal applicant), and mission and vision statements.
• Continue to gain clinical experiences through shadowing, volunteering, employment (CNA, EMT, scribe, etc.), and internship opportunities.

Year Three – Spring

• Meet with your health professions advisor to review the details of your application.
• Take the MCAT exam.
• Stay involved in pre-health extracurricular activities.
• Contact the individuals who will be writing evaluations/letters of recommendation for you. Give them plenty of time (at least four to six weeks) to write a quality evaluation/letter of recommendation.
• Research medical schools that interest you. Contact each school to inquire about their specific admissions criteria and schedule a time to visit their campus. (See a schedule of College Recruiting Events https://choosedo.org/events/).
• Review the 2019-2020 Student Guide to Osteopathic Medical Colleges (https://choosedo.org) to assist with your medical school research.
• Make a list of the medical schools to which you plan to apply.
• Start the ACOMAS (https://aacom.as.liaisoncas.com) application process in May.
• Submit your application when you are ready; early is better but complete/accurate is best.
• Continue prerequisite coursework. If possible, enroll in upper-level sciences courses, such as Biochemistry and Gross Anatomy.
• Continue to gain clinical experiences by shadowing or volunteering, employment (EMT, scribe, etc.).

Year Three – Summer

• Apply to ACOMAS (https://aacom.as.liaisoncas.com). Apply early and read all application directions carefully to avoid delays. Application processing begins in June. Colleges of osteopathic medicine make admissions decisions on a rolling basis, so they review applications, conduct interviews, and make admissions decisions throughout the admissions cycle. Keep in mind that interview slots may be awarded and/or classes may be filled if you apply close to the deadlines. Submitting materials early and accurately will support timely processing and help avoid delays. In the 2018–2019 cycle the average ACOMAS applicant applied to nine colleges.
• Work with evaluators to submit evaluations/letters of recommendation.
• Order all official transcripts and have them submitted to ACOMAS.
• Release MCAT scores to ACOMAS electronically using the AAMC’s MCAT Score Reporting System.
• Submit secondary application materials upon receipt.
• Use the Check Status tab in ACOMAS to monitor your application. Periodically contact each school to verify your application status.
• Meet with your health professions advisor or career center to work on interview skills. If possible, complete a mock interview.

Year Four

• If invited, participate in interviews at medical schools.
• Complete prerequisite coursework. Continue to include upper-level science courses.
• Maintain a competitive GPA. (See General Admissions Requirements (https://choosedo.org/general-admission-requirements/) for the average GPA for entering students.)
• Continue to gain additional clinical and/or research experience.
• Stay involved in pre-health organizations and volunteer activities.
• Use the Check Status tab in ACOMAS to monitor your application. Periodically contact each school to verify your application status.
• Share news of upcoming interviews and acceptances and thank those who helped along the way—health professions advisors, professors, physicians, family, and friends.
• Complete the ACOMAS Academic Update in early December to submit fall coursework.
• Consider post-application plans, whether you are accepted or not. Think about what you will do between the time you are accepted and begin school, or the steps you will take should you need to reapply.
• Complete the FAFSA application for financial aid when it becomes available in the fall.
• If you are not accepted or invited to an interview, contact the schools where you applied to request formal feedback on how to be more competitive should you reapply.
• Explore next steps to increase your competitiveness. These steps may include gaining additional clinical experience, retaking the MCAT exam, enrolling in a master’s program or postbaccalaureate certificate program, taking additional upper-level science courses, and reapplying for admission.

Post-College (Gap Year or Non-Traditional Career Changer)

• Speak with programs of interest for guidance on the best path to strengthen your application.
• Meet with a health professions advisor to gain insight into your competitiveness for medical school or your career goals.
• Take additional courses if prerequisite courses are more than five years old or to strengthen your background in science.
• Gain additional clinical experience to strengthen your background in the health professions and to confirm your desire to go to medical school.
• Retake the MCAT exam if your scores are older than three years or older than allowed by programs of interest.
Osteopathic Medicine is a Distinctive Form of Medicine.

Osteopathic medicine is a distinct pathway to medical practice in the United States. Osteopathic medicine provides all of the benefits of modern medicine, including prescription drugs, surgery, and the use of technology to diagnose disease and evaluate injury. It also offers the added benefit of hands-on diagnosis and treatment through a system known as osteopathic manipulative medicine. Osteopathic medicine emphasizes helping each person achieve a high level of wellness by focusing on health promotion and disease prevention.

DOs Work in Partnership With Their Patients and are Trained to Look at the Whole Person.

They consider the impact that lifestyle and community have on the health of each individual, and they work to erase barriers to good health. DOs are licensed to practice the full scope of medicine in all 50 states, the District of Columbia, Puerto Rico, and other territories of the United States, as well as in more than 65 countries abroad. They practice in all types of environments, including the military, and in all specialties, from family medicine and obstetrics to surgery and cardiology.

From their first day of medical school, DOs are trained to look at the whole person, which means they see each person as more than just a collection of body parts that may become injured or diseased. DOs are taught that the whole person is greater than the sum of his or her parts, and that patients should be treated as partners in the health care process. They are trained to communicate with people from diverse backgrounds, and they are given the opportunity to practice these skills in the classroom and a variety of other settings.

56 Percent of all DOs Choose to Practice in the Primary Care Disciplines of Family Practice, General Internal Medicine, and Pediatrics.

Because of their whole-person approach to medicine, 56 percent of all DOs choose to practice in the primary care disciplines of family practice, general internal medicine, and pediatrics. The remaining 44 percent go on to specialize in any number of practice areas.

There are more than 114,000 DOs in the United States. DOs boast a strong history of serving rural and underserved areas, often providing their distinctive brand of compassionate, patient-centered care to some of the most economically disadvantaged members of our society.

Osteopathic Medical Students Learn that Structure Influences Function.

In addition to studying all the typical subjects you would expect student physicians to master, osteopathic medical students complete approximately 200 hours of training in Osteopathic Manipulative Medicine (OMM). This system of hands-on diagnosis and treatment helps alleviate pain, restore motion, and support the body’s natural structure to help it function more efficiently.

One key concept osteopathic medical students learn is that structure influences function. Thus, if there is a problem in one part of the body’s structure, function in that area and in other areas may be affected. For example, restriction of motion in the lower ankle can restrict motion in the knee, hip, and lumbar spine, causing symptoms throughout. By using OMM techniques, DOs can help restore motion to these areas and eliminate pain.

Another integral tenet of osteopathic medicine is that the body has an innate ability to heal itself. Many OMM techniques are aimed at reducing or eliminating impediments to proper structure and function so that this self-healing mechanism can assume its role in restoring a patient’s health.

DOs Conduct Clinical and Basic Science Research to Help Advance the Frontiers of Medicine.

In addition to their strong history of providing high-quality patient care, DOs conduct clinical and basic science research to help advance the frontiers of medicine and to demonstrate the effectiveness of the osteopathic approach to patient care. Founded in 2002, the Osteopathic Research Center (ORC) (https://www.unthsc.edu/texas-college-of-osteopathic-medicine/tcom-research/the-osteopathic-research-center/) in Fort Worth, TX conducts and promotes research on the pathophysiological mechanisms and clinical outcomes of OMM. The center serves as a catalyst for developing and conducting multicenter, collaborative clinical research studies. Initial studies have focused on demonstrating the effectiveness of OMM as it applies to many facets of patient care.

See more information about osteopathic medicine (https://choosedo.org/learn-about-osteopathic-medicine/).

Tenets of Osteopathic Medicine

The American Osteopathic Association’s House of Delegates approved the “Tenets of Osteopathic Medicine” as policy which follows the underlying philosophy of osteopathic medicine. The tenets are:

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

What Does a DO Do?

• Throughout the country, DOs practice the full scope of medicine in all specialties of the medical field, from pediatrics and geriatrics to sports medicine and trauma surgery.
• DOs receive the same medical training as other physicians, as well as 200 additional hours of OMM training. OMM is a hands-on approach to diagnose and treat illness and injury.
• OMM has been proven to be effective in treating a variety of injuries and illnesses. For example, the use of OMM in treating patients with pneumonia has been found to shorten the length of hospital stays and complications associated with pneumonia.
• DOs are trained to focus on the whole person, working with patients to achieve high levels of wellness and disease prevention.
Consider a Career in Osteopathic Medicine

Do you want to be the type of physician who sees the patient as more than a symptom or disease? Do you want to be the kind of physician who gets involved in his or her community and who spends time getting to know his or her patients as people? Are you the kind of person who is compassionate and enjoys meeting and getting to know a diverse range of people from many different backgrounds and socioeconomic groups? Are you the kind of person who has solid communication skills and a healing touch? If you answered “yes” to some or all of these questions, osteopathic medicine may be a good career option for you.

Generally, osteopathic medical schools are looking for a variety of personal qualities in the applicants they admit to their schools and, ultimately, to the osteopathic profession. Osteopathic medical schools admit many students from nontraditional backgrounds. Many of these students come to osteopathic medicine as a second career and have a diverse set of experiences.

Osteopathic medical schools have admitted students who have been administrators, managers, or executives in business; attorneys; professional musicians; newspaper reporters; allied health care providers; and many others. Many of these students have families, and some are single parents.

Admission to osteopathic medical school is competitive and selective. A person who is well-rounded, has a broad background with the qualities listed above, and has demonstrated academic excellence has the best chance for admission to osteopathic medical school.

Osteopathic Medicine in an International Context

The practice of osteopathic medicine outside of the United States varies. In more than 65 countries, DOs have full practice rights as they do in the United States. However, only U.S. DOs are trained as fully licensed physicians. In some countries, DO training is concentrated on OMM, and practice rights are typically limited to manipulation. The most up-to-date information on this topic is available from the Osteopathic International Alliance (https://oialliance.org) and the American Osteopathic Association (https://osteopathic.org).

Specific information about Canadian osteopathic medical practice is available from the Canadian Osteopathic Association (https://www.osteopathic.ca).

DOCARE International (https://docareintl.org) is a medical outreach organization that provides care in underserved areas throughout the world.

Admissions policies at U.S. osteopathic medical colleges vary with regard to applicants who are neither U.S. citizens nor hold permanent resident status in the United States. The International Students page lists schools that will consider applicants who are not U.S. citizens. (https://choosedo.org/international-students/)

Prospective applicants to osteopathic medical colleges should consider that in the typically seven-plus years between entering medical school and going into practice, the conditions and regulations on practice outside the United States may change significantly.

Prospective osteopathic physicians can participate in overseas medical missions and volunteer work. Participation in such programs is generally arranged by the sponsoring organization, and U.S. physicians—both DOs and MDs—have practice rights extended to them while participating in these programs. Many osteopathic colleges sponsor such programs, which may be open to participation by their students, faculty, and alumni.

Learning About the Practice of Osteopathic Medicine and Shadowing a DO

Colleges of osteopathic medicine (COMs) encourage applicants to learn more about the profession by identifying an osteopathic physician to shadow. Many of the colleges require applicants to get to know a DO and request a letter of recommendation as part of the application process. Applicants should meet with and spend time shadowing the physician. This provides the applicant with exposure to the osteopathic profession and enhances awareness of osteopathic medical philosophy. Working with a physician will prepare the applicant for the application interview. Completing this crucial step also demonstrates the applicant’s commitment to the osteopathic profession.

Students should contact a DO before applying for admission, beginning as early as possible while in undergraduate education. The best ways for finding DOs are:

• Osteopathic college admissions and alumni offices. Admissions and alumni officials at schools have many contacts in the osteopathic profession. Contact them, and let them know that you are looking to shadow and learn more about becoming a DO.
• The American Osteopathic Association (AOA) membership office. The AOA maintains an online national directory of practicing DOs. A locality search will give you contact information and in many cases will link you to your state’s osteopathic association website.
• State osteopathic associations. Many of the state associations compile lists of their members who have indicated an interest in having prospective osteopathic medical students shadow them.
• Your college’s health professions advisor.
• Your college’s Pre-Student Osteopathic Medical Association Pre-SOMA) chapter (https://studentdo.org/pre-soma/).

Once you have found a doctor near you, call or send the doctor a letter. (Remember, most doctors are very busy, so please be understanding if you cannot speak directly to the DO.) If you explain your interest and share your enthusiasm for the profession, many DOs will be delighted to host you for a day or two. They will be able to show you what they do so that you can decide if you want to study osteopathic medicine.

Current osteopathic medical students are another good source of information about osteopathic medical education, as are the Pre-SOMA chapters on undergraduate campuses. The colleges have student ambassador programs, alumni, student government leaders, and members of the Student Osteopathic Medicine Association (SOMA), all of whom are eager to talk about their schools with prospective medical students. For further information, contact the admissions office at the schools in which you are interested.

1 Source: American Osteopathic Association (https://osteopathic.org)
Overview

Osteopathic medicine is a science-based discipline with a strong philosophical grounding that focuses on the whole person. It follows the French and Italian model of medical education, emphasizing examination and understanding of the people being cared for.

This is in contrast to MD-granting (allopathic) medical schools, which are rooted in the German model of education, emphasizing laboratory-based evaluation of patients. Nevertheless, osteopathic medical school curricula are very similar to those used at U.S. allopathic medical schools, although the exact program varies by college.

Osteopathic medical school accreditation standards require training in internal medicine, obstetrics/gynecology, pediatrics, family practice, surgery, psychiatry, radiology, preventive medicine, and public health. Osteopathic medical schools emphasize early clinical contact. While the first two years focus on the biomedical and clinical sciences, the second two years delve deeper into patient-oriented clinical training. Most schools include time for elective courses as well.

DO clinical education follows a distributive model, wherein students are exposed to practicing in diverse health care settings. Although in-hospital experiences are an important aspect of clinical education, osteopathic medical students receive significant training in community hospitals as well as out-of-hospital ambulatory settings. In many schools, a community-based primary care rotation in a rural or underserved area is a required aspect of fourth-year training. For information on each school’s curriculum, see the individual college pages.

Although osteopathic medical education has changed dramatically since its beginnings in 1874, osteopathic medical schools maintain the core values advanced by the profession’s early proponents. These values are held as central distinguishing tenets of osteopathic philosophy and practice: providing care that is holistic, patient-centered, preventive, and focused on health rather than disease, delivered within a primary care context.

The osteopathic medical school curriculum is perhaps most distinguished by the inclusion of osteopathic manipulative medicine (OMM), a hands-on approach that is used to diagnose and treat people in a primary or adjunctive way, enhancing overall health and the holistic functioning of the human body. OMM education usually occurs through year-long first- and second-year theoretical and skills courses and through subsequent clinical experiences. OMM education is in addition to, and integrated with, medical training on current and emerging theories and methods of medical diagnosis and treatment.

For more information on osteopathic medicine, see the overview (https://choosedo.org/learn-about-osteopathic-medicine/).

Accreditation

Osteopathic medical schools are accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (COCA), recognized to accredit osteopathic medical education by the U.S. Department of Education. Learn more here (https://osteopathic.org/accreditation/).

Many osteopathic medical schools are also accredited by a regional educational accrediting organization.

New colleges of osteopathic medicine (COMs) hold provisional accreditation status during their first four years of student enrollment. A college holding provisional accreditation status may admit students and offer medical instruction. During the year preceding the graduation of its first class, a provisionally accredited COM will conduct various activities that will allow it to attain fully-accredited status. New term will be pre-accreditation, there will no longer be provisional accreditation.

Osteopathic Medicine Four-Year Curriculum

Each osteopathic medical school has its own curriculum. Some are discipline-based, focusing on each science separately. Others allow students to learn through patient-based, or problem-based, learning. Many use a mix of methods. Osteopathic medical school starts with a foundation in the basic sciences of medicine. In addition, students learn a core set of clinical examination skills and gain an understanding of the various systems of the body. Lectures, laboratories, and other learning experiences are designed to prepare students for the clinical portion of medical school—the clinical clerkship years.

Integration of the basic and clinical sciences through early clinical exposure is an important part of the curriculum. While specific learning methods and curricular offerings vary from college to college, the chart at right provides a general guide to the material covered in the osteopathic medical school curriculum. Please check with the college to which you are applying.

Overview of Osteopathic Medical Education and Accreditation

Photo courtesy of Marian University College of Osteopathic Medicine (MU-COM)
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Core Clinical Clerkships (Years 3 and 4)</th>
<th>Other Clinical Clerkships (Years 3 and 4)</th>
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<tr>
<td>Anatomy</td>
<td>Gerontology</td>
<td>Emergency Medicine</td>
<td>Anesthesiology</td>
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<tr>
<td>Physiology</td>
<td>Cardiology</td>
<td>Family Medicine</td>
<td>Cardiology</td>
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<tr>
<td>Clinical Skills</td>
<td>Gastrointestinal System</td>
<td>Internal Medicine</td>
<td>Dermatology</td>
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<td>Radiology</td>
<td>Hematopoietic System</td>
<td>Obstetrics &amp; Gynecology</td>
<td>Gastroenterology</td>
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<td>Microbiology &amp; Immunology</td>
<td>Pharmacology</td>
<td>Pediatrics</td>
<td>Nephrology</td>
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<td>Endocrinology</td>
<td>Psychiatry &amp; Behavioral Science Surgery</td>
<td>Neurology</td>
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<td>Psychiatry</td>
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<td>Oncology &amp; Hematology</td>
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<td>Respiratory</td>
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<td>Pathology</td>
<td>Ethics &amp; Jurisprudence</td>
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<td>Otorhinolaryngology</td>
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<td>Doctor/Patient Communication</td>
<td>Family Medicine</td>
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<td>Pediatric Subspecialties</td>
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<td>Public Health</td>
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<td>Reproductive System</td>
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<td>Pulmonary Medicine</td>
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<td>Pediatrics/Growth &amp; Development</td>
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<td></td>
<td>Rural Medicine</td>
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<td></td>
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<td></td>
<td>Surgical Subspecialties</td>
</tr>
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</table>

Photo courtesy of A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)
Graduate Medical Education

An Overview of Graduate Medical Education (GME)

The education students receive in an osteopathic medical school is undergraduate medical education, and the subsequent training provided in a residency and fellowship program is graduate medical education (GME).

After graduating from an osteopathic medical school, students seeking licensure continue training in graduate training programs called "residency," the first year of which may be called an "internship" or a "transitional year." Successful completion of a residency program is required for specialty board certification.

GME typically focuses on one field of practice. Examples include family medicine, pediatrics, emergency medicine, surgery, preventive medicine, dermatology, radiology, and others.

Two organizations currently accredit GME programs: the Accreditation Council for Graduate Medical Education (ACGME) and the American Osteopathic Association (AOA), which accredits osteopathic residency programs only. As of July 1, 2015, implementation of a single GME accreditation system (SAS) is underway under the umbrella of the ACGME. The new system is slated to be in place by June 30, 2020. By the end of the transition period for the single accreditation system (June 30, 2020) the AOA will no longer accredit residency programs. As a result of this new system, there will be significant changes to GME that will ease the application and participation process, as well as broaden opportunities to participate in GME programs.

Osteopathic Recognition

In the new GME accreditation system, osteopathic medical school graduates have the option to pursue ACGME programs with an osteopathic emphasis or programs with “Osteopathic Recognition” designation. Any ACGME-accredited program can apply to receive Osteopathic Recognition, which indicates that osteopathic principles and practices are integrated within the training program. Osteopathic medical students can pursue programs with Osteopathic Recognition in all the options below. Students can view an up-to-date list of programs with the ACGME Osteopathic Recognition designation on the ACGME’s website at https://apps.acgme.org/ads/Public/Reports/Report/17.

Learn more and keep up with changes on the transition to the single accreditation system at www.aacom.org/singlegme.

In pursuing GME, osteopathic medical school graduates can choose the following options:

1. **Residency (Categorical):** A graduate of a college of osteopathic medicine can match directly into a residency program and start specialty training. A “categorical” position is one which offers full residency training required for board certification in that specialty.

2. **Preliminary:** The doctor of osteopathic medicine chooses to go into a specialty and will be in a first-year program that may be separate or linked to the specialty training they will pursue. Some specialties will require a preliminary year.

3. **Transitional Year:** A one-year training program in multiple clinical disciplines is designed to facilitate choice of and preparation for a specific specialty.

4. **Military GME**

5. **Fellowship:** A graduate of a residency training program may choose to pursue further training in a particular subspecialty.

Residency Match

Graduating osteopathic medical students apply to hospitals and programs that offer their preferred GME programs. Applications to GME programs are administered through the Electronic Residency Application Service (ERAS). Following interviews that provide students and programs with information about each other, students submit their choices, ranked from their first to last choice. Programs also rank the applicants they would like to have working in their programs.

DO students typically enjoy a high rate of placement into GME programs. Current match data reflect the existing match processes—National Resident Matching Program (NRMP) and AOA National Matching Service (NMS) systems—in a given year. The 2020 match will be the first single match system administered by the NRMP. This single system will simplify the matching process for osteopathic medical school students. A result of the new process will be a shift in the way the match rate percentage is reported, and AACOM will continue to provide details on these changes.

Each osteopathic medical school has its own curriculum. Some are discipline-based, focusing on each science separately. Others allow students to learn through patient-based, or problem-based, learning. Many use a mix of methods. Osteopathic medical school starts with a foundation in the basic sciences of medicine. In addition, students learn a core set of clinical examination skills and gain an understanding of the various systems of the body. Lectures, laboratories, and other learning experiences are designed to prepare students for the clinical portion of medical school—the clinical clerkship years.

Integration of the basic and clinical sciences through early clinical exposure is an important part of the curriculum. While specific learning methods and curricular offerings vary from college to college, the chart on page 13 provides a general guide to the material covered in the osteopathic medical school curriculum. Please check the college to which you are applying for.
Board Examinations and Licensure

Osteopathic physicians are licensed in all 50 states, the District of Columbia, other territories and areas of the United States, and many foreign countries. Licensure is determined by each state through the appropriate licensing board.

To be licensed as an osteopathic physician, one must:

• Graduate from an accredited U.S. college of osteopathic medicine (COM),
• Successfully complete a licensure exam sequence accepted by a state’s licensing board (COMLEX-USA or USMLE).
• Successfully complete more than one year of graduate medical education (GME), depending on state licensure requirements.
• Osteopathic physicians stay abreast of the latest medical developments related to their specialty training through continuing medical education (CME) programs. CME requirements are determined by each state’s licensure board. The American Osteopathic Association (AOA) also requires its members to complete a certain number of CME credits to maintain board certification.

For state-specific licensure information, please visit http://www.fsmb.org/fcvs/state-requirements/

Learn more about CME through the AOA (https://osteopathic.org/cme/).

Find information on osteopathic specialties and subspecialties (https://osteopathic.org).

Many foreign countries recognize the U.S. DO degree and grant full licensure to American-trained DOs who wish to practice internationally. The scope of licensure is determined by each country. For more information, visit the International Osteopathic Medicine page on the AOA website (https://osteopathic.org).

Comprehensive Osteopathic Medical Licensure Exam (COMLEX-USA)

The Comprehensive Osteopathic Medical Licensure Exam (COMLEX-USA) is a standardized test of medical knowledge. The goal of the exam is to assess competency in the areas of knowledge related to practicing medicine. It tests the medical knowledge and clinical skills that are considered essential for an osteopathic physician to practice medicine without supervision. The COMLEX-USA includes standardized test questions and a pass/fail observed clinical examination performed by the student.

The COMLEX-USA comprises Level 1, Level 2 CE and PE (Cognitive Evaluation and Performance Evaluation), and Level 3. It is administered by the National Board of Osteopathic Medical Examiners (NBOME). The NBOME is independent from the colleges of osteopathic medicine and has as its role the protection of the public.

Level 1 of the exam is taken by the end of the second year of medical school prior to the clerkship training. Level 2-CE is taken during the clinical clerkship years prior to graduating from osteopathic medical school. COMLEX-USA Level 2-PE is an examination developed to test physical examination skills and is also taken prior to graduation. Level 3 is taken during GME.

The COMLEX-USA Level 1 and 2 (CE and PE) are required for graduation from an osteopathic medical college. Each of the osteopathic colleges has its own requirements for progression through the stages of the COMLEX-USA before graduation.

All 50 states in the United States accept COMLEX-USA as a licensure exam for the practice of medicine by osteopathic physicians. To learn more about the COMLEX-USA exam, please visit www.nbome.org.

United States Medical Licensure Examination (USMLE)

The United States Medical Licensure Examination (USMLE) is the standard examination for graduates of U.S. MD-granting medical schools and graduates of international medical schools seeking to practice in the United States. Osteopathic medical students and residents also are eligible to take the USMLE.

The USMLE consists of Step 1, Step 2 CK and CS (Clinical Knowledge and Clinical Skills), and Step 3.

To learn more about the USMLE exam, please visit www.usmle.org.
You’ve made the decision to apply to medical school — Congratulations!

You already know that admission to medical school is competitive, but just what are the admissions committees and interviewers looking for in a prospective student?

Premedical coursework varies at each college but generally requires at least:

- One year of biology
- One year of physics
- One year of English composition
- Two years of chemistry

Review the 2019-2020 Student Guide to Osteopathic Medical Colleges for specific coursework requirements at each college (https://choosedo.org/us-colleges-of-osteopathic-medicine/).

Personal qualities are just as important. Osteopathic medical schools are looking for students who:

- Are well-rounded
- Demonstrate strong communication and interpersonal skills
- Have a record of community service
- Have a record of leadership
- Have some clinical experience
- Have participated in a variety of extracurricular activities
- Come from diverse backgrounds
- Are motivated to pursue a career in medicine
- Possess knowledge of osteopathic medicine
- Have shadowed a physician, specifically an osteopathic physician if one is available

All students who apply to medical school have a bachelor’s degree. There are a few exceptions for students in special programs that have prior arrangements with medical schools. Some applicants have earned a master’s degree or doctorate before applying to osteopathic medical school.

Many public medical schools are mandated by state regulation to admit a certain percentage of in-state residents to each entering class. You can find the percentage of in-state students in the the 2019-2020 Student Guide to Osteopathic Medical Colleges college specific pages (https://choosedo.org/us-colleges-of-osteopathic-medicine/).

### Mean Grade Point Averages (GPA) for Entering Students

<table>
<thead>
<tr>
<th>Group</th>
<th>Baccalaureate GPA</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>Science</td>
<td></td>
<td>3.39</td>
<td>3.43</td>
<td>3.50</td>
<td>3.43</td>
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<tr>
<td>Non-Science</td>
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<td>3.60</td>
<td>3.63</td>
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<tr>
<td>Mean GPA</td>
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<td>3.51</td>
<td>3.53</td>
<td>3.56</td>
<td>3.53</td>
<td>3.54</td>
</tr>
</tbody>
</table>

### Mean Medical College Admission Test (MCAT) Scores for Entering Students

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>9.62</td>
<td>9.39</td>
<td>9.00</td>
<td>8.62</td>
<td>Psychological, Social, &amp; Bio.: 126.2</td>
<td>Psychological, Social, &amp; Bio.: 126.5</td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td>8.84</td>
<td>8.60</td>
<td>8.25</td>
<td>7.99</td>
<td>Chemical &amp; Physical: 125.7</td>
<td>Chemical &amp; Physical: 125.8</td>
</tr>
<tr>
<td>Total MCAT</td>
<td>27.33</td>
<td>25.84</td>
<td>25.62</td>
<td>24.75</td>
<td><strong>TOTAL MCAT: 503.1</strong></td>
<td><strong>TOTAL MCAT: 503.8</strong></td>
</tr>
</tbody>
</table>

The decrease in MCAT scores may be the result of fewer pre-2015 MCAT scores being reported, as many matriculants are submitting new MCAT scores in their application.

For more applicant and matriculant information, the 2018 applicant and many other reports are available at www.aacom.org/research.
Letters of Recommendation

All medical schools require letters of evaluation/recommendation. Letters may be submitted electronically through the ACOMAS application or directly to the schools using alternative services indicated by each school in the college information section of this book. Alternative services may include, but are not limited to:

- Interfolio
- VirtualEvals
- U.S. Mail

Many programs have strict guidelines for submitting letters, and requirements vary from school to school. Be sure to check with each osteopathic medical college before submitting letters of recommendation. For more information about submitting letters directly through ACOMAS, please refer to the ACOMAS Help Center (https://help.liaisonedu.com/ACOMAS_Applicant_Help_Center/Filling_Out_Your_ACOMAS_Application/Supporting_Information/1_Evaluations).

Criminal Background Checks and Drug Testing

Some states require criminal background checks for all medical students. Additionally, affiliated hospitals and clinical institutions of many medical schools have policies requiring criminal background checks for medical students completing clinical rotations at their facilities. Currently, the Department of Veterans Affairs mandates that all medical students involved in patient care at its hospitals undergo criminal background checks.

The movement toward criminal background checks across the health professions is based in large part on strengthening the public’s trust in the medical profession. Criminal background checks also enhance the safety and well-being of patients, aid in the applicants’ and enrolled medical students’ ability to eventually become licensed as physicians, and minimize the liability of medical schools and their affiliated clinical facilities.

Although a criminal background check is not part of the ACOMAS application for the 2019-2020 cycle, all osteopathic medical schools require criminal background checks for all matriculating students, as well as prior to the start of clinical rotations and at certain other specified times. It is your responsibility to become aware and informed of what will be required of you during the application process. Many colleges and clinical rotation sites require drug testing, either as a condition of matriculation or at some other specified time.

When an individual applies through ACOMAS, the applicant will be asked to disclose information regarding prior criminal offenses. Failure to accurately and truthfully disclose such offenses on the ACOMAS application may result in an offer of admission being rescinded or, if the omission is discovered after enrollment in medical school, in dismissal.
Financial Aid

Many forms of financial aid are available to osteopathic medical students, including scholarships and loans. Some financial aid is available directly from the colleges, and many state, local, and national osteopathic organizations offer scholarships or loans to students. Osteopathic medical students also are eligible for many federal loan programs. Financial aid officers at colleges of osteopathic medicine will have more information.

- Financial Aid and Scholarships
  This AACOM web page provides information on financial aid programs, resources, and opportunities.

- AAMC FIRST for Medical Education
  [https://students-residents.aamc.org/attending-medical-school/medical-school-survival-tips/finances-medical-school/](https://students-residents.aamc.org/attending-medical-school/medical-school-survival-tips/finances-medical-school/)
  This website provides a range of financial resources for aspiring medical school applicants and students.

- Explore Health Careers
  [https://explorehealthcareers.org/?s=financial-aid](https://explorehealthcareers.org/?s=financial-aid)
  Search for articles and information about financing your education on this website.

Federal Programs

The Armed Forces Health Professions Scholarship Program (HPSP) and Financial Assistance Programs (FAP) are offered through the U.S. Department of Defense (DoD). They provide funding for a wide range of medical educational expenses in exchange for an active-duty military service commitment. The FAP offers financial benefits to health care professionals in postgraduate specialty training in exchange for an active-duty service commitment. Applications are handled by local military recruiters. Prospective applicants should meet with a health professions recruiter for more information. Applicants may also want to speak with current military physicians who can provide a fuller perspective on the practice of military medicine.

- Army HPSP
  [https://www.goarmy.com/amedd/education/hpsp.html](https://www.goarmy.com/amedd/education/hpsp.html)

- Air Force HPSP

- Navy HPSP
  [https://www.med.navy.mil/sites/hmpdc/Pages/index.aspx](https://www.med.navy.mil/sites/hmpdc/Pages/index.aspx)

- Navy MPDC
  [https://www.med.navy.mil/sites/hmpdc/Pages/index.aspx](https://www.med.navy.mil/sites/hmpdc/Pages/index.aspx)

The Indian Health Service (IHS), an agency within the U.S. Department of Health and Human Services (HHS), provides a comprehensive health service delivery system for approximately 1.9 million American Indians and Alaska Natives who belong to 564 federally recognized tribes in 35 states. American Indian and Alaska Native students enrolled in health professions and allied health professions programs may be eligible to apply for the IHS Health Professions Scholarship Program or Loan Repayment Program. Learn more about the Indian Health Service [https://www.ihs.gov](https://www.ihs.gov) and its Loan Repayment Program [https://www.ihs.gov/careeropps/loanrepayment/](https://www.ihs.gov/careeropps/loanrepayment/).

The National Health Service Corps (NHSC) is part of the HHS Health Resources and Services Administration’s Bureau of Health Workforce. Students interested in pursuing careers in primary care in underserved areas may be eligible for NHSC scholarship and loan repayment opportunities. Learn more about NHSC.

AACOM Scholarships

AACOM offers scholarships for underrepresented minority students each year: The Sherry R. Arnstein Minority Student Scholarships are awarded to both new and continuing minority students of osteopathic medicine. The amount of the scholarship varies. Get more information and application materials [https://choosedo.org/financial-aid-and-scholarships/](https://choosedo.org/financial-aid-and-scholarships/).

AACOMAS Fee Waivers

AACOM encourages financially disadvantaged applicants to become DOs. Fee waiver requests must be received and processed prior to submitting an AACOMAS application. It may take up to 10 business days from the date the fee waiver request is submitted for the request to be processed by AACOMAS. Once a fee waiver request is approved, applicants must submit the primary AACOMAS application within 14 days (including weekends and holidays). Applicants should take this into consideration when planning submission of their primary application.

To process your application for an AACOMAS fee waiver, you must begin your primary application before submitting your request for a fee waiver. Do not pay and submit your primary application until you have heard from AACOMAS regarding whether your fee waiver has been approved. Your fee waiver will be applied to your application electronically.

As a rough guide, you may qualify for a fee waiver if your annual income level is below 200% of the U.S. Department of Health and Human Services federal poverty guidelines for your household size. The number of fee waivers is limited, however, and financial need does not guarantee a fee waiver. In addition, not everyone who submits a fee waiver application will qualify financially for one.

If you receive a fee waiver, it will cover the initial AACOMAS application fee for one school designation. If you wish to apply to more than one college, beginning with the second designation, you must pay the additional application fee.

The AACOMAS fee waiver is for the AACOMAS fee only. If you receive an AACOMAS fee waiver—or if you qualify financially after all fee waivers have been awarded—your name will be forwarded to the osteopathic medical colleges you designate. Some colleges of osteopathic medicine may also grant a waiver of their supplemental application fee. Meeting the AACOMAS eligibility criteria for a fee waiver, however, does not guarantee that a waiver will be granted for the supplemental fee.

To be considered for an AACOMAS fee waiver, you must include a copy of your most recent Federal tax return. If you are claimed as a dependent, you must submit that individual’s Federal tax returns instead. All pages of each document submitted must be signed and dated by the applicant. No other documents, including W-2s, FAFSA, or SAR documents, will be accepted.

Learn more about the AACOMAS fee waiver.[https://choosedo.org/application-fee-waiver/](https://choosedo.org/application-fee-waiver/)
<table>
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<tr>
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<th>Supplemental Deadline</th>
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<td>Mar. 15, 2020</td>
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<td>William Carey University COM</td>
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* Deposit information can be found on choosedo.org.
**UNTHSC/TCOM applicants must use the Texas Medical and Dental School Application Service: www.tmdsas.com.
The osteopathic medical profession has a longstanding tradition of commitment to diversity. Osteopathic medical schools, the American Association of Colleges of Osteopathic Medicine, and its member colleges encourage diversity, and many schools have recruitment programs aimed at attracting and training underrepresented minority physicians to serve our nation’s diverse population.

The colleges of osteopathic medicine welcome students from all ethnic backgrounds, races, and genders. The colleges adhere to all legal requirements, including the Americans with Disabilities Act (ADA). AACOMAS and its parent organization, AACOM, host and participate in a variety of events dedicated to promoting diversity and serving diverse populations. Read more about Diversity in Osteopathic Medical Education (https://choosedo.org/diversity-in-osteopathic-medical-education/).

Financial Aid Supporting Diversity
Each year, AACOM administers the Sherry Arnstein Minority Scholarship and awards students from historically underrepresented minority groups. For more information, visit the Financial Aid page (https://choosedo.org/financial-aid/). Financial aid officers at each of the colleges will be able to provide up-to-date information about other scholarships for minority students.

Mentoring and Other Support Programs
Mentoring and other support programs for underrepresented minority students are available at individual schools. These programs may include summer workshops, open houses, and residence programs. For more information, visit the college websites (https://choosedo.org/us-colleges-of-osteopathic-medicine/) of programs that interest you.

Photo courtesy of AT Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)
• Be sure that you accurately enter the eight-digit MCA T/AAMC number in your AACOMAS application. Providing the wrong number, name, or date of birth will delay the transmission of your scores to the colleges. It takes approximately 10-12 days to process official MCA T scores once they are released to AACOMAS from AAMC.

**Academic History and Transcripts**

You are required to report to AACOMAS all institutions attended, including but not limited to: college-level courses taken in high school, summer courses, community college courses, undergraduate institutions, military institutions, postbaccalaureate, graduate, and doctoral work, study abroad, foreign work, etc. Failure to report an institution or any courses taken at an institution runs the risk of your application being sent back to you by our verification staff, who will require you to report and provide a transcript for the missing institution or course(s). This can significantly delay the processing of your application.

**Official MCAT Scores**

Colleges of medicine require official scores from the Medical College Admissions Test (MCAT). You must contact AAMC to have your official MCAT scores released to AACOMAS. MCAT scores are not released to AACOMAS automatically. Once released, MCAT scores are sent to AACOMAS electronically from AAMC and matched to your application using your name, date of birth, and AAMC ID. Paper copies are not accepted.

To forward your MCAT scores to AACOMAS:

- Log into the MCAT Score Reporting System and select American Assoc. of Colleges of Osteopathic Med. App. Serv. as a recipient of your scores to ensure that your scores will be transmitted to AACOMAS.
- Your MCAT is transmitted electronically to AACOMAS and is linked to your AACOMAS record using your full name and the eight-digit MCAT/AAMC number assigned when you register for the MCAT.

- Be sure that you accurately enter the eight-digit MCAT/AAMC number in your AACOMAS application. Providing the wrong number, name, or date of birth will delay the transmission of your scores to the colleges. It takes approximately 10-12 days to process official MCAT scores once they are released to AACOMAS from AAMC.

**Accessing the Application**

The online AACOMAS application is located at [https://aacomasaacomas.com](https://aacomasaacomas.com). AACOMAS supports the latest versions of all major Internet browsers. To successfully complete theAACOMAS application, you must review all online application instructions in addition to the content of this publication. View the application instructions [here](https://help.liaisonedu.com/AACOMAS_Applicant_Help_Center).

The AACOMAS online application is designed to easily guide applicants through the osteopathic medical school application process.

The American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) is the centralized application service for U.S. osteopathic medical schools. AACOMAS enables applicants to complete one application and submit it with required information to programs participating in the centralized service. AACOMAS verifies your coursework for accuracy and sends the application and supplemental materials to the medical colleges you designate in the application. The service reduces the number of initial application forms, transcripts, and fees required, and streamlines the verification of your academic information.

The college information section of the 2019-2020 Student Guide to Osteopathic Medical Colleges can be used as a reference in learning more about the participating medical colleges. It contains a profile of each college of medicine, including a brief description of the campus and the curriculum, admissions criteria, minimum entrance requirements, class size and enrollment, supplemental application material requirements, and application deadlines. For further information and updated tuition and fees, you should visit each college’s website to view its most recent catalog or contact the colleges directly. Information in this resource is subject to change. The colleges reserve the right to alter requirements for admission at their discretion.
You must request the registrar of each institution you have attended to submit one complete set of official transcripts directly to AACOMAS. Include all institutions in foreign countries, U.S. territories, and possessions that are operated by U.S. institutions. Student copies of transcripts or copies sent by the applicant are not acceptable. Transfer credit(s) appearing on a transcript cannot be accepted in lieu of an original transcript from the institution where the coursework was completed. See the online AACOMAS instructions (https://help.liaisonedu.com/AACOMAS_Applicant_Help_Center/Sending_Your_Official_Transcripts_and_Test_Scores_to_AACOMAS) for more details on submitting Foreign, French Canadian, Study Abroad, and Overseas transcripts.

AACOMAS accepts transcripts electronically from a limited number of electronic transcript services. A list of these services can be found in the AACOMAS application instructions. If your school does not use these services, you must provide transcripts to AACOMAS via paper mailing. Transcripts should be sent (via U.S. Mail or expedited delivery service) to:

AACOMAS Transcript Processing Center
P.O. Box 9137
Watertown, MA 02471

Spam Blocking and Technical Compatibility

It is the applicant’s responsibility to meet compatibility requirements for computer systems involved in the application process. Requirements for AACOMAS online include Internet access and a web browser that is configured to allow pop-up windows and other features of the secure online application. (Pop-up blocking software must be properly configured or turned off.) In addition, the email address that you provide should not filter out communications regarding your application. (Spam filtering must be properly configured or disabled.) Please use a permanent email address, not one that will expire when you graduate.

Application Fees

The fee for using AACOMAS varies according to the number of colleges you designate when you submit your application. You may subsequently request that we send your application to more schools after initial submission. Payment may be made by credit/debit card only. Application materials will not be processed until payment is received. Currently, the application fee is $195 and includes submission to one designated college. Add $45 for each additional designation.

Early Decision Program

Applicants may apply to those osteopathic medical colleges that offer an Early Decision Program (EDP). They will be informed about the outcome of their application early enough to apply to other schools through the regular process. EDP applicants agree to apply to only one medical college through the process. If offered an EDP acceptance, they must attend that college.

The decision to apply through the EDP should be made carefully. While criteria vary among the colleges regarding their requirements, a frequent standard is that only those applicants who display exceptional credentials are admitted through the EDP process. Applicants considering an EDP application should contact the medical college admissions office for more specific information. The following colleges offer EDPs:

• A.T. Still University Kirksville COM (ATSU-KCOM)
• Campbell University–Jerry M. Wallace SOM (CUSOM)
• Marian University COM (MU-COM)
• Rowan University SOM (RowanSOM)
• University of North Texas Health Science Center/Texas COM (UNTHSC/TCOM)
• Edward Via COM (VCOM)

Application Traffic Guidelines

AACOM encourages each of its member colleges to conduct an application process that is inclusive and professional. The purpose of these guidelines is to allow prospective students to explore their options with the osteopathic medical community and to give the colleges of osteopathic medicine (COMs) the ability to process, select and matriculate applicants in a fair and timely manner.

1. COMs will publish and follow an application schedule.
2. COMs will publish their respective application procedures and admission requirements.
3. COMs may begin extending offers of admission at any time after the interview. Applicants will be asked to submit necessary matriculation documents, including a deposit, according to the following AACOMAS traffic guideline schedule:

   • Those accepted prior to November 15 will have until December 14.
   • Those accepted between November 15 and January 14 will have 30 days.
   • Those accepted between January 15 and May 14 will have 14 days.
   • Those accepted after May 15 may be asked for an immediate deposit.

After May 15 of the year of matriculation, each medical college may implement college-specific procedures for accepted students who hold one or more seats at other medical colleges.

Starting April 1, osteopathic medical colleges are asked to report to AACOMAS the names and identification of candidates who have paid a deposit, hold a position at an osteopathic medical college entering class, or both. After May 15, AACOMAS reports to each institution the names and candidates for its entering class who hold acceptances at additional institutions. An osteopathic medical college may rescind an offer of admissions to a candidate who has paid deposits to, or holds positions at, multiple institutions. If the osteopathic medical college chooses to withdraw the candidate from the entering class, the college must give the candidate a minimum 15-day notice. After the 15-day notice, if the candidate does not respond and is withdrawn from a college, the deposit is forfeited, and the seat may be given to another candidate. Therefore, prior to May 15, applicants need to withdraw from any college(s) which they do not plan to attend and only hold a position at one COM to avoid having positions withdrawn.

Prospective osteopathic medical students are expected to provide factual, accurate, and complete information throughout the admissions process. AACOM believes that the process requires mutual respect, integrity, and honesty among the COMs, and between colleges and their prospective osteopathic medical students.
Applicant Protocol

Applicants aspiring to become osteopathic physicians are expected to act professionally in their interactions with AACOMAS and with each college of medicine. Responsibility, respect, good judgment, professional communication, and cooperation are qualities that are valued by the osteopathic medical profession, and it is expected that applicants will demonstrate these qualities throughout the application process.

1. Applicants are expected to become familiar with admission requirements, follow application procedures, and meet all deadlines at each school to which they apply.

2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of recommendation, transcripts, and all applicable fees. All candidates who submit a supplemental application and subsequently complete the application process (submitting all required materials) are considered for admission by the colleges to which they submit a complete application.

3. Applicants are responsible for reporting and updating any changes in the initially submitted application (e.g., address, telephone number, academic status, and state of residence).

4. Applicants are responsible for responding promptly to all interview invitations and offers of admission (either to accept or to decline).

5. Applicants who have made a final decision regarding the medical school they plan to attend have an obligation to promptly withdraw their applications from all other schools.

AACOMAS Certification and Release Statements

To submit an application, applicants must agree to the certifications and conditions published and available for review in the AACOMAS application and online application instructions.

Note to Applicants

Apply early and read all application directions carefully to avoid delays. Application processing begins in June. Colleges of osteopathic medicine make admissions decisions on a rolling basis, so they review applications, conduct interviews, and make admissions decisions throughout the admissions cycle. Keep in mind that interview slots may be awarded and/or classes may be filled if you apply close to the deadlines. Submitting materials early and accurately will support timely processing and help avoid delays. Your AACOMAS application must be submitted and all official transcripts for completed coursework must be postmarked on or before the college application deadlines. (https://choosedo.org/college-application-deadlines-2020/).
The Admissions Interview

To be invited for an interview at a medical school is a significant achievement on the part of the applicant. Generally speaking, the applicant has passed a rigorous examination of his/her academic credentials and now has the opportunity to showcase other skills, traits, and characteristics that may be attractive to osteopathic medical colleges. The specific logistics of an interview will vary by college. However, each college uses the interview process to gather as much information about each applicant as possible in order to identify students who are academically qualified and who have backgrounds, experiences, and personal philosophies that are consistent with osteopathic medical education (OME).

Medical school interviews are particularly important. Osteopathic medicine has a rich history of producing passionate, empathetic, considerate, altruistic, well-balanced physicians. These are individuals who not only demonstrate academic excellence, but also are dedicated to the humane delivery of medical care under the auspices of the osteopathic medical philosophy. Osteopathic medical colleges take great pride in seeking future physicians who have developed listening skills, communication skills, a high level of ethics, and a strong sense of social responsibility. Osteopathic medical schools actively seek those students who are committed to medicine as a career and a lifestyle. The admission interview can be very helpful in identifying these attributes.

For a full list of interview styles for each medical college, visit the school-specific pages of this resource (https://choosedo.org/us-colleges-of-osteopathic-medicine/).

Interview Suggestions

Do

• Be polite and courteous to all members of the college community you are visiting. Not only will your interviewers provide feedback, but admissions office staff and current students may be asked to comment on your personal conduct while on campus.
• Understand and articulate your genuine interest in osteopathic medicine and the osteopathic medical philosophy.
• Prepare thorough, intensive research specific to the college you are visiting by reading its catalog, website, and admissions material and, if possible, by talking in advance with current students.
• Be prepared to clearly articulate your interest in the college by asking college-specific questions, understanding any unique programs of the college, and discussing the relationship between your background and the college’s mission.
• Tell your interviewer what you can bring to the college’s medical school community.
• Thoroughly review your application, essay, personal statement, and academic record prior to your interview day. Interviewers are likely to inquire about your background and accomplishments. Be certain of what you have written.
• Answer questions honestly, thoroughly, and sincerely. If you do not know the answer to a question, indicate this and move on.
• Have one or two questions for your interviewer that make a connection between your credentials and the medical school.
• Follow up with the medical college by writing a hand-written thank you for the interview highlighting anything that stood out to you about the interview.

Do Not

• Lie about any of your credentials or experiences.
• Display a lack of tact or diplomacy.
• Display insincerity during any portion of your interview.
• Try to guess what the interviewer wants to hear.
• Be afraid to discuss your successes and most positive traits.
• Disparage or condemn your past experiences.
• Give overly vague or general experiences.
• Make excuses for past difficulties or challenges.
• Act with a negative attitude or use a negative tone in your responses.
• Underestimate the effort and determination you have demonstrated to this point.

• Arrive under-prepared or unprepared for this discussion.

Interview Resources

Health Professions Advisors at Your College
Many advisors belong to organizations such as the National Association of Advisors for the Health Professions (NAAHP) (https://www.naahp.org/home), which is primarily focused on providing support, resources, and current information on the many health professions. Depending on the type of institution, the health professions advisor may be a faculty member (usually in the science department) or a staff member in the career center or academic advising center.

Health professions advisors have watched hundreds of students go through the medical school application and interview process. Do not hesitate to ask for their advice, tips, and words of wisdom prior to your own interview. Many of these offices maintain files, notes, and other material to help you learn about the schools of greatest interest to you. In some instances, these offices will conduct mock interviews. These can be helpful as you learn to manage the nervousness and anxiety that are a natural part of this process.

Finding a Pre-Health Advisor
Students who find it difficult to locate an advisor on their campus, or who have been away from school, may contact NAAHP for volunteer advisors (https://www.naahp.org/home). NAAHP also offers publications to help students prepare for medical school. More information is provided on the Find an Advisor (https://www.naahp.org/student-resources/find-an-advisor) section of the NAAHP website.

Current Medical Students

Current medical students are wonderful sources of information. While everyone will have slightly different perspectives, it may be helpful for you to talk with current students about their interview experiences. Most medical colleges provide opportunities for you to learn about admission processes through forums, open houses, student panels, or campus tours. Contact those colleges that interest you and ask them what opportunities they provide for you to interact with current students.
Suggested Sources for More Information

Websites

The American Association of Colleges of Osteopathic Medicine websites (https://www.aacom.org and choosedo.org) provides information on the osteopathic medical schools across the United States, including information on location, admissions, and the application process. The site’s “Become and Osteopathic Physician” pages are especially designed for the applicant, highlighting the osteopathic medical education experience, financial information, the application process, and recruitment and open-house events.

The DO online magazine (https://thedo.osteopathic.org) is published by the American Osteopathic Association (AOA). Stay connected to and current with the osteopathic medical profession.

ExploreHealthCareers.org (https://explorehealthcareers.org) gives students a free, reliable, and comprehensive source of accurate, up-to-date information about the health professions. This includes information on and links to health-related education/training programs, financial aid resources, specialized learning opportunities, and current issues in health care.

The National Association of Advisors for the Health Professions Students The NAAHP’s website (https://www.naahp.org/home) allows students who are exploring or planning a career in medicine to seek out the health professions advisor on their campus to assist them. This website offers valuable resources and articles as well as volunteer advisors to help you on your path to a career in medicine.

The National Area Health Education Center Organization (https://www.nationalahec.org) is a network of health professionals and programs established around the nation for recruiting, training, and connecting students to careers in the various health professions.

The Canadian Osteopathic Medical Student Association (https://www.studentdo.ca) is dedicated to spreading awareness of osteopathic medicine throughout Canada and helping Canadians realize their dream of practicing medicine.

The American Osteopathic Association (https://osteopathic.org) is the largest organization representing the osteopathic profession. This website provides general information about the profession and current information on what is happening on the political level.

Directory of State Osteopathic Medical Associations (https://osteopathic.org/about/affiliated-organizations/). Each state is served by a local osteopathic medical association. In addition to assisting their members and the osteopathic profession in a variety of ways, the local associations can also help you find an osteopathic physician in your area.

Pre-SOMA (http://www.studentdo.com/presoma) is the undergraduate division of the Student Osteopathic Medical Association (SOMA), which is the student affiliate organization of the AOA. Pre-SOMA’s mission is to promote osteopathic medicine, increase the number of applicants to osteopathic medical schools, support aspiring osteopathic physicians at all levels of education, and continue the proud legacy of osteopathic medicine. Pre-SOMA assists with finding both shadowing and mentoring opportunities in your area and provides periodic informational updates from National SOMA, including access to the National SOMA newsletter. On this website, pre-medical students will learn how to establish a local Pre-SOMA chapter at their school.

Pre-SOMA Facebook (https://www.facebook.com/pre.soma) page is managed by the national organization for premedical osteopathic medical students, is designed for the Health Professions Students connected to and current with the osteopathic medical profession.

A Brief Guide to Osteopathic Medicine, For Students, By Students by Patrick Wu and Jonathan Siu
This comprehensive guide, written by current osteopathic medical students, is designed to help aspiring physicians understand osteopathic medicine and the path to becoming an osteopathic physician. Free download available on AACOM’s bookstore.

The DOs: Osteopathic Medicine in America by Norman Gevitz, PhD
This book seeks to provide the first comprehensive portrait of the profession, focusing on the impact of ideas and institutions in promoting its early development in the last quarter of the 19th century, as well as in effecting subsequent changes within its belief system, educational program, and scope of practice.

Foundations for Osteopathic Medicine by Anthony Chila, DO, FAAO dist. FCA, American Osteopathic Association
The official textbook for the osteopathic profession. Contains information on how osteopathic theory and methods are incorporated in every aspect of medicine.

Glossary of Osteopathic Terminology by the Educational Council on Osteopathic Principles of the American Association of Colleges of Osteopathic Medicine
A glossary that presents important and frequently used words, terms, and phrases of the osteopathic profession. Available on AACOM’s bookstore.

The Lengthening Shadow of Dr. Andrew Taylor Still by Arthur G. Hildreth and A. E. Van Vleck
A 1942 account of the life and work of the founder of osteopathic medicine.

Osteopathic Medicine: Past and Present by G. A. Walter, BS, DO, Ed (Hon.)
A 19-page pamphlet that gives an historical account of osteopathy, its roots, and its founder, A.T. Still. The work also provides information regarding the status of osteopathic medicine in the United States in 1981.

Publications

An Approach to Diagnosis and Treatment by Eileen DiGiovanna, DO, and Stanley Schiowitz, DO
A text that organizes currently taught concepts and techniques, this book serves as a reference for osteopathic medical students.

The Autobiography of A.T. Still by Andrew Taylor Still
Reprinted by the AOA
First published in 1908, this book, by the founder of osteopathic medicine, discusses his life.
**Osteopathic Medicine—An American Reformation**  
by George W. Northup, DO  
A short book that tells the story of A.T. Still and the beginnings of osteopathy. A good overview of the profession in the 1890s.

**Osteopathic Medicine—A Reformation in Progress**  
by R. Michael Gallagher, DO, FACOFP, and Frederick J. Humphrey, II, DO, FACN  
An authoritative work discussing the past, present, and future challenges facing osteopathic medicine, as well as its philosophical tenets and clinical contributions.

**Osteopathic Principles and Practice**  
by Michael Kuchera, DO, FAAO, and William Kuchera, DO, FAAO  
A text that presents osteopathic philosophy, treatment methods, and techniques.

**Journals**

**Journal of the American Osteopathic Association**  
[https://jaoa.org](https://jaoa.org)  
The scientific journal of osteopathic medicine, published by the AOA.
CHOOSE DO
A NEW GENERATION OF DOCTORS

The American Osteopathic Association’s Commission on Osteopathic College Accreditation (COCA) accredits 35 colleges of osteopathic medicine offering instruction at 56 locations in 33 states.
<table>
<thead>
<tr>
<th>College Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama College of Osteopathic Medicine (ACOM)</td>
<td>30</td>
</tr>
<tr>
<td>Arizona College of Osteopathic Medicine of Midwestern University (AZCOM)</td>
<td>31</td>
</tr>
<tr>
<td>Arkansas College of Osteopathic Medicine (ARCOM)</td>
<td>32</td>
</tr>
<tr>
<td>A.T. Still University Kirksville College of Osteopathic Medicine (ATSU-SOMA)</td>
<td>33</td>
</tr>
<tr>
<td>Burrell College of Osteopathic Medicine (BCOM)</td>
<td>34</td>
</tr>
<tr>
<td>California Health Sciences University College of Osteopathic Medicine (CHSU-COM)</td>
<td>35</td>
</tr>
<tr>
<td>Campbell University-Jerry M. Wallace School of Osteopathic Medicine (CUSOM)</td>
<td>36</td>
</tr>
<tr>
<td>Chicago College of Osteopathic Medicine of Midwestern University (DMU-COM)</td>
<td>37</td>
</tr>
<tr>
<td>Des Moines University College of Osteopathic Medicine (ICOM)</td>
<td>38</td>
</tr>
<tr>
<td>Idaho College of Osteopathic Medicine (LECOM)</td>
<td>39</td>
</tr>
<tr>
<td>Kansas City University of Medicine and Biosciences College of Osteopathic Medicine (KCU-COM)</td>
<td>40</td>
</tr>
<tr>
<td>Lake Erie College of Osteopathic Medicine (LECOM)</td>
<td>41</td>
</tr>
<tr>
<td>Lake Erie College of Osteopathic Medicine Bradenton Campus (LECOM Bradenton)</td>
<td>42</td>
</tr>
<tr>
<td>Liberty University College of Osteopathic Medicine (LUCOM)</td>
<td>43</td>
</tr>
<tr>
<td>Lincoln Memorial University–DeBusk College of Osteopathic Medicine (LMU-DCOM)</td>
<td>44</td>
</tr>
<tr>
<td>Marian University College of Osteopathic Medicine (MU-COM)</td>
<td>45</td>
</tr>
<tr>
<td>Michigan State University College of Osteopathic Medicine (MSUCOM)</td>
<td>46</td>
</tr>
<tr>
<td>New York Institute of Technology College of Osteopathic Medicine (NYITCOM)</td>
<td>47</td>
</tr>
<tr>
<td>Nova Southeastern University Dr. Kiran C. Patel College of Osteopathic Medicine (NSU-KPCOM)</td>
<td>48</td>
</tr>
<tr>
<td>Ohio University Heritage College of Osteopathic Medicine (OU-HCOM)</td>
<td>49</td>
</tr>
<tr>
<td>Oklahoma State University Center for Health Sciences College of Osteopathic Medicine (OSU-COM)</td>
<td>50</td>
</tr>
<tr>
<td>Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM)</td>
<td>51</td>
</tr>
<tr>
<td>Philadelphia College of Osteopathic Medicine (PCOM)</td>
<td>52</td>
</tr>
<tr>
<td>PCOM Georgia</td>
<td>53</td>
</tr>
<tr>
<td>Rocky Vista University College of Osteopathic Medicine (RVUCOM)</td>
<td>54</td>
</tr>
<tr>
<td>Rowan University School of Osteopathic Medicine (RowanSOM)</td>
<td>55</td>
</tr>
<tr>
<td>Touro College of Osteopathic Medicine (TouroCOM)</td>
<td>56</td>
</tr>
<tr>
<td>Touro University College of Osteopathic Medicine–California (TUCOM-CA)</td>
<td>57</td>
</tr>
<tr>
<td>Touro University Nevada College of Osteopathic Medicine (TUCOM-CA)</td>
<td>58</td>
</tr>
<tr>
<td>University of the Incarnate Word School of Osteopathic Medicine (UIWSOM)</td>
<td>59</td>
</tr>
<tr>
<td>University of New England College of Osteopathic Medicine (UNE COM)</td>
<td>60</td>
</tr>
<tr>
<td>University of North Texas Health Science Center at Fort Worth/Texas College of Osteopathic Medicine (UNTHSCTCOM)</td>
<td>61</td>
</tr>
<tr>
<td>University of Pikeville–Kentucky College of Osteopathic Medicine (UP-KYCOM)</td>
<td>62</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine–Auburn Campus (VCOM-Auburn)</td>
<td>63</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine–Carolina Campus (VCOM-Carolina)</td>
<td>64</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine–Louisiana Campus (VCOM-Louisiana)</td>
<td>65</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine–Virginia Campus (VCOM-Virginia)</td>
<td>66</td>
</tr>
<tr>
<td>West Virginia School of Osteopathic Medicine (WVSOM)</td>
<td>67</td>
</tr>
<tr>
<td>Western University of Health Sciences/ College of Osteopathic Medicine of the Pacific (Western UC/OMP)</td>
<td>68</td>
</tr>
<tr>
<td>William Carey University College of Osteopathic Medicine (WCUCOM)</td>
<td>69</td>
</tr>
</tbody>
</table>
Alabama College of Osteopathic Medicine (ACOM)

Address: 445 Health Sciences Boulevard, Dothan, AL 36303
Main Phone: (334) 699-2266
Website: https://www.acom.edu
Admissions Office
Email: admissions@acom.edu
Phone: (334) 699-2266
Admissions Website: https://www.acom.edu/admissions/

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

College Description
ACOM was established to help address the physician workforce shortage in the state of Alabama and surrounding region, is Alabama's first osteopathic medical school and the academic division of a regional facility, Southeast Health.

Campus setting: In Dothan, Alabama. Located a few short miles from the state lines of Florida and Georgia, Dothan is a primary gateway to the Gulf’s majestic white sandy beaches. Excellent travel access is provided through daily nonstop jet service to Atlanta by Delta Air Lines out of Dothan Regional Airport, which serves Southeast Alabama, Southwest Georgia, and the Florida Panhandle.

Dothan is the center of a recreational, business, fine arts, industrial, agricultural, health care, and retail trade area covering a 60-mile radius. As the seventh largest city in the state, Dothan is an economically healthy and growing community built around the landmarks of its past, and it has become a melting pot known for its friendly atmosphere of Southern hospitality.

Accreditation: The Alabama College of Osteopathic Medicine (ACOM) is accredited by the Commission on Osteopathic College Accreditation (COCA). ACOM graduated its inaugural class in May 2017 and obtained full accreditation at that time.

Institutional affiliation: ACOM is an academic division of the Houston County Health Care Authority (Southeast Health) in Dothan, AL.

Facilities: The ACOM campus is designed to provide the full student experience. The 110,000-square-foot facility is equipped with the latest technology, creating a productive learning environment for students. The auditoria and laboratories are designed to provide increased visibility for each student during learning sessions.

The college features a primarily electronic library, and the 5,500-square-foot Clinical Competency Center resembles the testing environment that students will encounter during the National Board of Osteopathic Medical Examiners (NBOME) exam. There are study spaces available throughout the facility, with 18 specially-designated group rooms located on the third floor. The ACOM Bistro, conveniently located in the student lounge, features a daily selection of salads, sandwiches, and specials. Students, faculty, staff, and visitors can get the latest ACOM merchandise from the gift shop located next to the Bistro. The student lounge provides a perfect space for students to interact and relax between classes. The campus grounds are thoughtfully landscaped with acres of outdoor space for students to explore.

The community green provides a great place for studying and relaxing between classes, as well as ample space for student activities and special events. The 5,000 square feet osteopathic principles and practice (OPP) lab is equipped with 46 hydraulic examination tables and an overhead projection system that displays on large monitors. The anatomy lab is equipped with 24 dissection tables, an overhead projection system, and two monitors. In November 2016, ACOM opened an 11,000-square-foot Team-Based Learning (TBL) Center and a 3,823-square-foot Research Center. The TBL Center is ideal for conducting small group activities and events, and is equipped with a digital video wall and projector screens. The Research Center features state-of-art equipment for microscopy, tissue culture, and bench research. In addition, the campus features a newly renovated 3,000-square-foot Simulation Center complete with increased advanced technology for collaborative clinical activities.

Student residence options: ACOM is partnered with Corvias Campus Living to provide on-campus housing options for students. Summerfield Square, an apartment-style community, offers studio, one- and two-bedroom apartments with private bathrooms, ample storage, and spacious floor plans, with amenities including a clubhouse with a fitness center, pool, and fire pit. In addition, Dothan provides an array of affordable housing opportunities for ACOM students within a short distance of the college. Private apartment and townhome complexes with amenities desirable to students and young professionals are conveniently located throughout the area and in neighboring communities.

Curricular Offerings
The ACOM curriculum is a hybrid model utilizing discipline- and systems-based delivery. Initially, the curriculum will present core concept knowledge in the traditional discipline-based manner, which includes a full first semester of basic foundational sciences and anatomy with cadaver dissection. Additional preclinical instruction is delivered in a systems-based format, concentrating on clinical integration with a patient-centered focus. This curriculum delivery model is complemented by longitudinal instruction in osteopathic principles and practice, high-fidelity patient simulation, and early standardized patient encounters. ACOM's third- and fourth-year clinical curriculum is delivered throughout the state of Alabama and beyond at community-based hospitals and clinics utilizing a network of physicians with more than 10 years of osteopathic clinical training experience. Students are assigned to a core clerkship site for their clinical training. In addition to the core curriculum, numerous electives will allow students to travel to locations that offer them the opportunity to develop residency training applications for a successful transition to graduate medical education.

Dual-Degree Programs
DO/MBA
Dual-Degree Program with Troy University Dothan
DO/MPH
Dual-Degree Program with Samford University
DO/MSM
Dual-Degree Program with Troy University Dothan to obtain a Master of Science in Management, specializing in Leadership
DO/MSADE
Dual-Degree Program with Troy University for ACOM Student Fellows to obtain the Master of Science in Adult Education (NonCertification Program). Only offered to students accepted into the ACOM Anatomy/OPP Fellowship or Simulation Fellowship.
Arizona College of Osteopathic Medicine of Midwestern University (AZCOM)

Address: 19555 N. 59th Avenue, Glendale, AZ 85308
Main Phone: (623) 572-3275
Website: https://www.midwestern.edu/programs_and_admission/az_osteopathic_medicine.html

Admissions Office
Email: admissaz@midwestern.edu
Phone: (623) 572-3229
Admissions Website: https://www.midwestern.edu/programs_and_admission/az_osteopathic_medicine.html

Mission Statement
Arizona College of Osteopathic Medicine of Midwestern University (AZCOM) educates students to exhibit professionalism, provide patient care, and serve their communities in order to become qualified osteopathic physicians.

College Description
Midwestern University has a proud and impressive history. Founded in 1900 as the American College of Osteopathic Medicine and Surgery by J. Martin Littlejohn, PhD, DO, MD (1865-1947), the organization was incorporated in Chicago, Illinois, to train physicians in a not-for-profit environment.

Today, Midwestern University is still governed by the strong principles of the founding administration and faculty. We are an independent, not-for-profit corporation organized primarily to provide graduate and postgraduate education in the health sciences. We are dedicated to the education and development of our students, faculty, and staff in an environment that encourages learning and personal development.

Campus setting: The 156-acre Glendale Campus boasts a scenic location situated 15 miles outside of downtown Phoenix

Accreditation: Midwestern University is accredited by the Higher Learning Commission (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; 800/621-7440; https://www.hlcommission.org).

Institutional affiliation: Midwestern University

Facilities:
Some of the facilities on campus include:
- Sahuaro Hall, with lecture halls, conference rooms, and laboratory classrooms boasting the finest in educational equipment and medical resources (64,860 square feet).
- Cholla Hall, with two lecture auditoria, modern pharmacy laboratories, multi-use classrooms, and a computer lab (37,976 square feet).
- Ocotillo Hall, with cutting-edge practice labs, classrooms, and a 600-seat dividable auditorium (40,000 square feet).
- Agave Hall, with state-of-the-art anatomy and osteopathic manipulative medicine labs, as well as several multipurpose spaces (40,000 square feet).
- Glendale Hall, featuring classrooms, faculty offices, and a dental simulation lab (130,000 square feet).
- Foothills Science Center, which houses faculty research facilities (26,765 square feet).
- Mesquite Hall, home of the Clinical Skills & Simulation Center, which offers human and technology-based simulation models for MWU students to practice clinical skills. The center features 19 clinical and six specialty exam rooms, a mock OR/ER, scrub room, and student testing/faculty observation areas with high-resolution video.
- 2,600-seat Auditorium with classroom space for lectures and large campus events (40,000 square feet).
- Recreation & Wellness Hall, with gymnasium and exercise facilities, and special rooms for music, crafts, and dance/aerobics (26,135 square feet).
- Four Barrel Student Center buildings, which are home to university departments (including Admissions, Financial Aid, University Relations, Communications, Human Resources, Information Technology, Campus Security) and the Stagecoach Dining Hall. Student amenities include lounges, a game room, outdoor basketball court, and a sand volleyball court.
- Comprehensive medical library with computer resources and study rooms.
- Chanen Interfaith Chapel, with space for personal reflection, student organizations, special events.
- The Midwestern University Multispecialty Clinic, offering comprehensive family medical treatment in six specialty areas, including Clinical Psychology, Family Medicine, Foot and Ankle Services, Osteopathic Manipulative Medicine, Speech-Language Pathology, and Pharmacy Services.

Student residence options:
Student Apartment Complex: A student apartment complex consists of studios and one- and two-bedroom apartments that feature ample study and living space; kitchen with range, oven, and refrigerator; wireless Internet; and cable television. The complex also has a swimming pool, volleyball court, sand play area for children, and picnic and barbecue areas for residents and their guests.

Curricular Offerings
Instructional program
As scientists and practitioners of the healing arts, osteopathic physicians subscribe to a philosophy that regards the body as an integrated whole with structure and function working interdependently. As an extension of this philosophy, osteopathic physicians treat their patients as unique persons with biological, psychological, and sociological needs. This approach that underscores the osteopathic commitment to patient-oriented versus disease-oriented health care. In recognition of this approach, Arizona College of Osteopathic Medicine (AZCOM) has developed, and continues to refine, a four-year curriculum that educates students in the biopsychosocial approach to patient care, as well as the basic medical arts and sciences.

Within this curricular format, AZCOM students spend their first two years completing a rigorous basic science curriculum and preparing for their clinical studies, including early clinical simulated experiences. During their third and fourth years, students rotate through a variety of clinical training sites accruing 84 weeks of direct patient care experience. By stimulating intellectual curiosity and teaching problem-solving skills, the AZCOM curriculum encourages students to regard learning as a lifelong process.

Dual-Degree Programs
DO/Master of Biomedical Sciences (MSBS)
Arkansas College of Osteopathic Medicine (ARCOM)

Address: 7000 Chad Colley Blvd. Fort Smith, AR 72917
Main Phone: (479) 308-2200
Website: http://acheedu.org/arcom/

Admissions Office
Email: admissions@arcomedu.org
Phone: (479) 308-2200
Admissions Website: http://acheedu.org/arcom/admissions/

Facilities: The campus features a 102,000-square-foot facility in the second largest city in Arkansas. Nestled in the river valley region, the building promotes the highest level in information technology. Our team-based learning curriculum is supported by 20 student conference/study rooms, and ten standardized patient/objective structured clinical examination (OSCE) rooms.

The Simulation Lab will offer students the opportunity to experience real-life, hands-on training. The Anatomy Lab and Osteopathic Manipulative Medicine Lab will each accommodate 80 students with the latest technology. A total of 7,000 square feet has been designated as research space, with 3,500 square feet already completed as research laboratories.

Student residence options: On-campus housing is available at The Residents and Heritage Village apartments with one- and two-bedroom layouts, featuring the following amenities: swimming pool, fitness center, pavilion, dog park, study rooms, washer and dryer, refrigerator, microwave, and 24-hour security. Also included in the affordable price are all utilities, Internet, and cable. Located adjacent to ARCOM, the apartments offer students comfort and convenience.

Curricular Offerings
ARCOM utilizes a helical curriculum with emphasis on active learning and problem solving to prepare students to meet the competencies established by the profession, and to provide opportunities for students to obtain the level of knowledge, skills, and professionalism required of osteopathic physicians.

Emphasizing interdisciplinary collaboration, the curriculum guides students to develop a holistic, osteopathic approach to medicine, continuously correlating basic science information and methodology with fundamental clinical application. Early clinical experiences, medical outreach opportunities, classroom lecture demonstration, team-based learning, hands-on laboratory sessions, small-group and case-based learning, the use of standardized patients and simulation, as well as guided independent study opportunities will be utilized. Emphasis is placed on preparing students to become primary care physicians. Goals of the curriculum are to foster not only the acquisition of knowledge and skills, but also the assessment, evaluation, and application of factual knowledge in the clinical context.

Preparatory Programs
MS, Biomedicine
The MSB degree is a one-year, 30-credit-hour program. All courses are taught by ARCOM faculty, and classes are held in the state-of-the-art medical school.
A.T. Still University Kirksville College of Osteopathic Medicine (ATSU-KCOM)

Address: 800 West Jefferson Street, Kirksville, MO 63501
Main Phone: (866) 626-2878, Ext. 2237
Website: https://www.atsu.edu/kirksville-college-of-osteopathic-medicine

Admissions Office
Email: admissions@atsu.edu
Phone: (660) 626-2237
Admissions Website: https://www.atsu.edu/kirksville-college-of-osteopathic-medicine/admissions

Mission Statement
The mission of A.T. Still University Kirksville College of Osteopathic Medicine (ATSU-KCOM) is to educate and train students to become highly competent osteopathic physicians and health care leaders. ATSU-KCOM is committed to providing a quality osteopathic medical education in a research environment that prepares students for graduate medical training and clinical service.

College Description
ATSU-KCOM is the founding college of the osteopathic profession and provides the future physician with a strong curriculum, outstanding faculty, scientific research opportunities, preceptorships, and an overall commitment to the education and advancement of osteopathic principles, practice, and philosophy.

Campus setting: Rural. Closest city is Kirksville, MO.

Accreditation (as of Feb 1, 2017): ATSU-KCOM is accredited by the Commission on Osteopathic College Accreditation and by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Institutional affiliation:
- A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)
- A.T. Still University Missouri School of Dentistry & Oral Health (ATSU-MOSDOH)
- A.T. Still University Arizona School of Dentistry & Oral Health (ATSU-ASDOH)
- A.T. Still University Arizona School of Health Sciences (ATSU-ASHS)
- A.T. Still University College of Graduate Health Studies (ATSU-CGHS)

Facilities:
- Wireless campus
- Breakout study rooms equipped with plasma screens and/or white boards
- Centennial Commons
- Anatomy Laboratory
- Human Patient Simulator Lab
- Interprofessional Education Building
- Student Fitness Center
- Still National Osteopathic Museum
- Performance Assessment Center
- Daraban Ultrasound Center

Student residence options: ATSU-KCOM offers a limited number of on-campus apartments. For off-campus options, an online listing is gathered from local landlords.

Curricular Offerings
The curriculum at ATSU-KCOM is systems-based and patient-oriented. Innovative learning experiences have been adopted throughout its evolution, including:

- Case-oriented learning
- Anatomical ultrasound training
- Interprofessional education opportunities
- iPad-based assessment
- Human-patient simulation
- Integrated osteopathic theory and methods (OTM)
- Use of standardized patients
- Electives provided

Courses in the first two years align basic science and clinical content to prepare the student for the clinical rotation experience. The clinical rotation curriculum, delivered to students in regional sites during the third and fourth year, includes:

- Preceptor and hospital-based clinical training
- Didactics
- Osteopathic manipulative medicine (OMM)
- International rotation opportunities

Dual-Degree Programs
DO/MHA
Prepares graduates to become seasoned professionals in the health care industry. The focus of this Master of Health Administration degree is creating elite leaders who are prepared and driven to make a difference and lead the future of health care. This 100-percent online Master of Health Administration program integrates Web-based instruction, directed readings, email, and chat room interactions between students and faculty.

DO/MPH
Prepares graduates to become seasoned professionals in the field of public health. The focus of this Master in Public Health degree is to create elite healthcare professionals who are prepared and driven to make a difference and lead the future of health care.

Preparatory Programs
MS in Biomedical Sciences
The Biomedical Sciences program provides an opportunity for individuals aspiring to health science careers to become prepared for professional studies in medicine or research. ATSU-KCOM graduate student research projects typically involve the fields of anatomy, biochemistry, immunology, microbiology, pharmacology, or physiology. There is no linkage between the MS and DO programs, but candidates who apply and meet certain criteria can be granted an interview.

Special Programs
International Medicine Programs
Students may spend elective time during the fourth year at an international rotation site that is approved by Clinical Educational Affairs.
A.T. Still University School of Osteopathic Medicine in Arizona (ATSU-SOMA)

Address: 5850 E. Still Circle, Mesa, AZ 85206
Main Phone: 480-219-6000
Website: https://www.atsu.edu/school-of-osteopathic-medicine-arizona

Admissions Office
Email: admissions@atsu.edu
Phone: (866) 626-2878 ext. 2237
Admissions Website: https://www.atsu.edu/school-of-osteopathic-medicine-arizona/admissions

Mission Statement
Prepare individuals through high-quality, innovative, learning-centered undergraduate and graduate medical education programs to become compassionate osteopathic physicians and health care leaders who serve medically underserved populations with a focus on research and community-oriented primary care.

College Description
ATSU-SOMA trains osteopathic physicians who are dedicated to serving medically underserved patients and their communities. ATSU-SOMA's innovative approach uses early clinical experiences, small-group, and personalized learning to create a truly unique and exciting medical education experience. ATSU-SOMA's graduating physicians are highly successful in meeting the challenges of medicine and are equipped with the skills to navigate and adapt to the rapidly changing health care environment.

Campus setting: Mesa, Arizona; a suburban area near the large metro area of Phoenix

Accreditation: ATSU-SOMA is accredited by the Commission on Osteopathic College Accreditation and the Higher Learning Commission.

Institutional affiliations:
- A.T. Still University Kirksville College of Osteopathic Medicine (ATSU-KCOM)
- A.T. Still University Arizona School of Health Sciences (ATSU-ASHS)
- A.T. Still University College of Graduate Health Studies (ATSU-CGHS)
- A.T. Still University Arizona School of Dentistry & Oral Health (ATSU-ASDOH)
- A.T. Still University Missouri School of Dentistry & Oral Health (ATSU-MOSDOH)

Facilities: ATSU-SOMA's campus in Mesa, Arizona includes carefully designed spaces for large- and small-group learning; osteopathic manipulative medicine (OMM) and medical skills labs with ultrasound imaging and real-time physiological measurements; digital learning resources; and a 3-D virtual anatomy lab. Students can take advantage of an on-campus osteopathic manipulative medicine clinic that provides osteopathic care and shadowing opportunities. Additionally, students are provided with free access to an on-campus YMCA with state-of-the-art workout facilities.

Curricular Offerings
During the first year on the Mesa, Arizona campus, students learn basic and clinical sciences using the clinical presentation (CP) curricular model. A key component of the CP model is learning how to evaluate a patient like an expert. Based on the most common complaints for which patients seek medical care, students learn how to organize and integrate laboratory and imaging tests. Students are encouraged to use inductive reasoning and critical thinking skills to work through these presentations. This approach helps train ATSU-SOMA students for more accurate clinical reasoning very early in their medical education. Student learning is enhanced through a variety of different learning experiences, including large-group presentations, small-group problem-solving sessions, computerized cases, simulated patients, hands-on osteopathic skills, and medical skills training.

Second-, third-, and fourth-year students are embedded at one of ATSU-SOMA's 16 community health center partner campuses (CHCs) for early clinical experience and contextual learning. In a small group setting, students receive personalized didactic and clinical learning through Web-based curriculum, hands-on OMM training, clinician-led small-group tutorials, and third- and fourth-year clinical rotations in both in CHC's and office-based and hospital-based settings.

Prematriculation modules: Prior to matriculation, all first-year students are given early access to Harvard's online learning modules (HMX), which cover coursework in physiology, immunology, and genetics for self-paced and self-directed learning. These modules are used in a “flipped classroom” model during the first-year curriculum.

Dual-Degree Programs
DO/MPH Master of Public Health – offered through ATSU-CGHS at ATSU.

Special Programs
Mindfulness/compassion training
Student well-being is important for optimum learning and having the capacity to serve others. Our voluntary program provides students with skills and tools to help face challenges and achieve balance as a medical student.
Mission Statement
Para la gente y el futuro: For the people and the future. The Burrell College of Osteopathic Medicine (BCOM) is dedicated to improving the health of the Southwestern United States and Northern Mexico through culturally humble undergraduate, graduate, and continuing osteopathic medical education, research, and clinical service to the community. BCOM is focused on increasing diversity in the physician workforce and fostering a practice of life-long learning, compassion, respect, and excellence in its students.

College Description
BCOM is student-centered, utilizing the latest technologies and learning methods to ensure success in the classroom and in future professional practice in all fields of medicine.

BCOM is housed in a new state-of-the-art building incorporating large and small classrooms, a gross anatomy laboratory, a comprehensive simulation center, a standardized patient facility, and more.

BCOM has developed a large network of physicians for the clinical years of education, with student rotations available throughout New Mexico, Tucson, Arizona, and El Paso, Texas. This includes a comprehensive selection of generalist and specialty clinical clerkships.

Campus setting: BCOM is located in the Chihuahuan desert of Las Cruces, New Mexico, a beautiful, temperate, and vibrant Southwest city with strong economic growth. Las Cruces is New Mexico’s second largest city, with plenty of outdoor activities for residents, including hiking in the Organ Mountains, bird watching in and around Dripping Springs, and river rafting on the Rio Grande. Nationally, Las Cruces has been recognized as a top place for work, recreation, tourism, retirement, and raising a family.

Accreditation: BCOM is pre-accredited by the Commission on Osteopathic College Accreditation (COCA). It is anticipated that pre-accreditation status will remain until the college graduates its first class in the spring of 2020, at which time it will become eligible for full accreditation.

BCOM is licensed by the State of New Mexico Higher Education Department.

Institutional affiliation: New Mexico State University

Facilities: The BCOM campus is an 80,000 square feet, newly constructed building located in the Arrowhead Research Park on the New Mexico State University (NMSU) campus. The space offers an array of impressive resources, including lecture halls and seminar rooms for traditional and collaborative learning, a hybrid gross-virtual anatomy laboratory, a standardized patient facility, a physical diagnosis lab, and a simulation center utilizing high-fidelity mannequins.

Through the BCOM library, students have access to core medical and osteopathic collection materials, including electronic databases and journals, print and electronic books, and media titles. The BCOM BioSciences Research Laboratory, which is a fully equipped BSL-2 facility, is available to support faculty-driven research activities, which may involve supervised research experiences for students.

BCOM has dedicated spaces for student study, including, but not limited to, a 3,500 square feet outdoor covered patio and two student lounge areas, one of which is accompanied by a cafe.

While BCOM is a private, freestanding college, our unique partnership with NMSU allows students to enjoy the benefits that come with a major public university, including access to NMSU study spaces, libraries, and the Activity Center, Aquatic Center, Tennis Center, and Campus Health Center.

Student residence options: Please visit the BCOM website (https://bcomnm.org) for updates on housing.

Curricular Offerings
BCOM employs an integrated, systems-based, applications-oriented approach, which is designed to provide graduates with the knowledge, skills, and competencies necessary to succeed as osteopathic physicians. The curriculum uses several educational approaches, including: traditional lectures, integrative sessions (using electronic response systems), laboratory and skills instruction, active learning (adult and interactive techniques), team-based learning, large- and small-group sessions, directed study, and clinical case presentations.

These learning formats foster comprehension, promote the application of knowledge, emphasize competency in osteopathic philosophy, develop clinical skills, and stimulate critical thinking and problem-solving skills.
Mission Statement
California Health Sciences University (CHSU) College of Osteopathic Medicine (COM) Mission

The CHSU College of Osteopathic Medicine’s mission is to:
1. Inspiring a diverse student body to commit to careers that serve our region, with a focus on recruiting students from the Central Valley;
2. Developing compassionate, highly trained, intellectually curious, adaptive leaders capable of meeting the health care needs of the future through a performance-based education;
3. Empowering people to teach, serve, research, innovate, and practice collaboratively in areas of skill and expertise in disciplines related to osteopathic medicine.

College Description
CHSU-COM is poised to make history, and you can be part of that dream. Located in the beautiful town of Clovis, within the agriculturally rich Central Valley, the new CHSU College of Osteopathic Medicine (CHSU-COM) is the first medical school in the region and the third College of Osteopathic Medicine in California.

Aligned with the university’s mission, the college of osteopathic medicine hopes to recruit, train, and retain future physicians—like you—to serve the Central Valley of California, especially the underserved population.

Our CHSU Doctor of Osteopathic Medicine (DO) program utilizes small-group learning and incorporates the latest technology in anatomy and ultrasound in our Simulation Center. Our Osteopathic Principles and Practices/Clinical Skills lab optimizes learning with a hands-on treatment modality to promote medicine, health and wellness; optimize recovery from musculoskeletal trauma, disease, and post-surgical conditions; and help prevent illness.

Facilitated by our team of dedicated educators, our innovative program is designed to train caring and competent physicians. With proper nutrition being essential to good health, we’ve included it throughout the curriculum. We have also encompassed early service learning opportunities for students to be embedded in the agricultural-based community.

Campus setting: Clovis, CA in Medical/Technology Park: Suburban, four miles east of Fresno. Fresno Yosemite International Airport, which services eight airlines, is approximately nine miles away from the campus. Restaurants, shopping, and affordable housing are all conveniently available in walking or short-driving distance. Since we are centrally located, trips to the coastal beach, beautiful mountains, and major cities are feasible between a 1.5 to 3.5 hour drive.

Accreditation: CHSU-COM is progressing along the expected pathway towards accreditation with the Commission on Osteopathic College Accreditation.

Institutional affiliation: California Health Sciences University

Facilities: Construction of our new College of Osteopathic Medicine facility is underway on our new campus at 2500 Alluvial Avenue in Clovis, with target completion date of early spring 2020. The facility includes a state-of-the-art, 90,000-square-foot building with second and third stories offering beautiful views of the Sierra Nevada Mountain range. There are two large classrooms, which are well-designed for comfort and include technology-enhanced features to facilitate the active-learning curriculum. Two unique features of our facility are the Teaching and Demonstration Kitchen, which allows students to learn the importance of proper diet in relation to good health, and the 20,000-square-foot Simulation Center, which is appointed with leading-edge technology that enables students to learn in a safe environment that combines technology and human-simulated experiences of real-world situations before seeing actual patients in clinical settings.

Student residence options: CHSU-COM does not have on-campus housing; however, our region is known for our quality, affordable housing options. There are several thousand housing units available to rent, lease, or purchase within 10 miles of the campus. These properties offer a wide range of rental rates ($600-$1,500/month), depending on the number of bedrooms, amenities, etc. The university can provide a list of suggested properties upon request.

Curricular Offerings
The CHSU-COM curriculum is a four-year, full-time program leading to the degree of Doctor of Osteopathic Medicine (DO). The COM will utilize a modified two-pass systems-based curricular model for learning in years one and two to improve knowledge, retention, and performance. This model integrates: realistic patient scenarios with scientific principles, problem solving skills for critical thinking, active learning techniques, clinical practice in simulation, dedicated COMLEX prep time, and holographic anatomy in collaboration with Case Western Reserve University School of Medicine.

Medical knowledge, osteopathic manipulative medicine, clinical skills, nutrition as medicine, and patient-centered care are also components of this unique curricular model.

Team-Based Learning (TBL) is one of the facilitated, small-group methods for teaching during the first two years of the curriculum, supplemented with clinical skills, labs, simulation, standardized patient encounters, team projects, independent study, interprofessional collaboration, community outreach, service learning, and Medical Spanish.

There are nine hospital systems within a one-hour drive, and physicians from all of these systems support the development of clerkship opportunities. Students will rotate through clerkships in the following areas:

- **Year 3**: Family Medicine, Internal Medicine (general and specialty), Surgery (general and specialty), Obstetrics and Gynecology, Pediatrics, and Behavioral Medicine.
- **Year 4**: Community Health Centers, Additional Primary Care Clerkships, Emergency Medicine, Various Electives and Subspecialties.

Special Programs
MCAT Prep Course
Campbell University–Jerry M. Wallace School of Osteopathic Medicine (CUSOM)

Address: 4350 US Hwy 421, Lillington, NC 27546
Main Phone: (855) 287-6613 [Toll Free] or (910) 893-1770
Website: https://medicine.campbell.edu
Admissions Office
Email: cusomadmissions@campbell.edu
Phone: (910) 893-1770
Admissions Website: https://medicine.campbell.edu/admissions/

Mission Statement
The mission of Campbell University–Jerry M. Wallace School of Osteopathic Medicine (CUSOM) is to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States, and the nation. In addition to its mission statement (https://medicine.campbell.edu/about/mission-values-goals/), Campbell University School of Osteopathic Medicine also includes eight goals for the purpose of educating osteopathic physicians who are well trained, socially minded clinicians who practice evidence-based medicine.

College Description
Campbell University, founded in 1887, is committed to the development of students who are dedicated to community service and purposeful lives. These foundational beliefs are fundamental to the School of Osteopathic Medicine.

As the first and only osteopathic medical school established in the state of North Carolina, CUSOM provides students with a seamless transition from learning to delivering the highest quality patient care in the communities they serve. The School of Osteopathic Medicine’s approved class size is 150 students annually, and graduates will fill a critical need by practicing in rural and medically underserved communities.

Our purpose as an osteopathic medical school is to train the next generation of physicians who will excel through teaching, learning, and service.

Campus setting: CUSOM, located in Lillington, North Carolina, is approximately 30 miles (50 km) south of Raleigh, the state capital, North Carolina’s second largest city, and approximately 30 miles (50 km) north of Fayetteville, North Carolina’s sixth largest city. CUSOM is conveniently accessible to Raleigh-Durham International Airport (RDU).

Accreditation: In April 2017, CUSOM became accredited by the Commission of Osteopathic College Accreditation (COCA). CUSOM is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and is one of three private universities in North Carolina to achieve Level VI-accreditation.

Institutional affiliation: Campbell University

Facilities: CUSOM, located on 20 acres adjacent to the university’s golf course, consists of 96,500 square feet of classroom, clinical simulation, and small-group rooms, as well as student activity and administrative office space. The design fits comfortably with the architectural character that defines the Campbell University campus. The building brings together medical students, faculty, and administration in a state-of-the-art training facility. CUSOM has more than 10,000 square feet of dedicated research space, including 7,000 square feet of newly constructed labs in a facility adjacent to the medical school.

Student residence options: Lillington and the surrounding area offers small town living within reasonable driving distances to major metropolitan areas and the Raleigh-Durham International Airport. The area offers options for off-campus housing. Apartments, townhouses, and homes for purchase are conveniently located around the campus and in surrounding communities.

Curricular Offerings
The integrated structure of CUSOM’s curriculum provides a strong core of biomedical principles along with a corresponding emphasis on clinical application, clinical practice, osteopathic principles, and professionalism. The curriculum in years one and two is presented in four parallel and integrated course series, delivered in eight week-long blocks over four semesters, with a one-week break between blocks.

Clinical Medicine, Osteopathic Manipulative Medicine, and other clinical skills are taught in a progressive fashion designed to integrate with and provide seamless entry into the third- and fourth-year clinical rotations. Weekly clinical case conferences are utilized to help students integrate and apply biomedical and clinical concepts presented during the week.

Years three and four of the curriculum begin with one month of simulation medicine to prepare for clinical rotations. One advantage of CUSOM’s clinical curriculum is that training occurs at eight regional campuses, all within a reasonable distance from the medical school. Clinical experiences occur in a variety of settings, including large regional hospitals, academic centers, ambulatory practices, and smaller rural hospitals and health clinics. This unique blend of experiences provides students with the opportunity to learn multiple models of health care and provide care to rural underserved populations.

Dual-Degree Programs
JD/DO
The dual JD/DO program will create highly credentialed professionals with the skill, expertise, and knowledge to practice in two respected and noble professions. Graduates will be poised to obtain significant positions of leadership, administration, and management and will be well equipped to serve as leaders in their professional and civic communities, working to make significant contributions at the intersection of law and medicine. The program enables students to earn both degrees in six years of full-time study.

Preparatory Programs
Postbaccalaureate program
CUSOM offers an SACSCOC-accredited Masters in Biomedical Sciences (MSBS) degree to prepare students for successful entry into medical school as well as other health professions programs. The postbaccalaureate program runs concurrently with the medical school academic year.

International medicine programs
CUSOM offers medical mission experiences in multiple locations.
Mission Statement
The Chicago College of Osteopathic Medicine (CCOM) educates osteopathic physicians to provide quality compassionate care, and promotes the practice of osteopathic medicine, lifelong learning, research, and service. CCOM values the achievement of educational excellence through leadership, teamwork, commitment, integrity, professionalism, diversity, osteopathic philosophy.

College Description
The Chicago College of Osteopathic Medicine is one of the most respected medical schools in the nation and offers the continuum of medical training, from our rigorous basic science coursework to top clinical rotation opportunities and competitive postdoctoral specialty programs. Our academic community provides a friendly, family atmosphere with modern facilities designed with students’ needs in mind.

Campus setting: Downers Grove, Illinois; Suburban, 25 miles west of Chicago

Accreditation: The Chicago College of Osteopathic Medicine (CCOM) of Midwestern University (MWU) is accredited by the Commission on Osteopathic College Accreditation (COCA); MWU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Institutional affiliation: Midwestern University

Facilities:
- Littlejohn Hall provides a state-of-the-art auditorium and lecture rooms, as well as a comprehensive medical library with group and individual study spaces.
- Cardinal Hall houses a large auditorium, additional lecture halls, smaller classrooms, a modern, state-of-the-art simulation center, and the Dean’s offices.
- Alumni Hall features classrooms and the beautiful Hyde Atrium for student gatherings and special events.
- Science Hall houses the OMM laboratory, anatomy cadaver laboratory, classrooms, and science labs for future students.
- White Oak Hall features classrooms, offices, and fully equipped optometry laboratories. The building also includes a 24-hour student study room with a separate entrance, kitchenette, and vending machines.
- Centennial Hall provides additional lecture halls and classrooms.
- The Commons offers a large computer center, the campus dining hall, a coffee bar, and student recreation/lounge areas.
- Recreation/Wellness Hall features the on-campus health/wellness center as well as a modern gymnasium, aerobics/dance room, handball/racquetball courts, strength training room, craft room, and music room.
- Haspel/Hambrick Hall houses the Office of Admissions, the Office of Student Financial Services, and several other administrative offices.
- The MWU Clinical Campus, located a few miles west of the main campus, houses a comprehensive Dental Institute, Family Medicine Practice/Osteopathic Manipulative Medicine (OMM) Clinic, Speech Language Institute, Eye Institute, and other health care services.

Student residence options:
- Redwood Hall: This student residence hall facility features both single- and double-occupancy residence hall rooms with either private bathrooms or bathrooms shared by no more than two students; air conditioning; wiring for Internet and cable TV; wall-to-wall carpeting; and built-in closets, dressers, desks, and wardrobes. The Hall features a large commuter lounge as well as the Perrin Interfaith Chapel.
- Pines Apartments: Each of the 48 apartments tucked away in the back of campus offers living space of 500 square feet; Internet wiring; cable TV; kitchenette with stove and refrigerator; and central air conditioning and heating units.

Curricular Offerings
Rigorous basic science courses with emphasis on case discussions, clinical correlates, and discipline-based learning. Early clinical exposure through simulated patients and volunteer experiences. Top clinical rotations at major metropolitan health centers throughout the Chicagoland area, Northwest Indiana, the Midwest region, and across the country.

Dual-Degree Programs
DO/MS in Biomedical Sciences

Preparatory Programs
Biomedical Sciences (MBS)
The two-year Master of Biomedical Sciences degree program provides students with knowledge, skills, and expertise to pursue careers in a variety of biomedical professions.

Biomedical Sciences (MA)
This nine-month Master of Arts degree program is designed to enhance a student’s candidacy for admission to professional graduate schools.

Special Programs
International medicine program
An international medicine program involving CCOM and DOCARE Medical Mission takes place in Guatemala for two weeks every year. International rotations are available for fourth-year students with approval of the CCOM Dean’s Office.
Des Moines University College of Osteopathic Medicine (DMU-COM)

**Address:** 3200 Grand Avenue, Des Moines, IA 50312  
**Main Phone:** (515) 271-1499  
**Website:** [https://www.dmu.edu/do/](https://www.dmu.edu/do/)  
**Admissions Office**  
**Email:** DOadmit@dmu.edu  
**Phone:** (515) 271-1499  
**Admissions Website:** [https://www.dmu.edu/admission/](https://www.dmu.edu/admission/)

**Year Founded:** 1898  
**Type:** Private, non-profit

**Mission Statement**
The mission of Des Moines University College of Osteopathic Medicine (DMU-COM) is to improve lives in our global community by educating diverse groups of highly competent and compassionate health professionals.

**College Description**
Des Moines University delivers an unmatched academic experience with our expert, caring faculty; a rigorous, relevant curriculum; state-of-the-art facilities; a dynamic and diverse research environment; and a vibrant community of students and faculty active in learning and service.

DMU prepares students to become primary care physicians or to practice in specialty areas such as surgery, obstetrics/gynecology, cardiology, psychiatry, emergency medicine, and others.

**Campus setting:** Des Moines, Iowa’s capital, offering affordable metropolitan living

**Accreditation:** Des Moines University College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA). The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

**Institutional affiliation:** Des Moines University

**Facilities:**
- Located on a safe, 25-acre metropolitan campus near the Des Moines Art Center, the governor’s mansion, and downtown Des Moines.
- 143,000-square-foot student education center houses classrooms, student commons, library, wellness center, meditation room, and coffee bar/café.
- On-campus medical clinic complete with osteopathic manipulative medicine facilities.

**Student residence options:**
Des Moines University is optimally located for easy access to downtown Des Moines and local suburbs. Grand Avenue is full of apartments and condos within walking distance of the campus.

**Curricular Offerings**
- Extensive training in osteopathic manipulative medicine.
- State-of-the-art basic surgical skills training, providing a strong foundation in clinical/surgical skills prior to rotations.
- Wide range of elective offerings to individualize each student’s medical education.
- Global health opportunities ranging from short service trips to extended-length international clerkships.
- Lecture and laboratory encounters coupled with experiences in teaching hospitals, clinics, and community service agencies.
- Courses in preventive medicine and evidence-based medicine, geriatrics, and rural medicine.
- Integration of medical humanities and bioethics throughout the curriculum.
- Ultrasound technology integrated within the curriculum.

**Dual-Degree Programs**
**DO/MHA**
Hospitals, health care systems, and health care providers today have tremendous need for high-performing, high-achieving leaders. The Master of Health Care Administration program provides students with the knowledge, skills, and understanding for this vital role. A tuition discount is provided to AOA members for MHA courses.

**DO/MPH**
The Master of Public Health program at Des Moines University is designed to support professionals working in public health. Courses provide an opportunity for health professionals and health profession students to further develop their skills to lead community efforts in improving the health of populations.

**DO/MS**
The Master of Science in Anatomy program provides advanced training in anatomy and is designed to prepare students for a professional career in academic teaching or research. Educators and scientists who wish to further enhance their careers as teachers of the anatomical discipline will also benefit from this program.

**DO/MSBS**
The Master of Science in Biomedical Sciences program is designed to enable students to further develop their careers in medical and scientific research and academic medicine, with the goal of improving human health.

**Preparatory Programs**
**MS in Anatomy or Biomedical Sciences**
There is no bridge between the Masters Programs and COM, but an interview is granted to enrolled students who meet certain criteria.

**Special Programs**
**Extensive research opportunities**
[www.dmu.edu/research](http://www.dmu.edu/research)

**Pathways of Distinction Program**
Integrates clinical and basic science research and gives participants rich experiences in teaching, presenting, and publishing.

**International medicine programs**
Opportunities range from short service trips to extended-length international clerkships for credit in the third and fourth years. Numerous electives offered at DMU support a track or emphasis in global health. Des Moines University hosts several student clubs that focus on global health issues. To learn more about where our students have served, visit our website at [www.dmu.edu/globalhealth](http://www.dmu.edu/globalhealth)
Idaho College of Osteopathic Medicine (ICOM)

Mission Statement
The mission of the Idaho College of Osteopathic Medicine (ICOM) is to train osteopathic physicians prepared for caring for persons in Idaho, Montana, North Dakota, South Dakota, Wyoming, and beyond.

College Description
Idaho College of Osteopathic Medicine (ICOM) was founded in 2016 to help address the regional physician shortage. The brand new 94,000-square-foot building is student-centered, with student lounges, spiritual rooms, mother’s rooms, outstanding technology, multiple study rooms, and a multimillion-dollar simulation lab. We are committed to educating students in the art and science of osteopathic medicine using the most current research in clinical and biomedical sciences.

Campus setting: The ICOM campus is located in the urban city of Meridian, Idaho, 11 miles west of Boise. The area is nestled in majestic foothills that offer a unique sense of community, vibrant cultural and seasonal opportunities, and a quality of life second to none. Meridian has a semi-arid climate with four distinct seasons, low rain, typically low snowfall. In the last two years it ranked in the top two spots on 24/7 Wall St.’s list of America’s 50 Best Cities To Live.

Accreditation: The American Osteopathic Association (AOA)’s Commission on Osteopathic College Accreditation (COCA) voted in December 2017 to allow the ICOM pre-accreditation with the ability to recruit and matriculate students for its inaugural class in fall 2018.

Institutional affiliation: None

Facilities: ICOM is located on the campus of Idaho State University Health Sciences Center. Occupying 5.55 acres, the three story, 94,000-square-foot building offers a state-of-the-art learning environment. The academic space consists of:

- 12,222 square feet of classroom space
- Two lecture halls, each with 250-seat capacity, to be used for traditional lectures, and have the ability to convert to group learning style seating
- One 60-seat classroom, which can be used for many activities, including clinical skills and additional group learning space
- State-of-the-art simulation center
- 12 standardized patient rooms
- 3,479-square-foot OPP skills lab with 40 tables and a raised instruction station, as well as flat-screen monitors for enhanced visual learning
- 24 small-group study rooms located throughout the school
- 3,842-square-foot library providing extensive electronic resources, as well as 36 study carrels, four of the group study rooms, and a large centralized study space
- Student locker facilities
- Six student study lounges, one with a cafe incorporated
- 1,920 square feet of dedicated research space

Student residence options: ICOM is located in Meridian, recognized as the 10th fastest growing city in the United States. Meridian, with its close proximity to Boise, offers easy accessibility to the airport in addition to a wealth of activities for a variety of interests. The area offers many options for housing. Apartments, townhouses, and homes for rent or purchase are conveniently located in the area and its surrounding communities.

Curricular Offerings
ICOM offers a highly integrated system-based curriculum. During the first two years, foundational concepts in anatomy, biochemistry/cell biology, microbiology/immunology, pharmacology, and physiology will be continuously integrated in an interleaved fashion with clinical content and delivered through system-based courses. In addition to didactic lectures, most courses will include active learning, clinical small-group learning activities, laboratory exercises, and standardized patient interaction.

Medical professionalism and professional competencies, all essential for an effective, compassionate, ethical, and competent osteopathic medical practice, will be taught in conjunction with traditional medical classes to create what we at ICOM call “the caring and competent physician.” This method allows for seamless transition into the third- and fourth-year clinical rotations.

In years three and four, students are assigned to our core rotation sites in all five states within our mission. Clinical experiences will be in hospitals, rural clinics, clinics, and ambulatory settings.
Kansas City University of Medicine and Biosciences College of Osteopathic Medicine (KCU-COM)

Admissions Office Address: 1750 Independence Avenue, Kansas City, MO 64106
Joplin Campus: 2901 St. John's Boulevard, Joplin, MO 64804
Main Phone: (800) 234-4847
Website: https://www.kcumb.edu
Admissions Office: Email: admissions@kcumb.edu
Phone: (816) 654-7160
Admissions Website: http://www.kcumb.edu/admissions

Mission Statement
Kansas City University (KCU) of Medicine and Biosciences is a community of professionals committed to excellence in the education of highly qualified students in osteopathic medicine, the biosciences, bioethics, and the health professions. Through lifelong learning, research, and service, KCU challenges faculty, staff, students, and alumni to improve the well-being of the diverse community it serves. Our Core Values: integrity, compassion, excellence, collaboration, intellectual curiosity, innovation, and heritage.

College Description
KCU welcomed its first students in 1916, which makes us one of the nation’s founding colleges of osteopathic medicine. We have been on the forefront of health care ever since. We are constantly creating new programs, such as the military medicine track, an MS in biomedical science, and specialized dual degrees. And we are continually renewing our commitment to research and our communities, most notably with our new campus in Joplin, Missouri. Our faculty are esteemed healers and educators who care deeply about your well-being. The osteopathic manipulative medicine lab, and an ambulance bay where students will learn how to handle mass trauma.

Student residence options: Students in both Kansas City and Joplin have access to numerous residence options within each city. On-campus student housing is not available. The Office of Admissions can provide limited resources for incoming students.

Curricular Offerings
- Dual-Degree DO/MBA in Health Care Leadership
- MS in Biomedical Sciences

Preparing for residency: Our students perform well on national board examinations. More than 90% of our graduates achieve high scores on their written medical board examinations.

Admissions: KCU is committed to selecting academically promising applicants who will contribute to the diverse learning environment. Completed applications are reviewed on a rolling basis.

Admission criteria: Applicants must complete the Medical College Admission Test (MCAT) with a minimum score of 500 on each section. Other factors include undergraduate academic performance, letters of recommendation, and personal qualities.

Year Founded: 1916 | Type: Private, non-profit

Kansas City University of Medicine and Biosciences College of Osteopathic Medicine (KCU-COM)
Mission Statement
The mission of the Lake Erie College of Osteopathic Medicine (LECOM) is to prepare students to become osteopathic physicians, pharmacy practitioners, and dentists through programs of excellence in education, research, clinical care, and community service to enhance the quality of life through improved health for all humanity. The professional programs are dedicated to serve all students through an innovative curriculum and the development of postdoctoral education and interprofessional experiences.

College Description
LECOM is the nation’s largest medical college and the only academic health center among the osteopathic colleges. With Millcreek Community Hospital and Medical Associates of Erie, the College is the core of LECOM Health, an innovative medical education and health care system. The College of Osteopathic Medicine provides students with an affordable, high-quality education and offers the Doctor of Osteopathic Medicine degree, six master’s degrees, and two PhD programs.

U.S. News & World Report ranks LECOM as the most-applied to medical college in the country, and among the top-10 medical colleges graduating the most primary care physicians. The College offers one of the lowest tuitions among all private medical colleges in the United States. Diversity in Higher Education Magazine ranked LECOM #14 for the most diversity among doctorate-granting institutions, and the Masters in Health Services Administration was ranked #9 by TopMastersinHealthcare.com.

Campus setting: Erie, PA, Greensburg, PA, and Elmira, NY; Urban/Suburban

Accreditation: Lake Erie College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Institutional affiliations:
- LECOM Bradenton (branch campus)
- Millcreek Community Hospital
- LECOM School of Pharmacy
- LECOM School of Dental Medicine
- LECOM Graduate School of Biomedical Sciences
- LECOM School of Health Services Administration
- Medical Associates of Erie

Facilities:
LECOM has designed its campuses with the latest educational technology where each and every detail lends itself to the mission of teaching students how to care for patients. Lecture halls use smart classroom technology, and smaller classrooms provide ideal environments for small group study sessions.

In Erie, students learn in fully equipped anatomy and microbiology labs. Students receive Clinical Assessment Training with standardized patients in a working physician’s office.

LECOM remains the only osteopathic medical school with its own teaching hospitals: Millcreek Community Hospital and Corry Memorial Hospital. Students receive memberships at the LECOM Medical Fitness and Wellness Center that is designed to focus on total well-being for students and the public.

LECOM at Seton Hill provides classrooms, labs, and student services on the campus of Seton Hill University near Pittsburgh, Pennsylvania. LECOM at Elmira, pending New York State Department of Education approval, likewise will seat its first class on the campus of Elmira College in Elmira, NY, in that state’s southern tier.

The LECOM Research Centers offer some 30,000 square feet of laboratory space for faculty and student-assisted research.

Curricular Offerings
LECOM offers its medical students a choice of student-centered pathways that match the learning styles of individual students. Five pathways are available in Erie: Lecture/Discussion (LDP), Problem-Based Learning (PBL), Directed Study (DSP), and two three-year osteopathic medical degree programs: the Primary Care Scholars (PCSP) and the Accelerated Physician Assistant (APAP) Pathways. LECOM at Seton Hill offers the PBL pathway and the APAP pathway, while LECOM at Elmira offers PBL.

In years three and four, students complete clinical rotations at more than 90 hospitals and clinics throughout the United States, including regional clinical campuses in Pennsylvania, Florida, New York, and California.

Dual-Degree Programs
DO/BA
LECOM offers Early Acceptance Programs with more than 100 undergraduate colleges and universities. Visit the LECOM website, lecom.edu, for a listing of colleges and universities and details about the various programs.

Preparatory Programs
Master of Medical Science (MMS)
Start date: 8/5/2019
Tuition: $20,400
Application deadline: 7/1/2019
Prerequisites/academic qualifications: Applicants must earn an undergraduate degree from a regionally accredited college/university. The Master of Medical Science program is a 10-month, non-thesis degree program that prepares individuals for health science careers. The college admissions staff will guarantee an interview to students who successfully complete the program and meet all other admissions standards and requirements.
Lake Erie College of Osteopathic Medicine Bradenton Campus (LECOM Bradenton)

Address: 5000 Lakewood Ranch Blvd., Bradenton, FL 34211-4909  
Main Phone: (941) 756-0690  
Admissions Office  
Email: bradenton@lecom.edu  
Phone: (941) 756-0690  
Admissions Website: https://lecom.edu/admissions/entrance-requirements/college-of-osteopathic-medicine-entrance-requirements/

Mission Statement
The mission of the Lake Erie College of Osteopathic Medicine (LECOM) is to prepare students to become osteopathic physicians, pharmacy practitioners, and dentists through programs of excellence in education, research, clinical care, and community service to enhance the quality of life through improved health for all humanity. The professional programs are dedicated to serve all students through an innovative curriculum and the development of postdoctoral education and interprofessional experiences.

College Description
LECOM Bradenton is a branch campus of LECOM. Located in Lakewood Ranch, a master-planned community near the Florida Gulf Coast, LECOM Bradenton provides students with an affordable, high-quality education and offers the Doctor of Osteopathic Medicine and four master's degrees.

LECOM is the nation's largest medical college and the only academic health center among the osteopathic colleges. With Millcreek Community Hospital and Medical Associates of Erie, the College is the core of LECOM Health, an innovative medical education and health care system.

U.S. News & World Report ranks LECOM as the most-applied-to medical college in the country, and among the top-10 medical colleges that have the highest percentage of primary care physicians graduating each year. The College offers one of the lowest tuitions among all private medical colleges in the United States. Diversity in Higher Education Magazine ranked LECOM #14 for the most doctorate-granting institutions, and the Masters in Health Services Administration was ranked #9 by TopMastersInHealthcare.com.

Campus setting: Bradenton, FL; Suburban
Accreditation: Branch campus: Lake Erie College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Institutional affiliations:
- LECOM Erie, LECOM at Seton Hill & LECOM at Elmira
- LECOM School of Pharmacy
- LECOM School of Dental Medicine
- LECOM Graduate School of Biomedical Sciences
- LECOM School of Health Services Administration
- Millcreek Community Hospital
- Medical Associates of Erie

Facilities: LECOM has designed a campus with the latest educational technology, where each and every detail lends itself to the mission of teaching students how to care for patients. Lecture halls use smart classroom technology, and smaller classrooms provide ideal environments for the small group, problem-based learning meetings. The multipurpose labs and Standardized Patient Suite offers state-of-the-art teaching equipment for basic science and clinical studies.

Student residence options: LECOM does not provide campus housing. The college assists students in securing appropriate housing within a close walk or commute to campus.

Curricular Offerings
LECOM Bradenton offers the Problem-Based Learning (PBL) pathway, which emphasizes self-directed study in small groups using a team approach through faculty-facilitated, patient-centered, case-based study.

In years three and four, students complete clinical rotations at more than 90 hospitals and clinics throughout the United States, including regional clinical campuses in Pennsylvania, Florida, New York, and California.

Dual-Degree Programs
DO/BA
LECOM offers Early Acceptance Programs with more than 100 undergraduate colleges and universities. Visit the LECOM website, lecom.edu, for a listing of colleges and universities and details about the various programs.

DO/MHSA*
Students may pursue the Masters in Health Services Administration through distance education in their third and fourth years.

DO/MSMEd*
Students may pursue the Master of Science in Medical Education degree during their third and fourth years.

DO/MSBE*
Students may pursue the Master of Science in Bioethics degree during their third and fourth years.

* Masters programs available through distance education. See lecom.edu for details.

Preparatory Programs
Master of Medical Science
Tuition: $20,400
Application deadlines: 6/1/2019
Prerequisites/academic qualifications: Applicants must earn an undergraduate degree from a regionally accredited college/university. The Master of Medical Science program is a 10-month, non-thesis degree program that prepares individuals for health science careers. The college admissions staff will guarantee an interview to students who successfully complete the program and meet all other admissions standards and requirements.
Liberty University College of Osteopathic Medicine (LUCOM)

Mission Statement
Liberty University College of Osteopathic Medicine (LUCOM) exists to educate osteopathic physicians in a Christian environment. LUCOM prepares physicians who dedicate themselves to excellence in osteopathic medicine through service toward their fellow man, lifelong learning, and the advancement of medical knowledge. Instilling the Christian values of integrity and professionalism, LUCOM trains physicians who will provide ethical, compassionate, competent, and patient-centered osteopathic medical care.

College Description
Liberty University is a private, not-for-profit, faith-based, co-educational institution of higher education located in Lynchburg, Virginia. The University was founded by the late Dr. Jerry L. Falwell. Dr. Falwell’s vision was to build a comprehensive educational institution through which students could receive a high-quality education in a Christ-centered academic community. That vision continued under the leadership of Dr. Falwell’s son, Jerry L. Falwell, Jr., who became President of the University in May 2007 following the death of Dr. Falwell.

Campus setting: In a rural setting approximately 3.5 hours southwest from our nation’s capital, LUCOM is located on Liberty Mountain overlooking the beautiful Blue Ridge Mountains in Lynchburg, VA, with a 2017 census population of 80,995.

Accreditation: LUCOM is accredited by the Commission on Osteopathic College Accreditation (COCA). Liberty University is accredited by the Southern Association of Colleges and Schools (SACS).

Institutional affiliation: Liberty University

Facilities: Atop Liberty Mountain and clearly visible from U.S. Highways 460 and 29, the Center for Medical and Health Sciences consists of approximately 140,000 square feet across four floors. It is designed as a state-of-the-art modern learning environment with a fully equipped Center for Research and an innovative Center for Standardized Patient and Simulation. Expansive, technologically advanced Osteopathic Manipulative Medicine (OMM), Clinical Medicine, and Anatomy Labs are provided for LUCOM student doctors to acquire knowledge and skill through observation, participation, practice, hands-on applications, and cadaveric dissection.

A modern Learning Resource Center and Library in the building are augmented by the Jerry Falwell Library on campus and provide educational, research, and scholarly support for the student doctors of the college.

Sixteen small-group study rooms and 12 conference rooms are provided for the active learning curriculum, with full electronic capability and interface within the labs, library, and auditoriums of the facility described above. LUCOM’s high-end, sophisticated technology also supports two modern auditoriums that each seat 203 student doctors and provide lecture-demonstration and interactive learning.

The interaction with, and professional service for, patients of the region is provided by the extensive Liberty Mountain Medical Group (LMMG), down the road from the Center. The LMMG supports sports medicine and student, faculty, and staff health needs of Liberty University, and it provides osteopathic health care to the Lynchburg metropolitan area. A primary emphasis is placed on providing service for those otherwise underserved.

Student residence options: Affordable housing, private apartments, and townhome complexes with amenities desirable to students and young professionals are conveniently located close to LUCOM.

Curricular Offerings
LUCOM utilizes a spiral, triple-helix curriculum with an emphasis on active learning and problem solving to prepare its students to meet the competencies established by the profession, and to provide the opportunity for students to obtain the level of professional, ethical, and medical knowledge and skills required of osteopathic physicians. Early clinical experiences and medical outreach opportunities during the first two years of medical school integrate the student into the professional atmosphere and facilitate the development of professionalism through:

- classroom lecture-demonstration
- active and team-based learning presentations
- hands-on laboratory sessions
- small-group, case-based learning episodes
- the use of standardized patients and simulation
- guided independent study opportunities

The goals of the curriculum are to foster not only the acquisition of knowledge and skills, but also the assessment, evaluation, and application of this factual knowledge in a clinical context. LUCOM strives to produce graduates who can pursue graduate medical education in any discipline of medicine, but places an emphasis on community-based medical specialties to meet the needs of underserved populations. LUCOM seeks to teach students the techniques they will require to continue to learn and grow professionally and personally throughout their lifetime.
The mission of Lincoln Memorial University–DeBusk College of Osteopathic Medicine (LMU-DCOM) is to prepare outstanding osteopathic physicians who are committed to the premise that the cornerstone of meaningful existence is service to humanity. The mission is achieved by: graduating Doctors of Osteopathic Medicine; providing a values-based learning community as the context for teaching, research, and service; serving the health and wellness needs of people both within the Appalachian region and beyond; focusing on enhanced access to comprehensive health care for underserved communities; investing in quality academic programs supported by superior faculty and technology; embracing compassionate, patient-centered care that values diversity, public service, and leadership as an enduring commitment to professionalism and the highest ethical standards and participating in the growth, development, and maintenance of graduate medical education.

**Mission Statement**

The DeBusk College of Osteopathic Medicine is located on the main campus of Lincoln Memorial University (LMU) in Harrogate, Tennessee. A second campus opens in Knoxville, Tennessee, in fall. LMU-DCOM is an integral part of LMU’s values-based learning community and is dedicated to preparing the next generation of osteopathic physicians to provide health care in the often underserved region of Appalachia and beyond.

**Curricular Offerings**

The curriculum is designed to integrate the biological, clinical, behavioral, and social sciences, and is divided into two phases: Premedical Curriculum (years one and two) and Clinical Experiences (years three and four). A primary care physician must be skilled in problem solving and demonstrate expertise in diagnosis. In order to achieve this goal, the LMU-DCOM curriculum emphasizes the integration of the basic and clinical sciences in medical practice. LMU-DCOM is committed to embracing holistic care, diversity, and public service as an enduring commitment to responsibility and high ethical standards.

**Dual-Degree Programs**

**DO/MBA**

The DO/MBA program provides osteopathic medical students with a thorough understanding of business principles useful to a physician (four-year program).

**DO/MS**

The Anatomy/Osteopathic Principles and Practice (OPP) fellowship provides an opportunity for qualified students to obtain experience in teaching, mentoring, research, and clinical skills while also further developing their anatomy knowledge and OPP skill sets. Fellows receive a Master of Science in Anatomical Sciences degree (at no extra charge) during the fellowship year (five-year program).
Mission Statement

The Marian University College of Osteopathic Medicine (MU-COM) is a Catholic medical institution built on the inspired vision and values of our Franciscan heritage, and dedicated to preparing osteopathic physicians who are committed to the complete healing of individuals’ bodies, minds, and spirits. This institution is committed to serving the people of Indiana and to developing osteopathic physicians through research, service, and teaching.

In studying the osteopathic profession, Marian University’s leadership recognized very early that there would be substantial congruence between these Franciscan values and the tenets of osteopathic medicine, which were reaffirmed by the American Osteopathic Association’s House of Delegates in July 2008:

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

College Description

Located on 114 wooded acres six miles from downtown Indianapolis, Marian University is a Catholic University dedicated to excellent teaching and learning in the Franciscan and liberal arts traditions, with degree programs in the arts, sciences, business, education, osteopathic medicine, and nursing. The Sisters of St. Francis of Oldenburg, Indiana, continue to be Marian University’s sponsor. Our four core Franciscan values, illuminated by prayer, are: Dignity of the individual, Peace and justice, Reconciliation, and Responsible stewardship.

On March 5, 2010, the Board of Trustees approved the development of the Marian University College of Osteopathic Medicine. On July 24, 2010, the Marian University Bylaws were amended by the Board of Trustees to include the Marian University College of Osteopathic Medicine. MU-COM’s inaugural class started in August 2013.

Campus setting: Urban. Indianapolis, IN; 16th largest city in the United States. Accreditation: Based on a Comprehensive Survey (Site) Evaluation completed in February 2017, at its April 2017 meeting the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), which is authorized to accredit colleges of osteopathic medicine by the U.S. Department of Education, granted accreditation to MU-COM.

Institutional affiliation: Marian University

Facilities: The Marian University College of Osteopathic Medicine is housed with the Alan and Sue Leighton School of Nursing in the Michael A. Evans Center for Health Sciences. The new 140,000-square-foot structure is a signature building on campus, supportive of a premier DO educational curriculum and outfitted with cutting-edge technology.

Student residence options: The Overlook at Riverdale is the newest housing option for Marian University’s medical and graduate students. The Overlook is an on-campus apartment building that saves residents time and money while living in new apartment accommodations.

Curricular Offerings

MU-COM’s goal is to create a quality professional education program emphasizing osteopathic training in primary care. MU-COM designed a curriculum that promotes and measures student competencies, with an emphasis on osteopathic clinical services and public service activities provided to diverse populations of individuals and cultures, including the underprivileged and medically underserved.

The MU-COM curriculum is modeled after recommendations contained in the Carnegie Report 2010. Courses are system-based, with foundational clinical cases and group study. Students are exposed to clinical experiences in years one and two. The curriculum is competency-based with student assessment of learning and skills. Biomedical science has a clinical basis. MU-COM faculty use the 2011 National Board of Osteopathic Medical Examiners’ (NBOME) Fundamental Osteopathic Medical Competencies as critical elements in creating teaching materials.

There are seven areas that make up the CORE content of the third year—family medicine, internal medicine, surgery, obstetrics, pediatrics, emergency medicine, and psychiatry. Family medicine, emergency medicine, and internal medicine are eight-week rotations, and all the others are four-week rotations. Family medicine and emergency medicine have been split into a third- and a fourth-year rotation. Radiology has been included as a skill set, along with ortho/sports medicine.

In the fourth year, there are some required rotations that emphasize the primary care aspects of the curriculum. The rotations expose students to the practice of medicine outside of an urban setting. There are required rotations in rural medicine and critical access hospitals, which will be linked for a total of eight weeks. There is also a fourth-year component to family medicine and emergency medicine, as well as a Public Health rotation. For the remainder of the fourth year, the student has been given the opportunity to work with faculty to develop his/her own interests with an eye toward doing interview rotations with residency programs.

Preparatory Programs

Masters of Science in Biomedical Sciences

For medical/professional school

Masters of Science in Biomedical Sciences

For industry research
Mission Statement
The mission of the Michigan State University College of Osteopathic Medicine (MSUCOM) is to prepare physicians in the science of medicine, the art of caring, and the power of touch, with a world view open to all people.

College Description
The Michigan State University College of Osteopathic Medicine (MSUCOM) offers a friendly atmosphere combined with access to the resources of a Big 10 campus, a major metropolitan area hospital complex, and a suburban campus located within a 20-mile radius of seven hospitals. Our Statewide Campus System includes more than 23 base hospitals located throughout the state of Michigan where students complete their clinical rotations.

Campus setting: Two suburban settings in East Lansing, MI, and Clinton Township, MI, and one urban setting in Detroit, MI.

Accreditation: The Michigan State University College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Institutional affiliation: Michigan State University

Facilities:
- The 5,200-acre East Lansing campus of Michigan State University includes gardens, museums, performing arts and sports facilities, and working farms. The area hosts a wide variety of musical events and festivals, offers monthly gallery walks, and has several active community theater groups.
- The DMC site is located on the campus of the Detroit Medical Center in “midtown” Detroit, surrounded by several tertiary care hospitals and the Barbara Ann Karmanos Cancer Center. Within two blocks, you find the Detroit Public Library, Detroit Institute of Arts, three museums, and the Detroit Science Center.
- The Macomb University Center site is within a 20-mile radius of seven hospitals, which offer 600 osteopathic intern and resident positions. Macomb County has 31 miles of shoreline, 130 parks, more than 35 golf courses, and numerous restaurant and shopping opportunities.

Student residence options: MSUCOM does not provide campus housing; however, private apartment and townhome complexes with amenities desirable to students and young professionals are conveniently located throughout the area and neighboring communities.

Curricular Offerings
Students may enroll in one of three different sites during their first two years. First-year classes begin in mid-June with an intensified gross anatomy class. Our pre-clerkship program in years one and two integrates basic sciences, clinical skills, and systems biology. A state-of-the-art human simulation laboratory and standardized patient assessment program provide opportunities to build clinical skills, and the preceptorship program during second year provides early clinical exposure. For the Clinical Clerkship Program in years three and four, students are assigned to one of more than 23 affiliated base hospital training sites in Michigan. Clinical rotations begin July 31 of the third year. Elective courses and global health opportunities provide additional avenues to build competency and to individualize the medical education experience.

Dual-Degree Programs
DO/MBA
Joint DO/MBA Doctor of Osteopathic Medicine Master of Business Administration

DO/PhD
DO/PhD majors in Biochemistry and Molecular Biology, Cell and Molecular Biology, Epidemiology, Genetics, Medical Anthropology, Microbiology and Molecular Biology, Neuroscience, Pharmacology and Toxicology, Philosophy/Bioethics, Physiology, and the interdepartmental program in Environmental Toxicology. The program’s purpose is to prepare select students for careers in biomedical research and academic medicine.

Special Programs
International medicine programs
MSUCOM collaborates with the Michigan State University Institute for International Health (MSU IIH) to formulate innovative opportunities for COM students to engage in international electives. In 2016, MSUCOM, in partnership with the MSU IIH, was the first medical program in the United States to provide an elective course opportunity in Cuba.
New York Institute of Technology
College of Osteopathic Medicine (NYITCOM)

NYITCOM Long Island (Old Westbury, NY) Office of Admissions: Serota Academic Center, Room 203, Northern Boulevard, P.O. Box 8000, Old Westbury, NY 11588-8000 | Website: https://www.nyit.edu/medicine
Admissions Office Contact Email: comadm@nyit.edu
Phone: (516) 686-3997

NYITCOM at Arkansas State University
Office of Admissions: P.O. Box 119, State University, AR 72467
Main phone: (870) 972-2786 | Website: https://www.nyit.edu/arkansas
Admissions Office Contact Email: comj@admissions.nyit.edu
Phone: (870) 680-8816
Admissions Website: https://www.nyit.edu/medicine/admissions

Mission Statement
The NYIT College of Osteopathic Medicine (NYITCOM) is committed to training osteopathic physicians for a lifetime of learning and practice, based upon the integration of evidence-based knowledge, critical thinking, and the tenets of osteopathic principles and practice. We are also committed to preparing osteopathic physicians for careers in health care, including that in the inner city and rural communities, as well as to the scholarly pursuit of new knowledge concerning health and disease. We provide a continuum of educational experiences to NYITCOM students, extending through the clinical and postgraduate years of training. This continuum provides the future osteopathic physician with the foundation necessary to maintain competence and compassion, as well as the ability to better serve society through research, teaching, and leadership.

College Description
NYIT College of Osteopathic Medicine traces its roots to W. Kenneth Riland, DO, and a group of visionary osteopathic physicians practicing in the State of New York. Dr. Riland was the personal physician to former President Richard Nixon, Vice President Nelson Rockefeller, and Secretary of State Henry Kissinger. Dr. Riland and his colleagues saw the establishment of the medical school as a way to promote and strengthen the credibility of osteopathic medicine and leveraged the support of Rockefeller and other political leaders to establish the New York College of Osteopathic Medicine in 1977. The college changed its name to the NYIT College of Osteopathic Medicine in 2012.

In 2012, A-State approached NYIT with the idea of establishing an NYITCOM program at the A-State campus aimed at producing physicians in generalist specialties (family medicine, internal medicine, pediatrics, general surgery, emergency medicine, and obstetrics/gynecology), who would practice in the medically underserved areas of Arkansas and the Mississippi Delta region. NYITCOM developed the partnership as part of its overarching vision to advance patient-centered, population-based osteopathic health care through transformative education and enlightening research.

In August 2016, NYITCOM at A-State welcomed its inaugural class of 115 medical students.

Campus setting: NYITCOM offers medical education in Long Island (Old Westbury, NY), a suburb of New York City, and in Jonesboro (on the campus of Arkansas State University) in northeast Arkansas.

Accreditation:
New York Institute of Technology College of Osteopathic Medicine (NYITCOM) is accredited by the Commission on Osteopathic College Accreditation (COCA). New York Institute of Technology is accredited by the Middle States Commission on Higher Education.

Institutional affiliation: New York Institute of Technology

Facilities: Both campuses have advanced medical/training facilities that house state-of-the-art osteopathic medical laboratories, smart auditoriums fully equipped with cutting-edge presentation and recording equipment, and a specialized Institute for Clinical Competence (ICC), which incorporates standardized patients and human patient simulation robots.

Student residence options: In Long Island (Old Westbury, NY), students find a wide variety of housing options in the nearby residential communities. On the NYITCOM at A-State campus, an on-campus apartment complex is specifically available for our medical students to lease.

Curricular Offerings
NYITCOM is recognized for its unique approach to teaching and learning. Guided by its vision to advance, transform, and illuminate both its students and the field of medicine, NYITCOM provides progressive, patient-centered, population-based osteopathic health care through transformative education and enlightening research.

Dual-Degree Programs
BS/DO
Seven-year BS/DO programs are available with several colleges.

DO/MBA
DO/MBA is available with NYIT on the Long Island (Old Westbury, NY) campus.

DO/MS in Clinical Nutrition
DO/MS in Clinical Nutrition is available online with NYIT.

DO/MS in Neuromusculoskeletal Sciences (Academic Scholars Program)
DO/MS in Neuromusculoskeletal Sciences is designed to prepare medical students to pursue careers in academic medicine, including medical education, research, and clinical practice. The program is available to NYITCOM students on both campuses.

DO/PhD
The combined Doctor of Osteopathic Medicine (DO) / Doctor of Philosophy (PhD) degree in Medical and Biological Sciences is a highly competitive seven-year program designed to develop well-trained osteopathic physician-scientists. The program is available to NYITCOM students on both campuses.

Visit www.nyit.edu/medicine for more on dual-degree/concurrent programs.

Special Programs
Emigré Physicians Program (EPP) – Long Island (Old Westbury, NY)
This unique program provides an opportunity for foreign-born, MD-trained physicians to re-train as Doctors of Osteopathic Medicine. Highly selective and limited to 35 seats.

NYITCOM at A-State – Baptist Memorial Health Care Partnership
Students interested in practicing medicine in the Mid-South upon completion of medical school have a unique opportunity to develop a relationship with one of the region’s largest hospital systems, thanks to a partnership between NYITCOM at Arkansas State (NYITCOM at A-State) and Baptist Memorial Health Care.
Nova Southeastern University
Dr. Kiran C. Patel College of Osteopathic Medicine (NSU-KPCOM)

**Address:** 3200 South University Drive, Fort Lauderdale, FL 33328
**Main Phone:** (866) 817-4068
**Website:** https://osteopathic.nova.edu/do/index.html

**Admissions Office**
**Email:** hpdadmissionsinfo@nova.edu
**Phone:** (954) 262-1102
**Admissions Website:** https://osteopathic.nova.edu/do/admissions/index.html

**Year Founded:** 1979  |  **Type:** Private, non-profit

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**Mission Statement**
The mission of the Dr. Kiran C. Patel College of Osteopathic Medicine (KPCOM) is to provide learner-centered education, both nationally and internationally, for osteopathic medical students, postgraduate trainees, physicians, and other professionals. Through its interprofessional programs, the college prepares competent and compassionate lifelong learners; supports research, scholarly activity, and community service; and advocates for the health and welfare of diverse populations, including the medically underserved.

**College Description**
The Health Professions Division, with a student body of nearly 8,000, is home to Nova Southeastern University Dr. Kiran C. Patel College of Osteopathic Medicine—the first osteopathic college established in the southeastern United States. As a student in the Health Professions Division of Nova Southeastern University, you can anticipate a remarkable experience. You will train, study, interact, and share facilities, faculty, and resources with other health professions students.

**Campus setting:**
Suburban Fort Lauderdale, FL
Suburban Tampa Bay/Clearwater, FL

**Accreditation:** Nova Southeastern University Dr. Kiran C. Patel College of Osteopathic Medicine has been granted accreditation by the Commission on Osteopathic College Accreditation of the American Osteopathic Association.

**Institutional affiliation:** Nova Southeastern University (NSU)

**Facilities:** KPCOM is located on the beautiful campuses in Fort Lauderdale and Tampa Bay/Clearwater, Florida. With a dedicated and professional faculty, the college maintains affiliations with many hospitals, clinics, and health care systems in these two areas as it fulfills its mission to educate professionals capable of providing the highest-quality health care. The college is a member of the Nova Southeastern University family, which has nearly 22,000 students. It is the second largest private, nonprofit university in the Southeast and one of only 37 universities (out of more than 4,000 in the United States) that have earned designations for both High Research Activity and Community Engagement from the Carnegie Foundation for the Advancement of Teaching. The university comprises undergraduate, graduate, and professional schools of osteopathic medicine, pharmacy, optometry, health care sciences, nursing, medical sciences, allopathic medicine dental medicine, law, marine biology and oceanography, business and entrepreneurship, aviation, education, engineering and computing, conflict resolution, arts humanities, social sciences, natural sciences, family therapy, psychology and counseling, and early childhood and autism studies.

**Student residence options:** Off-campus housing services provide incoming and current students with rental information concerning all types of local housing. Other resources include a roommate-finder service, moving tips, answers to frequently asked questions, and area resource links to help make your move easier.

**Curricular Offerings**
The Health Professions Division is unique in that it has been developed as an interdisciplinary educational center from its inception. The division was founded on the concept that the interdisciplinary approach to education is beneficial to students of all professions, as well as the idea that by preparing students to work effectively with health care providers from different fields, barriers are broken and patient care is enhanced. Over the past 35 years, NSU’s Health Professions Division has developed into a multidisciplinary academic health center of international stature. The colleges within the HPD, which include osteopathic medicine, pharmacy, dental medicine, optometry, health care sciences, nursing, allopathic medicine, and medical sciences, have redoubled their commitment to academic excellence, innovation, and community service while expanding their missions in research and scholarship. Together as a team, the distinguished faculty prepares students for an exciting career on tomorrow’s dynamic health care team.

The Doctor of Osteopathic Medicine (DO) is a professional degree that requires four years of professional study. Our innovative curriculum is designed to fulfill our mission to produce exemplary osteopathic physicians known for competent and compassionate care.

**Concurrent/Dual-Degree Programs**

**BA/DO or BS/DO**
In the Bachelor of Arts or Bachelor of Science/Doctor of Osteopathic Medicine 3+4 program, students will receive Bachelor of Arts or Bachelor of Science /Doctor of Osteopathic Medicine—Students in the 3+4 program will receive a bachelor’s degree after successfully completing their first year in Nova Southeastern University College of Osteopathic Medicine. They will receive their DO degree after successfully completing four years of education in the program. After successfully completing a bachelor’s degree and the requirements for the 4+4 program, students enter the College of Osteopathic Medicine. Those students will receive their DO degree after successfully completing four years of study in the program.

**DO/DMD**
The Doctor of Osteopathic Medicine/Doctor of Dental Medicine program was designed to address the access-to-care needs of underserved populations. NSU-KPCOM has structured a curriculum that provides students with an opportunity to receive both a DMD (Doctor of Dental Medicine) and a DO (Doctor of Osteopathic Medicine) degree. This DO/DMD Dual-Degree Program is symbiotic with the missions of both schools. Graduates of this program will be prepared to use a holistic approach to health care that will address preventive medicine and general dentistry as well as access to care issues, to meet the needs of rural and underserved populations.

Additional concurrent programs are available at NSU-KPCOM.

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**2019-2020 STUDENT GUIDE TO OSTEOPATHIC MEDICAL COLLEGES 49**
Ohio University Heritage College of Osteopathic Medicine (OU-HCOM)

Address: 102 Grosvenor Hall, 1 Ohio University, Athens, OH 45701
Main Phone: (800) 345-1560
Website: https://www.ohio.edu/medicine/
Admissions Office
Email: ou-hcom@ohio.edu
Phone: (800) 345-1560
Fax: (740) 593-2256
Admissions Website: https://www.ohio.edu/medicine/admissions/

Mission Statement
The Ohio University Heritage College of Osteopathic Medicine (OU-HCOM) educates physicians committed to practice in Ohio, emphasizes primary care, engages in focused research, and embraces both Appalachian and urban communities. Integral to this mission, the OU-HCOM community commits itself to providing a clinically integrated, learning-centered, osteopathic medical education continuum for students, interns, residents, and fellows; embracing diversity and public service; and improving the health and well-being of underserved populations.

College Description
The Ohio University Heritage College of Osteopathic Medicine is a nationally recognized leader in the education of osteopathic primary care physicians. OU-HCOM was created in 1975 to help alleviate the state’s growing shortage of family physicians and to train doctors for chronically underserved areas. OU-HCOM meets this mandate through the use of progressive curricula and the college’s comprehensive clinical campus system throughout Ohio.

Campus setting: Athens, Ohio; Rural; Dublin, Ohio; Suburban; Cleveland, Ohio; Urban

Accreditation: The Ohio University Heritage College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Institutional affiliation: Ohio University

Facilities: On each campus, there are similar types of spaces that support the educational mission of the college, such as large classrooms, small case-based learning rooms, learning resource centers, anatomy labs, clinical training and assessment/simulation areas, Osteopathic Manipulation laboratories, and multipurpose rooms. Many other spaces enhance the medical student experience, such as cafes, dedicated study spaces, student lounges, and game rooms. Study nooks are created in common spaces to encourage communication and collaboration. HCOM continues to support research and scholarly activity by providing adequate laboratory facilities in multiple buildings. These facilities include wet labs, dry labs, and clinical research areas to encourage collaborative research.

OhioLINK, a statewide library consortium, offers access to more than 44.8 million volumes and over 100 research data bases.

Student residence options: Housing opportunities are available in close proximity to each campus location. Accepted students can find information on housing and roommates on the private Facebook class group page.

Curricular Offerings
HCOM and the Pathways to Health and Wellness curriculum are committed to providing a clinically integrated, learning-centered, osteopathic medical education continuum for students, interns, residents, and primary care associates; embracing diversity and public service; and improving the health and well-being of underserved populations.

All Heritage College medical students begin their medical education with Osteopathic Approach to Patient Care 1, which focuses on wellness. Each week, students are provided with learning objectives, outcomes, and preparatory materials to direct study, activate prior experience and knowledge, and identify areas for growth. Educational topics to be emphasized are identified and presented via a patient case, which guides the integrated learning activities throughout the week. Activities include integrated learning labs, osteopathic patient care skills, simulated experiences, and early clinical experiences. A reporting phase will allow for reflection and assimilation in a small group format.

Dual-Degree Programs
DO/BME
The DO/BME in Biomedical Engineering program integrates medicine and technology. Biomedical engineering is a rapidly growing field that prepares students with the technological tools and understanding to specialize in the areas of Biomechanics, Cellular/Biomolecular Engineering, and Biomedical Information Processing.

DO/MPH
The Master of Global Health dual-degree program is designed for medical students interested in developing skills to work with multicultural, low-resource, and vulnerable populations. Graduates with a DO/MPH can take a broad range of career paths, including permanent or temporary involvement in groups such as Doctors Without Borders, Partners in Health, WHO, CDC, and similar organizations. This dual degree also provides a focused competency to physicians working with immigrant/migrant populations.

DO/MBA
The DO/MBA program combines the study of medicine with training in managerial, financial, and technical expertise that can be applied to health care. In addition to enhancing the leadership characteristics of physicians, this training path can be applied in other areas, including hospital administration, health care policy, and such related fields as biotechnology.

DO/MPH
The DO/MPH results in well-trained physicians with additional skills and knowledge in public health policies and procedures, enabling them to provide service to individuals within the context of population health. The DO/MPH program is designed for completion in five years.

DO/PhD
The DO/PhD combines training in medicine and research for students interested in becoming physician-scientists. Demand for physicians with this dual training is high and can lead to careers as faculty members at medical schools, universities, and research institutes. Students select mentors to engage in research in a variety of health-related areas of study, with particular emphasis on translational research.
Mission Statement
Oklahoma State University Center for Health Sciences educates and trains osteopathic physicians, research scientists, and other health care professionals, with an emphasis on serving rural and underserved Oklahoma.

College Description
Oklahoma State University College of Osteopathic Medicine (OSU-COM) is focused on training doctors for serving rural and underserved populations. Our small class sizes foster an environment of personal attention and strong relationships with faculty and staff and lay the foundation for a successful practice in osteopathic medicine. Two-thirds of OSU-COM graduates practice in primary care (family practice, pediatrics, internal medicine, and obstetrics and gynecology) and one-third practice in specialty areas such as dermatology, neurology, surgery, obstetrics, gynecology, ophthalmology, psychiatry, anesthesiology, and gastroenterology.

Campus setting: OSU-CHS is located in the metropolitan city of Tulsa, OK. The additional teaching site, OSU at Cherokee Nation, is located in Tahlequah, OK, which is rural.

Accreditation: Oklahoma State University College for Health Sciences College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Institutional affiliations:
- Oklahoma State University – parent university
- OSU-COM at Cherokee Nation – additional teaching site

Facilities:
- Located on the west bank of the Arkansas River, minutes from downtown Tulsa, the OSU Center for Health Sciences campus is housed in a modern, four-building complex on 16 acres. The complex consists of classrooms, basic and clinical science teaching laboratories, offices, research areas, lecture halls, break-out rooms, a medical bookstore, library, and a cafe. Attached to a five-story parking garage is the new A.R. & Marylouise Tandy Medical Academic Building. This state-of-the-art facility features new lecture halls, clinical skills and OMM labs, study carrels, a conference center, and a four-suite simulation center.
- The new OSU College of Osteopathic Medicine at the Cherokee Nation will be an additional teaching site located in Tahlequah, Oklahoma. Current plans call for the enrollment of an inaugural class of 50 students starting in the fall of 2020. The new 84,000-square-foot facility will include an anatomy laboratory, clinical skills and OMM labs, standardized patient labs, and a simulation center that will feature state-of-the-art computer programmable mannequins. There will also be lecture halls, classrooms, and faculty offices, as well as study carrels and a gym/workout area. Tahlequah is unique in its location, centered in the midst of the Illinois River Valley, with Lake Tenkiller and Lake Fort Gibson close by to provide unlimited recreation and beautiful scenery.
- OSU Physicians Network operates seven area clinics, including the OSU Health Care Center. The health care center serves as both a teaching clinic for students and a health care resource for the community. At this comprehensive clinic, faculty physicians, resident physicians, and osteopathic medical students treat a large and varied patient load. The Health Care Center includes 37 patient examining rooms, a radiology lab, student learning center, and physician offices, and offers services in general health care, osteopathic manipulative medicine, and psychiatry. It also houses a women’s health center.

Curricular Offerings
The curriculum at OSU-COM emphasizes the integration of biomedical sciences with clinical systems. The curriculum includes early hands-on clinical experiences with patients, patient models, and simulations. Instructional methods are student-centered and include traditional lecture, small-group and team-based learning. Problem-solving and informational retrieval skills are emphasized to develop skills that support lifelong learning. The culture of OSU-COM encourages students to establish an academic relationship with faculty members and community-based physicians. The curriculum emphasizes integration of biomedical with clinical and behavioral sciences to permit the full comprehension of the clinician’s work and promote a holistic approach to the care of patients and their families. OSU-COM third- and fourth-year students have the opportunity to do their rotations at our teaching hospital and across the state of Oklahoma. OSU-COM offers an elective Rural Medical Track (RMT) that prepares medical students for a rural primary care residency and successful practice. Key facets of the RMT are rural-based clinical education and a guided research component focused on contemporary rural health topics.

Dual-Degree Programs
For more information on OSU-COM dual-degree/concurrent program offerings, visit https://health.okstate.edu/com/academics/dual-degrees.

Preparatory Programs
Graduate Certificate in Medical Sciences
Lays a foundation of biomedical sciences and includes coursework that mirrors content areas of the curriculum in the first two years of medical school.

Special Programs
Rural Medical Track
The Rural Medical Track is designed to prepare students for a rural primary care residency and a successful practice in rural or underserved Oklahoma.

Global Health Track
The Global Health Track enhances experiential learning for medical students and exposes them to international health experiences and cultures in resource-deprived countries.
Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM)

Mission Statement
Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM) educates and trains students to become osteopathic physicians that provide research-driven quality care to communities of the Northwest, particularly in rural and medically underserved populations.

College Description
Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM) is dedicated to attracting students from communities of the Pacific Northwest region (i.e., WA, OR, ID, MT and AK), and rural or medically underserved areas throughout the United States, offering an excellent osteopathic medical education. PNWU-COM utilizes community-based hospitals and physician preceptor clinics for an integral part of the clinical education in regional sites throughout the Pacific Northwest.

The college focuses on medical education utilizing the osteopathic principles and practices in the training of a new generation of physicians who will be encouraged to live, work, and serve in the communities in which they have received their medical education experiences.

Campus setting: Mid-Sized Urban

Accreditation: Pacific Northwest University of Health Sciences College of Osteopathic Medicine (PNWU-COM) is accredited by the Commission on Osteopathic College Accreditation (COCA).

Pacific Northwest University of Health Sciences is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Institutional affiliations: Pacific Northwest University of Health Sciences

Facilities:
- Butler-Haney Hall is a 68,000-square-foot, state-of-the-art facility with a large auditorium and numerous classrooms for large- and small-group interaction, a spacious gross anatomy laboratory for pro-section and dissection, a large teaching lab for osteopathic manipulative medicine, research facilities, and a large clinical skills area for patient simulation and standardized patient interaction. Butler-Haney is designed with technology that enhances the student learning environment, and is home to the COM Dean, faculty, Academic Support, Library, and Technology Services.
- Cadwell Student Center is a 10,000-square-foot facility with classrooms, labs, and study space.
- University Conference Center is a 10,300-square-foot facility used for conferences, classrooms, boardroom, and study space.
- PNWU consumes 10,000 square foot of Iron Horse Lodge. There are multiple university offices located in this building along with administration.

Student residence options: Students must secure their own housing. PNWU will assist students in their search for appropriate, affordable housing.

Curricular Offerings
The PNWU-COM curriculum is carefully constructed to thoroughly prepare graduates for practice in any setting or specialty. In addition, the PNWU-COM educational program is tailored to meet the unique needs of patients in rural, medically underserved areas. Years one and two are spent in Yakima, while years three and four are spent in regional sites throughout the Pacific Northwest five-state region, supported by a regional assistant dean and Yakima campus staff. The small class size encourages student involvement in many aspects of the university: student/faculty interaction, community clinical experience, activities, development, and community service.

Years one and two have a curriculum structure that combines lecture- and case-based learning with early clinical experiences. After an initial orientation to scientific foundations, this curriculum includes an integrated organ-systems approach to the preclinical sciences. Years three and four consist of clinical rotations in hospital, clinic, and private practice settings and include required didactic sessions. The curriculum includes:
- Use of standardized patients
- Integrated Osteopathic Principles and Practice
- Human patient simulators
- Student to cadaver ratio of 4:1
- Interprofessional educational experiences.
Philadelphia College of Osteopathic Medicine (PCOM)

Address: 4170 City Avenue, Philadelphia, PA 19131
Main Phone: (215) 871-6100
Website: https://www.pcom.edu
Admissions Office
Email: admissions@pcom.edu
Phone: (215) 871-6719
Fax: (215) 871-6700
Admissions Website: https://www.pcom.edu/admissions/

Mission Statement
Philadelphia College of Osteopathic Medicine (PCOM) is dedicated to the education of students in medicine, health, and behavioral sciences. The College fosters the growth of the osteopathic profession by training physicians through programs of study guided by osteopathic medical tradition, concept, and practice.

College Description
PCOM is committed to the advancement of knowledge and intellectual growth through teaching and research, and to the well-being of the community through leadership and service. An osteopathic medical education at PCOM provides a strong foundation for pursuing any specialty or subspecialty of one’s choice. PCOM is committed to helping each of its students choose a career that matches his or her specific talents and interests.

Campus setting: Philadelphia, PA (urban). Located in one of the country’s leading cities for medical education, PCOM’s Philadelphia campus is just minutes away from Center City Philadelphia—a walkable, compact downtown area with a renowned historic area, art museums, cultural attractions, sports venues, and numerous shopping and dining options.

Accreditation*: The doctor of osteopathic medicine programs at PCOM are accredited by the Commission on Osteopathic College Accreditation of the American Osteopathic Association. Philadelphia College of Osteopathic Medicine is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; (215) 662-5606.
* See the PCOM Georgia listing for accreditation information regarding the South Georgia location.

Institutional affiliations:
- PCOM Georgia
- PCOM South Georgia

Facilities: The City Avenue site provides a true college campus atmosphere for students. On PCOM’s Philadelphia campus, there is a total of 1,250 linear feet of benchtop space dedicated to basic science research. All facilities are equipped for students with disabilities, and all classrooms and study areas support wireless Internet access. PCOM students receive hundreds of instructional hours in two amphitheaters that have the latest in teaching technology, including linkage to Internet resources. The Saltzburg Clinical Learning & Assessment Center, an 11,000-square-foot facility, houses 15 patient rooms, four simulator-training rooms, an OR and ER/trauma bay, an ICU/CCU/medical surgery suite, and a cadre of high-fidelity robotic simulators, virtual simulators, and task trainers. Small classrooms are available for group study and conferences. A 55,000-square-foot Student Activities Center includes exercise equipment, exercise studio, student lounges, recreation areas, regulation basketball and racquetball courts, and a rooftop deck suitable for hockey, basketball, and shuffleboard.

Student residence options: As PCOM does not currently provide student housing, PCOM has no involvement with students’ rental arrangements, nor does the college rate apartments, managers, or locations for quality of service or safety. PCOM Offices of Student Affairs provide courtesy information to prospective students. In Philadelphia, there are a variety of housing options in the area close to PCOM’s campus, with desirable amenities and easy access to all Philadelphia has to offer—shopping, professional sports, the arts, and more.

Curricular Offerings
In students’ first and second years, they pursue an integrated curriculum that introduces both basic and clinical sciences. “Doctors from Day One” gives students clinical exposure from the beginning of medical school, with courses in Primary Care Patient Skills and Osteopathic Manipulative Medicine. The use of innovative patient simulators as well as standardized patient actors provides students with experiential learning and proficiency modalities reflective of actual clinical procedure and practice.

In students’ third and fourth years, they hone their skills by working in some of the finest teaching hospitals in the greater Philadelphia area and beyond. Students are exposed to a broad scope of medical problems, gradually assuming more responsibility under the direction of experienced physicians. Through participation in rounds, lectures, conferences, morning reports, and case presentations, students develop skills in history taking, physical examination, differential diagnosis, and invasive and noninvasive procedures.

Through it all, students have the PCOM community behind them, supporting them in every way to help them become the culturally competent, confident health professionals they aspire to be.

Preparatory Programs
Graduate Programs in Biomedical Sciences
First- or second-year Biomedical Sciences students who apply to the PCOM DO programs and who meet certain criteria at any of PCOM’s three locations can be assured of an interview.

Special Programs
Graduate Programs in Biomedical Sciences
The two-year Biomedical Sciences program leads to an MS in any one of several concentrations: non-thesis, research, forensic biology, organizational leadership, public health, geriatrics, medical simulation, or neurobehavioral science.

Osteopathic Manipulative Medicine Clinical Scholars Program
Selected students will enter this OMM program after their second year of study and extend their clinical clerkship curriculum to three years. At least 12 months of clinical training is provided in Osteopathic Manipulative Medicine, and scholars gain experience and skill in teaching OMS I & II students.

International Medicine Program
Medical students may include an elective international rotation during their fourth year of study.
Mission Statement
The primary focus of PCOM Georgia is to recruit and educate students from Georgia and the surrounding states. PCOM Georgia seeks to graduate osteopathic physicians, scientists, and other health care professionals in the Southeast and to advance the osteopathic profession to serve the health needs of the region.

College Description
The PCOM Georgia campus graduated its inaugural class of 78 students in May 2009. The College is dedicated to educating osteopathic medical students and serving the health care needs of the people in Georgia and the Southeast by providing a program of medical study guided by osteopathic medical tradition, concepts, and practice. Graduates are encouraged to remain in the South and practice among underserved populations where they will have the most impact. PCOM South Georgia will seat its inaugural class of 55 students in August 2019.

Campus setting: Suwanee, GA (suburban). PCOM Georgia is located in Gwinnett County, a welcoming community with a nationally recognized public school system, an award-winning parks and recreation department, and ample entertainment options, including minor league sports, shopping, and dining. PCOM South Georgia will open its campus in Moultrie, GA (rural), in fall 2019.

Accreditation: The doctor of osteopathic medicine programs at PCOM Georgia are accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). Philadelphia College of Osteopathic Medicine is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5806. In 2005, the Commission approved the extension of the scope of institutional accreditation to PCOM Georgia. PCOM is required to meet accreditation standards by the AOA COCA for the establishment of PCOM South Georgia. PCOM’s application for PCOM South Georgia has been approved by COCA, and a required pre-operational site visit was conducted on Feb. 14, 2019. When fully approved, PCOM South Georgia will open its campus in Moultrie, GA (rural), in fall 2019.

PCOM South Georgia opens in fall 2019
Address: 2050 Talokas Road, Moultrie, GA 31768
Main Phone: (229) 798-4710 | Website: https://www.pcom.edu/south-georgia/
Admissions Office Email: SoGeAdmissions@pcom.edu
Fax: (229) 798-4925 | Website: https://www.pcom.edu/admissions/

In their third and fourth years, students further enhance their skills by working in hospitals in the Southeast. They are exposed to a broad scope of medical problems, gradually assuming more responsibility under the direction of experienced physicians. Through participation in rounds, lectures, conferences, morning reports, and case presentations, students develop skills and proficiency modalities are reflective of actual clinical procedure and practice. Students also have opportunities to shadow physicians in a wide range of clinical settings.

In students’ first and second years, the curriculum introduces them to both basic and clinical sciences. Students train hands-on in the Simulation Center with patient simulators as well as standardized patient actors. These experiential learning and proficiency modalities are reflective of actual clinical procedure and practice. Students also have opportunities to shadow physicians in a wide range of clinical settings.

In their third and fourth years, students further enhance their skills by working in hospitals in the Southeast. They are exposed to a broad scope of medical problems, gradually assuming more responsibility under the direction of experienced physicians. Through participation in rounds, lectures, conferences, morning reports, and case presentations, students develop skills in history taking, physical examination, differential diagnosis, and invasive and noninvasive procedures.

Through it all, students have the PCOM community behind them, supporting them in every way to help them become the culturally competent, confident health professionals they aspire to be.

Dual-Degree Programs (Philadelphia and Georgia campuses)
DO/MBA
Five-year dual-degree program with Saint Joseph’s University.

Preparatory Programs
Graduate Programs in Biomedical Sciences
Biomedical Sciences students who apply to the PCOM DO programs and meet certain criteria can be assured of an interview.

Special Programs
Graduate Programs in Biomedical Sciences
The two-year Biomedical Sciences program leads to a MS in any one of the following concentrations: aging, biomedical research (thesis), forensic biology, general studies (capstone), medical simulation, neurobehavioral science, organizational leadership in the biosciences, public health, or two-year biomedical research (thesis).

International Medicine Program
Medical students may include an elective international rotation during their fourth year of study.

PCOM South Georgia’s 75,000-square-foot, state-of-the-art facility will include classrooms, an anatomy lab, an Osteopathic Manipulative Medicine lab, simulation center, small-group study rooms, information commons. In addition, students will train in a simulation center with six exam rooms and four acute care rooms.

Student residence options: As PCOM Georgia does not offer student housing, the College has no involvement with students’ rental arrangements, nor does it rate apartments, managers, or locations.

Curricular Offerings
In students’ first and second years, the curriculum introduces them to both basic and clinical sciences. Students train hands-on in the Simulation Center with patient simulators as well as standardized patient actors. These experiential learning and proficiency modalities are reflective of actual clinical procedure and practice. Students also have opportunities to shadow physicians in a wide range of clinical settings.

In their third and fourth years, students further enhance their skills by working in hospitals in the Southeast. They are exposed to a broad scope of medical problems, gradually assuming more responsibility under the direction of experienced physicians. Through participation in rounds, lectures, conferences, morning reports, and case presentations, students develop skills in history taking, physical examination, differential diagnosis, and invasive and noninvasive procedures.

Through it all, students have the PCOM community behind them, supporting them in every way to help them become the culturally competent, confident health professionals they aspire to be.

Dual-Degree Programs (Philadelphia and Georgia campuses)
DO/MBA
Five-year dual-degree program with Saint Joseph’s University.

Preparatory Programs
Graduate Programs in Biomedical Sciences
Biomedical Sciences students who apply to the PCOM DO programs and meet certain criteria can be assured of an interview.

Special Programs
Graduate Programs in Biomedical Sciences
The two-year Biomedical Sciences program leads to a MS in any one of the following concentrations: aging, biomedical research (thesis), forensic biology, general studies (capstone), medical simulation, neurobehavioral science, organizational leadership in the biosciences, public health, or two-year biomedical research (thesis).

International Medicine Program
Medical students may include an elective international rotation during their fourth year of study.

PCOM South Georgia’s 75,000-square-foot, state-of-the-art facility will include classrooms, an anatomy lab, an Osteopathic Manipulative Medicine lab, simulation center, small-group study rooms, information commons. In addition, students will train in a simulation center with six exam rooms and four acute care rooms.

Student residence options: As PCOM Georgia does not offer student housing, the College has no involvement with students’ rental arrangements, nor does it rate apartments, managers, or locations.

Curricular Offerings
In students’ first and second years, the curriculum introduces them to both basic and clinical sciences. Students train hands-on in the Simulation Center with patient simulators as well as standardized patient actors. These experiential learning and proficiency modalities are reflective of actual clinical procedure and practice. Students also have opportunities to shadow physicians in a wide range of clinical settings.

In their third and fourth years, students further enhance their skills by working in hospitals in the Southeast. They are exposed to a broad scope of medical problems, gradually assuming more responsibility under the direction of experienced physicians. Through participation in rounds, lectures, conferences, morning reports, and case presentations, students develop skills in history taking, physical examination, differential diagnosis, and invasive and noninvasive procedures.

Through it all, students have the PCOM community behind them, supporting them in every way to help them become the culturally competent, confident health professionals they aspire to be.

Dual-Degree Programs (Philadelphia and Georgia campuses)
DO/MBA
Five-year dual-degree program with Saint Joseph’s University.

Preparatory Programs
Graduate Programs in Biomedical Sciences
Biomedical Sciences students who apply to the PCOM DO programs and meet certain criteria can be assured of an interview.

Special Programs
Graduate Programs in Biomedical Sciences
The two-year Biomedical Sciences program leads to a MS in any one of the following concentrations: aging, biomedical research (thesis), forensic biology, general studies (capstone), medical simulation, neurobehavioral science, organizational leadership in the biosciences, public health, or two-year biomedical research (thesis).

International Medicine Program
Medical students may include an elective international rotation during their fourth year of study.

PCOM South Georgia’s 75,000-square-foot, state-of-the-art facility will include classrooms, an anatomy lab, an Osteopathic Manipulative Medicine lab, simulation center, small-group study rooms, information commons. In addition, students will train in a simulation center with six exam rooms and four acute care rooms.

Student residence options: As PCOM Georgia does not offer student housing, the College has no involvement with students’ rental arrangements, nor does it rate apartments, managers, or locations.

Curricular Offerings
In students’ first and second years, the curriculum introduces them to both basic and clinical sciences. Students train hands-on in the Simulation Center with patient simulators as well as standardized patient actors. These experiential learning and proficiency modalities are reflective of actual clinical procedure and practice. Students also have opportunities to shadow physicians in a wide range of clinical settings.

In their third and fourth years, students further enhance their skills by working in hospitals in the Southeast. They are exposed to a broad scope of medical problems, gradually assuming more responsibility under the direction of experienced physicians. Through participation in rounds, lectures, conferences, morning reports, and case presentations, students develop skills in history taking, physical examination, differential diagnosis, and invasive and noninvasive procedures.

Through it all, students have the PCOM community behind them, supporting them in every way to help them become the culturally competent, confident health professionals they aspire to be.

Dual-Degree Programs (Philadelphia and Georgia campuses)
DO/MBA
Five-year dual-degree program with Saint Joseph’s University.

Preparatory Programs
Graduate Programs in Biomedical Sciences
Biomedical Sciences students who apply to the PCOM DO programs and meet certain criteria can be assured of an interview.

Special Programs
Graduate Programs in Biomedical Sciences
The two-year Biomedical Sciences program leads to a MS in any one of the following concentrations: aging, biomedical research (thesis), forensic biology, general studies (capstone), medical simulation, neurobehavioral science, organizational leadership in the biosciences, public health, or two-year biomedical research (thesis).

International Medicine Program
Medical students may include an elective international rotation during their fourth year of study.
Mission Statement
The mission of Rocky Vista University College of Osteopathic Medicine (RVUCOM) is to educate and inspire students to become highly competent osteopathic physicians and lifelong learners prepared to meet the diverse health care needs of tomorrow, through innovative education, relevant research, and compassionate service.

College Description
RVUCOM was founded in 2006 to educate osteopathic physicians and prepare them to meet the diverse needs of their patients. It is our goal and standard that, upon graduation, our students will be qualified to enter any medical specialty. Our emphasis, however, is the training of students who are committed to entering community-based and primary care disciplines to meet the needs of those who are underserved or disadvantaged in Colorado, Utah, and the Mountain West Region. We are committed to producing graduates who not only are knowledgeable and skilled, but who also are ethical, compassionate, holistic, and patient-centered. It is our goal that all RVUCOM students will practice the traditions of osteopathic principles, philosophy, and heritage, and will become well-rounded physicians equipped to meet the needs of patients today and into the future. The RVUCOM-Southern Utah campus, located in Ivins, UT, matriculated its first class in 2017.

Campus setting: Suburban. Denver is the closest city for the Colorado campus; St. George for the Utah campus.

Accreditation: RVUCOM is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). RVU has regional accreditation from the Higher Learning Commission (HLC), a commission of the North Central Association of Colleges and Schools. RVU’s Surgical Simulation Center is accredited by the American College of Surgeons (ACS).

Institutional affiliation: Rocky Vista University

Facilities: The Colorado campus includes a state-of-the-art, 145,000-square-foot educational facility constructed to advance the education of RVUCOM students and graduates. RVUCOM has designed and equipped with a standardized patient lab that is based on the requirements established for the National Board of Osteopathic Medical Examiners, as well as the United States Medical Licensing Examination. An extensive simulator laboratory is available to provide students with the opportunity to develop knowledge, skills, competencies, and confidence. The auditoriums, laboratories, and study and learning areas of the college have been engineered to develop a positive learning environment. The Utah campus features a new 104,000-square-foot medical education facility, including a full simulation center featuring an emergency room, OR, ICU, and labor and delivery suite.

Student residence options: Numerous apartment complexes are available in close proximity of the Colorado campus. On-site, furnished apartments are available for students on the Utah campus.

Curricular Offerings
The design of the curriculum is based on a proven systems-based integrated academic model. It emphasizes interdisciplinary collaboration, guiding students to develop holistic and, more importantly, an osteopathic approach to medicine. In utilizing a systems-based approach to medical education, basic biomedical science disciplines are integrated with clinical sciences in a manner that reflects clinical relevancy, rather than being broken down into individual segregated disciplines. RVUCOM continually correlates basic scientific information and methodology with fundamental clinical application. Students are exposed to clinical settings in their first semester, which gives them the opportunity to prepare for the “real world” of medicine. We believe that by adding early clinical exposure and active learning in a team or small-group setting early in the curriculum, we will strengthen the students’ ability to think critically, solve clinical problems, and develop the skills they will require to continue to learn throughout their careers. Professionalism and ethics are key components for a physician and are emphasized throughout the entire curricular experience at RVUCOM.

- Third- and fourth-year students are placed at one of our regional centers in close proximity of the Colorado campus throughout the state and region to ensure continuity and coordination of clinical education within RVU’s vast and growing clinical training network. The competency-based curriculum is designed to fulfill our mission of training students who are competent and ready to enter graduate medical education and training, with an emphasis on preparing students to become primary care physicians.
- RVUCOM has a dedicated faculty; established affiliations with medical centers, hospitals, and health care systems; a structured and supported rural medicine program; and a mission to educate the finest osteopathic physicians possible.

Educational Tracks
Educational tracks offered in: Military Medicine, Global Medicine, Rural/Wilderness Medicine, Physician-Scientist, Academic Medicine and Leadership Track (Utah location only), Long-Term Care Medicine Track (Utah location only), Urban Underserved (Colorado only – pilot 2019), and Digital Medicine (anticipated pilot in 2020).
Mission Statement
Rowan University School of Osteopathic Medicine (RowanSOM) prepares future physicians and scientists who are committed to improving health in New Jersey and throughout the nation. To advance our mission we:

- Develop clinically skillful, compassionate and culturally competent physicians from diverse backgrounds who are grounded in our osteopathic philosophy and ready to meet future health care workforce needs;
- Advance research, innovation, and discovery to improve health and solve the medical challenges of today and the future;
- Provide exceptional patient-centered care, with an emphasis on primary and interprofessional team-based care that responds to the needs of the community, including underserved and special-needs populations.

College Description
Located on a modern campus minutes from Center City Philadelphia and just one hour from the famous Jersey Shore, RowanSOM offers an accredited four-year program leading to a Doctor of Osteopathic Medicine (DO) degree. It is consistently a leader among the osteopathic schools in academics, research, funding, and student diversity. The school’s osteopathic graduate medical education program is one of the largest and most comprehensive in the country.

Campus setting: The school is located in a suburban setting. The nearest large city is Philadelphia.

Accreditation: The Rowan University School of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Institutional affiliation: Rowan University

Facilities: The centerpiece of the campus is the Academic Center, a three-story, 110,000-square-foot building that houses the library, basic sciences and anatomy labs, classrooms, lounge, students services, cafeteria, and wellness center.

The 74,000-square-foot Science Center houses laboratories and facilities used for leading-edge research and experimentation.

The 54,000-square-foot University Education Center (UEC) now houses the state-of-the-art PBL classrooms and the RowanSOM Student Services Department.

To accommodate the recent first-year class expansion, 113 E. Laurel Road now houses our Admissions Office and Financial Aid Offices.

Student residence options: There is no on-campus housing. However there are a number of apartment communities in close proximity to the RowanSOM campus.

Curricular Offerings
RowanSOM has two different curriculum tracks from which to choose: Traditional Curriculum and Problem Based Learning (PBL) Curriculum.

Students can make their choice at the time of acceptance or after acceptance. Once students are accepted into RowanSOM, students will be assigned into one of the curriculum tracks based on their secondary application and ranked preferences. A separate PBL committee will make assignments to the PBL cohort.

Both curricular tracks will prepare students to become excellent physicians and to perform well on the board exams.

Dual-Degree Programs
BS/DO
Three plus four articulation agreements with select colleges allow qualified candidates to apply during their junior year and begin osteopathic medical studies in what would traditionally be their senior year. Participants of the Baccalaureate/DO program must take the MCAT, complete all course requirements, and interview with members of the admissions committee to be considered for a seat in the class. Acceptance into the undergraduate college and pursuing the three plus four track does not guarantee acceptance into RowanSOM. (Contact Admissions for more information.)

DO/MBA
The joint DO/MBA program is offered in cooperation with Rowan University. The Master of Business Administration is designed to prepare future physicians to establish, build, and manage medical practices and/or other business endeavors, as well as to assume leadership positions within for-profit and not-for-profit organization.

DO/MPH
The joint DO/MPH program is offered in cooperation with the Rutgers University School of Public Health. The Masters in Public Health degree is designed to prepare future physicians to address a multitude of health issues within our society.

DO/JD
The joint DO/JD program is offered in cooperation with Rutgers University – School of Law Camden Campus. The program is designed to prepare future physicians for joint careers in medicine and law.

DO/PhD
The joint DO/PhD program is a unique interdepartmental program between the departments of Cell Biology and Molecular Biology that is intended to prepare future physicians anticipating careers in biomedical research or teaching.

Preparatory Programs
Masters in Biomedical Sciences
Offered to students interested in research or enhancing their science background in preparation for application to DO or MD programs. Students are required to take credits of Graduate School of Biomedical Sciences courses. Courses are offered in the evenings. Applications are accepted year-round.
Touro College of Osteopathic Medicine (TouroCOM)

Mission Statement
The Touro College of Osteopathic Medicine (TouroCOM) is committed to training osteopathic physicians, with a particular emphasis on practicing medicine in underserved communities, and to increasing the number of underrepresented minorities in medicine. We value and support public service, research, graduate medical education, and osteopathic clinical service in the community, and we strive to improve health outcomes for those we serve. We will work to educate students through the use of the latest innovative education techniques using summative and formative measures so as to graduate qualified osteopathic physicians.

College Description
TouroCOM is committed to increasing the number of underrepresented minorities in medicine and to training physicians who are committed to practicing in underserved communities.

Campus setting:
Harlem, NY: Urban Setting
Middletown, NY: Suburban/Rural

Accreditation: TouroCOM holds full accreditation from the Commission on Osteopathic College Accreditation (COCA). Touro College is accredited by Middle State Commission on Higher Education.

Institutional affiliation: Touro College and University System

Facilities:
• The medical school buildings in central Harlem are across the street from the famous Apollo Theatre.
• The Middletown Campus is located in the city of Middletown, NY, 60 miles from New York City, in New York’s Hudson Valley Region.
• Lecture halls and classrooms are equipped to accommodate laptop computers, with wireless Internet access available throughout the building. Professors present at “smart podiums” accommodating any electronic format.
• The OMM labs have hydraulic tables and Striker cameras.
• There are breakout rooms adjacent to the amphitheaters for student study.
• Anatomy labs at both campuses are temperature controlled with frequent air exchange.
• Each campus has state-of-the-art library facilities with extensive electronic offerings that are not publicly available.
• Clinical sites are located throughout the NYC metropolitan area and upstate New York, New Jersey, and Connecticut.

Student residence options: In Harlem, housing is not provided, but rental housing is available throughout the area with easy access by train, bus, or subway. The Middletown Campus has on-site dormitories.

Curricular Offerings
TouroCOM’s preclinical curriculum uses an innovative flipped classroom model that emphasizes independent discovery of information and reserves valuable classroom time for clinical case discussion, application questions, and peer-peer teaching activities. Early clinical exposures and health policy lectures are used to enhance the classroom curriculum.

Preparatory Programs
Master of Science Program in Interdisciplinary Studies in Biological and Physical Sciences
This is a full-time, one-year MS program offered by the Touro College and University System at both the TouroCOM Harlem and Middletown campuses. The program provides students who are interested in becoming physicians with opportunities to prepare themselves for the academic rigors of medical school by immersing them into a biomedical curriculum that includes clinical anatomy, physiology, biochemistry, immunology, neuroanatomy, and histology. Students who are interested in dentistry, pharmacy, podiatry, and PhD programs can also strengthen their foundation in these core biomedical sciences through this program. Faculty teach using an innovative flipped classroom model that emphasizes independent discovery of information and reserves valuable classroom time for clinical case discussion, application questions and peer-peer teaching activities. Graduates of the TouroCOM MS program have the opportunity to directly matriculate as first-year osteopathic medical students the following year, contingent upon meeting the following requirements completing the MS curriculum, achieving a final MS program GPA of 3.450/4.0 or higher, and achieving a passing grade on the Comprehensive Examination. Typically, 30 to 35 students from each campus are offered direct matriculation to TouroCOM DO programs after meeting these requirements.

Touro Harlem MS Program Email: masters.tourocom@touro.edu
Touro Middletown MS Program Email: masters.tourocom-mid@touro.edu

Summer Anatomy Course
Harlem and Middletown

Summer Histology Course
Harlem and Middletown

Summer Embryology Course
Harlem and Middletown
Mission Statement
The mission of Touro University College of Osteopathic Medicine—California (TUCOM-CA) is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative predoctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

College Description
Established in 1997, TUCOM-CA is training the doctors this nation needs to achieve a healthy future. The curricular emphasis on primary care, interprofessionalism, health care disparities, disease prevention, and public health prepares our graduates exceptionally well for contemporary medical practice.

At a time when many universities are graduating doctors in specialized medicine, Touro continues to remain in the top echelon of those graduating new physicians choosing careers in primary care. The comprehensive, challenging curriculum ensures that students will gain a solid foundation in basic science and clinical practice that will enable them to pursue a gratifying career, whether they choose primary care or specialty medicine.

Our students learn osteopathic medical manipulation from faculty clinicians who are widely respected as leaders in their discipline. Faculty scholars mentor students in laboratory research, which impacts patient care and the health of families and communities. Our graduates attain highly coveted, competitive residency positions—from primary care to medical and surgical subspecialties—while our alumni continue to distinguish themselves in their practices from coast to coast.

Campus setting: Located on Mare Island, in the city of Vallejo, the TUCOM-CA campus is in the northern part of the San Francisco Bay Area, within a short drive to San Francisco, Berkeley, Napa, and Sacramento, including all of the various cultural events and activities you would expect in the very diverse Bay Area.

Accreditation: TUCOM-CA is fully accredited by the Commission on Osteopathic College Accreditation (COCA). Touro University California is fully accredited by the WASC Senior College and University Commission (WSCUC).

Institutional affiliation: Touro College and University System

Facilities: Campus facilities include a full-size gymnasium, racquetball/handball courts, weight room, and other general fitness areas. A city-owned, 18-hole golf course, and several walking/hiking/biking trails are located within minutes of our campus. A wide variety of social, recreational, cultural, and community-service activities are available throughout the San Francisco Bay Area.

Student residence options: Touro University California employs a housing specialist to assist students in locating suitable housing options. The majority of our students live in Vallejo or surrounding communities within a short drive to campus. University subsidized housing is not provided.

Curricular Offerings
Our didactic (preclinical) curriculum is system-based, integrated, and competencies-driven, which means you are prepared to “do” things and not just “know” things. Topics are presented in a modular, team-based learning format. Learning groups of approximately six students spend two to three weeks on each module, followed by a comprehensive exam. Osteopathic practice and theory are woven throughout our didactic curriculum.

Our clinical curriculum is designed so that students are exposed to a mix of experiences at both teaching and regional/community hospitals. Third-year rotation schedules are generally assigned with approximately 90 percent of our students securing their first or second core hospital choices. Fourth-year rotation schedules are designed by the student, which allows for greater flexibility for audition rotations, board preparation, and residency interviews.

For additional information regarding our curriculum, please refer to http://com.tu.edu/academics/curriculum.html.

Dual-Degree Programs
DO/MPH
The Doctor of Osteopathic Medicine (DO)/Master of Public Health (MPH) Dual Degree at Touro University California trains students concurrently enrolled in the College of Osteopathic Medicine (COM) to assume leadership roles in population-based care and to incorporate prevention in their clinical practices. The discipline of osteopathic medicine—with its traditional emphasis on treating the whole person, on education, and on prevention—is particularly well-suited to complement public health in its mission to improve knowledge and change behavior and environments on a large scale. Our dual-degree curriculum is designed so that both degrees can be completed during the four-year medical school education window.

Preparatory Programs
Master of Science in Medical Health Sciences
The Master in Medical Health Sciences program is designed to enrich a student’s academic knowledge base as well as to strengthen a prospective medical student’s credentials for admission to medical school. This one-year program consists of a rigorous graduate curriculum in the basic medical sciences and a semester-long research internship course.

Master of Public Health
The Master of Public Health degree program can provide prospective medical school applicants with the ability to add depth to their application portfolio. Public Health education complements osteopathic medicine philosophies and can lay the groundwork for future physicians to transition into the public policy and health administration sectors.
Touro University Nevada College of Osteopathic Medicine (TUNCOM)

Mission Statement
Touro University Nevada College of Osteopathic Medicine (TUNCOM) prepares students to become outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine, and who are committed to primary care and a holistic approach to the patient. The college advances the profession and serves its students and society through innovative education, research, and community service.

College Description
Choosing a medical school can be challenging and finding a good match for your personal philosophy can be even more challenging. That is the big secret: finding a competitive program that fits your values and prepares you to pursue your personal goals. At TUNCOM we are looking for students who are ready to challenge themselves, who share our passion for patient care, and who are willing to go the extra mile to reach their goals.

TUNCOM is Nevada’s largest medical school, a division of an international university system, offering a distinctive osteopathic approach to medicine concentrating on holistic, patient-centered care. Central to the osteopathic philosophy is the tenet that the body, given the chance, has an inherent ability to heal itself, proactively emphasizing wellness and the prevention of disease and disability. Osteopathic medicine is a growing philosophic approach in which one in four medical school students are choosing to train.

Touro University Nevada is a branch campus of Touro University California and was established in 2004 to help address the health care discrepancy in Nevada by providing expanding graduate medical education (GME) programs and an increased physician workforce.

Campus setting: Henderson, NV; Urban (Las Vegas Valley)

Accreditation: WASC Senior College and University Commission and The AOA Commission on Osteopathic College Accreditation

Institutional affiliations:
- Touro University California
- Touro College and University System

Facilities: Touro University Nevada is currently housed in a single, 200,000 (plus)-square-foot facility in Henderson, NV. The site includes ample space for future program growth and development.

The university has a multi-specialty physician’s office, Health Center at Touro University Nevada, which is staffed by practicing faculty members and open to the community. The Health Center provides on-site learning opportunities for students and residents.

Student residence options: Currently, there is no campus housing available. However, there are various nearby options available, such as apartments, condos, and single family housing.

Curricular Offerings
Our central focus is on positioning students to succeed through intellectual challenges and clinical engagement. TUNCOM’s basic and clinical sciences faculty work collaboratively and are driven to support each individual in reaching his or her goals and aspirations. We accomplish this through a systems-based curriculum and by providing students with the educational resources and environment to grow academically, professionally, and personally.

As active participants in their education, students experience practical, real-world application of the foundational concepts embedded throughout the curriculum. Whether it is through interactive lectures, engagement with a trained, standardized patient, or working with patients in the community, our focus is on the student’s development. Medical students at TUN find themselves as part of a larger, interdisciplinary community of aspiring health care professionals, working under one roof to forge a healthier future for the families of the region.

At TUNCOM, we enjoy a relationship with our community and regional hospitals that provide an educational experience unique to Southern Nevada. These relationships allow for all students to remain in the Las Vegas valley during that crucial first year of clinical experiences while still enjoying the support of the University's resources. This also allows us to offer advanced clinical tracks in the third year, giving students a competitive advantage, a program unique to TUNCOM.

Dual-Degree Programs
DO/MPH
DO students have the opportunity to concurrently enroll in a Master of Public Health program offered by TUN’s sister institution, Touro University California. MPH courses are offered synchronously in a cohort-based distance learning format during the summers prior to the first and second years of medical school. Students choose from three learning educational tracks, including Global Health, Community Health, and Health Equity & Criminal Justice. Graduates of the DO/MPH program are better prepared to address health care challenges facing their patient populations.

Preparatory Programs
Medical Health Sciences
The Master of Science in Medical Health Sciences is a degree-granting, medically oriented program designed to enrich the academic knowledge base and skills of prospective medical students while strengthening their credentials for admission to medical school. The program provides students with a rigorous education consisting of 30 credits of graduate level biomedical courses enriched with research experience. The year-long program is comprised of basic science medical courses, with a graduate biomedical science core in advanced cell biology and genetics. Advanced study skill development and MCAT/GRE prep are also included.
University of the Incarnate Word School of Osteopathic Medicine (UIWSOM)

Address: 7815 Kennedy Hill, Building 1, San Antonio, TX 78235
Main Phone: (210) 283-6998
Website: https://osteopathic-medicine.uiw.edu
Admissions Office
Email: DOdoc@uiwtx.edu
Phone: (210) 283-6998
Fax: (210) 767-3536
Admissions Website: https://osteopathic-medicine.uiw.edu/admissions/index.html

Mission Statement

Preamble: The mission of the University of the Incarnate Word School of Osteopathic Medicine (UIWSOM) flows from the mission of the university and the founding call of the Sisters of Charity of the Incarnate Word to extend the healing ministry of Jesus Christ.

UIWSOM’s mission is to empower all members of the medical education community to achieve academic, professional, and personal success and develop a commitment to lifelong learning through research and meaningful partnerships of osteopathic clinical service across the spectrum of undergraduate, graduate, and continuing medical education. The development and application of osteopathic principles of medicine across four years of physician training will promote culturally, linguistically, and community responsive care to enhance patient safety and improve patient outcomes.

College Description

Continuing the osteopathic medicine tradition of bringing health care to where it is needed most, UIWSOM provides a learner-centered, case-based learning environment empowering both students and faculty to recognize and address the medical needs of underserved populations, specifically those in South Texas. With a focus on primary care, UIWSOM physicians will be well-prepared for the ethical, compassionate, and altruistic practice of medicine. Our aim is to ensure quality, equity, relevance, and effectiveness in health care delivery.

Campus setting: UIWSOM is located in San Antonio, TX, the country’s seventh largest city, which enjoys vibrant cultural diversity, reasonable cost of living, and a growing health care industry. San Antonio is referred to as “Military City, USA” and is home to Ft. Sam Houston Army Base, Lackland Air Force Base, Randolph Air Force Base, and San Antonio Military Medical Center, the largest inpatient medical facility in the Department of Defense.

The UIWSOM campus is located at Brooks, home of the former Air Force Aerospace Medical School. This former military base is rich in history. It is where the MRI was invented, radial keratotomy was perfected, the first animals that traveled to space resided, the moon rocks were stored, and much more.

As his last official act as president, John F. Kennedy commissioned the former base on November 21, 1963, the day before his assassination. While the JFK legacy continues to be honored and with its roots grounded in medical innovation and vision, the Brooks location provides the perfect environment empowering both students and faculty to recognize and address the medical needs of underserved populations, specifically those in South Texas. With a focus on primary care, UIWSOM physicians will be well-prepared for the ethical, compassionate, and altruistic practice of medicine. Our aim is to ensure quality, equity, relevance, and effectiveness in health care delivery.

Accreditation: As a newer school, UIWSOM currently holds pre-accreditation status by the Commission on Osteopathic College Accreditation (COCA). Full accreditation can only be earned immediately before a school graduates its first class. This program has been approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Institutional affiliation: University of the Incarnate Word

Facilities: The 155,000-square-foot renovated campus includes four independent buildings housing administrative services, student services, and a library. Other features of the UIWSOM campus include:

- State-of-the-art anatomy lab with full functioning dissection suite and individual student stations with independent computer access
- Anatomage table (3D virtual anatomy)
- Small group collaboration rooms
- Osteopathic clinical skills learning studio
- Experiential learning center housing simulation labs and 12 standardized patient exam rooms

Student residence options: UIWSOM does not have on-campus housing. Please see our website for full resources on housing options within five miles or less of Brooks. https://osteopathic-medicine.uiw.edu/student-life/brooks-community.html

Curricular Offerings

The UIWSOM curriculum is integrated and designed to support students in their acquisition of knowledge, skills, and competencies expected at each level of training, and to culminate with entry into graduate medical education programs with the competencies required of an entering PGY1 resident.

The integrated curriculum components and threads support the UIWSOM mission promoting the principles and practices of osteopathic primary care, social accountability, and community service. The UIWSOM curriculum is divided into two phases. Phase I includes nine weeks of Essentials/EMT and units organized by systems. Each week is defined by a specific theme and anchored by case-based learning. At the end of each unit, learners participate in reflection, integration and assessment, including individual and group examinations; laboratory practical examinations; objective structured clinical examinations (OSCEs); osteopathic clinical skills evaluations; simulation assessments; completion of a specified number of board questions; and essays.

Phase II includes core, selective, and elective rotations; board preparation; and a ready-for-residency unit.

Several threads weave throughout all four phases of the curriculum and include Mental Health and Wellness, Spirituality, Social Accountability, Service and Scholarship, Student Success, Mentoring and Advising, Board Preparation, and Evidence-based Medicine.

Preparatory Programs

Master of Biomedical Sciences program

UIWSOM offers a Master in Biomedical Sciences (MBS) program. The MBS program is a one-year, 37-credit-hour program designed to enhance the scientific knowledge of graduates who desire to pursue a professional degree in the biomedical sciences or in health care, including a PhD, a medical degree through either a Doctor of Medicine (MD) or a Doctor of Osteopathic Medicine (DO) program, Physician Assistant, Pharmacy, Physical Therapy, or Dentistry.
Mission Statement
The University of New England College of Osteopathic Medicine (UNE COM) fosters the development of health care leaders across the continuum of undergraduate, graduate, and continuing medical education to advance exceptional osteopathic health care locally and globally through practice, research, scholarship, education, and community health.

College Description
UNE COM, set in a beautiful location where the Saco River meets the Atlantic Ocean, is committed to serving the people of New England and the nation through an emphasis on educating primary care physicians. UNE COM offers academic excellence, a supportive learning environment, and a picturesque oceanside campus. UNE has seven Centers of Excellence, which include the Center for Biomedical Research Excellence for the Study of Pain and Sensory Function (COBRE); the Center for Excellence in Aging and Health; the Center for Excellence in Health Innovation; the Center for Excellence in the Neurosciences; the Center for the Enrichment of Teaching and Learning; the Interprofessional Education Collaborative; and UNE North, a Center for Excellence in the Marine Sciences. UNE COM is recognized for excellence in primary care, osteopathic manipulative medicine, and geriatric education.

Campus setting: Biddeford, Maine; Rural, Oceanside. Closest city is Portland, ME.

Accreditation: UNE COM is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. The College of Osteopathic Medicine has received Accreditation with Exceptional Outcomes from the American Osteopathic Association’s Commission on Osteopathic College Accreditation, the only national accrediting agency for predoctoral osteopathic medical education in the United States.

Institutional affiliation: University of New England

Facilities:
- The University Campus Center includes a fitness center, racquetball court, gym, and indoor track and pool, with an extensive intramural program.
- The Alfond Forum athletics complex includes an ice hockey rink, basketball court, classroom space, fitness center, and multi-purpose indoor practice courts that can also be used for performances and other events.
- The Ripich Commons features a new dining facility, small gathering spaces, larger community gathering spaces, and a flexible office space, plus lounge areas for student study, including a dedicated COM Student Lounge.

Student residence options: There is no on-campus housing available for graduate students on the Biddeford campus. Students generally have year-round rentals in the surrounding communities of Biddeford, Saco, Old Orchard Beach, and Portland, ME. Some students utilize rentals of seasonal housing. However, students are encouraged to be mindful of the academic year calendar as they make these arrangements.

Curricular Offerings
The UNE COM curriculum is designed to develop osteopathic primary care physicians and other specialized physicians who are skilled in health promotion and illness prevention, as well as the delivery of health care to the ill. To that end, UNE COM provides an innovative, contemporary, patient-focused curriculum that fosters lifelong, self-directed, evidence-based learning and professional development. Our progressive, integrated four-year curriculum aligns educational activities with the principles of adult learning to maximize the attainment and retention of knowledge, skills, and attitudes crucial to the delivery of health care in the 21st century.

UNE COM students spend the first two years of the program on the University of New England (UNE) campus in Biddeford, ME. The curriculum consists of a series of large- and small-group learning activities, combined with independent experiential learning in physicians’ offices, hospitals, extended care facilities, and health centers. Scheduled learning sessions include traditional didactic lectures, interactive problem-solving sessions, facilitated case-based learning, patient case study discussions, hands-on laboratory exercises, panel discussions, demonstrations, and clinically focused encounters with standardized and real patients. Learning activities are constructed to provide a strong foundation in the basic biomedical and social sciences, as well as in clinical skills as they apply to the rapidly changing practice of medicine. A thorough grounding in the manual skills of osteopathic manipulative medicine (OMM) is provided in the first two years, and supplemented, reinforced, and expanded in years three and four.

The last two years of predoctoral training focuses on experiential learning in a clinical setting to further develop individual and team learning and to expand clinical acumen. The entire third-year curriculum is conducted over a twelve-month period at one of the designated Clinical Campuses.

Fourth-year students continue their learning with selective and elective clinical rotations at UNE COM-approved programs of their choice.

More information can be found online.
University of North Texas Health Science Center at Fort Worth/ Texas College of Osteopathic Medicine (UNTHSC/TCOM)

Mission Statement
The mission of the University of North Texas Health Science Center/Texas College of Osteopathic Medicine (UNTHSC/TCOM) is to create solutions for a healthier community by preparing tomorrow's patient-centered physicians and scientists and advancing the continuum of medical knowledge, discovery, and osteopathic health care.

College Description
The University of North Texas Health Science Center-Texas College of Osteopathic Medicine (UNTHSC/TCOM) is a state-supported osteopathic medical school committed to education, research, patient care, and service. UNTHSC/TCOM graduates among the highest percentages of primary care physicians in the nation, and has received recognition both locally and nationally for its efforts to meet the needs of underserved populations.

Campus setting: Fort Worth, Texas (population: 854,113); Suburban

Accreditation: UNTHSC/TCOM is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Colleges of the Southern Association of Colleges and Schools.

Institutional affiliation: University of North Texas System

Facilities: The University of North Texas Health Science Center campus is located on 33 acres outside downtown Fort Worth in the city’s cultural district. The campus is surrounded by some of the nation’s more prestigious art galleries and museums, as well as a number of residential areas. The Medical Education and Training (MET) Building is home for most class sessions during the pre-clinical portion of the curriculum; the building contains two 250-seat lecture halls, OMM training space, a state-of-the-art simulation training area, small classrooms, and meeting rooms. In addition to the MET Building, students have 24-hour access to the gross anatomy lab located on campus. The Gibson D. Lewis Library has a number of study spaces as well as 24-hour access to nearly 25,000 electronic journals and databases; two floors of the library are open 24 hours per day.

Student residence options: Most students live in nearby residential areas which include houses, apartments, or townhomes. There are a number of housing options available within a short commute to the campus. A housing fair is offered each year on campus prior to matriculation.

Curricular Offerings
The TCOM curriculum is an innovative model designed to prepare future osteopathic physicians by developing the necessary cognitive and clinical skills to be effective in patient care settings. At the beginning of the first year, students study the fundamentals of health and body functions. Near the end of the first year, students will complete a course called Fundamentals of Disease and Treatment, which introduces students to common diseases (e.g., infection, inflammation, cancer, etc.). During the second year of the curriculum, students study approximately 1,000 diseases through various patient presentations. These presentations allow students to apply medical knowledge in patient care situations through specific tasks associated with applied learning theory. Course work in medical practice and osteopathic manipulative medicine (OMM) run parallel to the didactic curriculum. They provide the integration of knowledge into clinical practice. Course material also covers additional topics such as professionalism and medical ethics.

The final two years of the curriculum are taught primarily through affiliated hospitals and clinics. Students complete a series of core clinical rotations in family medicine, pediatrics, internal medicine, surgery, psychiatry, obstetrics and gynecology, manipulative medicine, emergency medicine, and geriatrics. Students may also complete elective rotations in any number of primary care and specialty settings.

Dual-Degree Programs
DO/BA
UNTHSC/TCOM offers a combined seven-year BA/DO degree track with the University of North Texas.

DO/MPH
A dual DO/MPH is offered in conjunction with the University of North Texas Health Science Center School of Public Health. Public Health courses may be completed online while students are enrolled in the osteopathic medical school.

Global Health Graduate Certificate
TCOM students have the opportunity to complete a Global Health Graduate Certificate through the University of North Texas Health Science Center School of Public Health. Students complete 15 semester hours of study, including an international clinical rotation experience.

DO/MS
A dual DO/MS is offered in conjunction with the University of North Texas Health Science Center Graduate School of Biomedical Sciences. Students have the ability to complete their research in a number of different areas of interest.

DO/PhD
A dual DO/PhD is offered in conjunction with the University of North Texas Health Science Center Graduate School of Biomedical Sciences. This combined program typically takes six or more years to complete. Students have the ability to complete their research in a number of different areas of interest.

Preparatory Programs
Graduate School of Biomedical Sciences Master of Medical Sciences Program
A one-year Master of Science Degree program offered by the Graduate School of Biomedical Sciences. The program features basic science courses in biochemistry, cell biology, immunology, histology, anatomy, physiology, and pharmacology. The program also has both a MCAT prep course and short clinical preceptorship experience.
University of Pikeville–Kentucky College of Osteopathic Medicine (UP-KYCOM)

**Address**: 147 Sycamore Street Pikeville, KY 41501  
**Main Phone**: (606) 218-5250  
**Website**: https://www.upike.edu/KYCOM  
**Admissions Office**  
**Email**: kycomadmissions@upike.edu  
**Phone**: (606) 218-5409  
**Fax**: (606) 218-5405  
**Admissions Website**: https://www.upike.edu/KYCOM/prospective/applying

**Mission Statement**  
The mission of the University of Pikeville–Kentucky College of Osteopathic Medicine (UP-KYCOM) is to provide men and women with an osteopathic medical education that emphasizes primary care, encourages research, promotes lifelong scholarly activity, and produces graduates who are committed to serving the health care needs of communities in rural Kentucky and other underserved Appalachian regions.

**College Description**  
UP-KYCOM is nationally recognized for its commitment to educating osteopathic physicians who practice in rural areas that are medically underserved, particularly within Kentucky and other Appalachian regions that the school’s mission serves. UP-KYCOM has earned great recognition among U.S. medical schools in rural medicine. UP-KYCOM also ranks among the top medical schools in the country in the percentage of graduates entering primary care residencies and in affordability among private medical schools.

**Campus setting**: Pikeville, KY. Rural.  
**Accreditation**: UP-KYCOM is accredited by the Commission on Osteopathic College Accreditation (COCA) and by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).  
**Institutional affiliation**: University of Pikeville

**Facilities**: The Coal Building houses the Kentucky College of Osteopathic Medicine (KYCOM). The Coal Building strengthens KYCOM’s ability to fulfill its mission of training primary care physicians in providing medical services in rural Kentucky and throughout Central Appalachia. The Coal Building is a nine-story, 84,000-square-foot building that offers KYCOM expanded facilities with state-of-the-art features that include the following:  
- The Clinical Skills Training and Evaluation Center, which utilizes standardized patients, human models, and high-fidelity robotic simulators  
- KYCOM free community clinic  
- Technology-enhanced lecture halls  
- Student study space  
- Gross anatomy laboratory  
- Osteopathic principles and practice instructional space  
- Research facilities

**Student residence options**: Housing list information can be provided. There is no on-campus housing.

**Curricular Offerings**  
UP-KYCOM’s preclinical education program uses discipline-based science and clinical courses that are most often organized around specific organ systems. Beginning in year one and continuing throughout the curriculum, UP-KYCOM students receive a fundamental overview of the ethical issues relevant to establishing a trusting physician-patient relationship, the skills needed to critically evaluate medical literature, and to complete a patient history. Communication skills, professionalism, and clinical skills competencies are assessed using standardized patients, human models, and patient simulators. During year two, students engage in preceptorships with community physicians. Student clinical skills and competencies are further developed in clerkships offered during years three and four.

**Special Programs**  
**The UP-KYCOM Advantage**  
UP-KYCOM’s tuition is very competitive compared to other osteopathic medical schools. Furthermore, at no additional charge, UP-KYCOM provides its students with the following benefits:  
- iPad Pro  
- Treatment table  
- White coat and scrub suit  
- Diagnostic equipment (stethoscope, ophthalmoscope, etc.)  
- All required textbooks  
- Paid membership dues to the Student Osteopathic Medical Association (SOMA)  
- Exam fees, once each for the National Board of Osteopathic Medical Examiners (NBOME) COMLEX-USA Level 1 and Level 2-CE board exams  
- COMLEX-USA Level 1 review course

**Address**: 147 Sycamore Street Pikeville, KY 41501  
**Main Phone**: (606) 218-5250  
**Website**: https://www.upike.edu/KYCOM  
**Admissions Office**  
**Email**: kycomadmissions@upike.edu  
**Phone**: (606) 218-5409  
**Fax**: (606) 218-5405  
**Admissions Website**: https://www.upike.edu/KYCOM/prospective/applying

**Year Founded**: 1997 | **Type**: Private, non-profit
Edward Via College of Osteopathic Medicine–Auburn Campus
(VCOM-Auburn)

Address: 910 South Donahue Drive, Auburn, AL 36832
Main Phone: (334) 442-4000
Website: https://www.vcom.edu/auburn

Admissions Office
Email: admissions-auburn@auburnvcom.edu
Phone: (334) 442-4050
Admissions Website: https://www.vcom.edu/admissions/admissions

Mission Statement
The mission of the Edward Via College of Osteopathic Medicine (VCOM) is to prepare globally minded, community-focused physicians to meet the needs of rural and medically underserved populations and promote research to improve human health. VCOM faculty, staff, and students value professionalism, integrity, duty, compassion, altruism, knowledge, and critical thinking.

College Description
VCOM is a fully accredited osteopathic college with three campuses, one in Blacksburg, VA; one in Spartanburg, SC; and one in Auburn, AL. VCOM is committed to serving the needs of patients in medically underserved areas and medically underserved populations, and the VCOM Virginia campus is committed to Southwest Virginia and to surrounding Appalachian states. VCOM also interviews students committed to service and working with patients from medically underserved populations from other states.

Campus setting: Located in the Research Park of Auburn University, and immediately adjacent to the other health science schools in the University on Donahue Street, the campus is within walking distance of the University and the stadium. VCOM-Auburn is well-integrated into the Auburn University community. In addition to the over 27,000 University students, the city of Auburn is the fastest growing metropolitan area in Alabama. Auburn’s Southern charm is seen in the arts, in its quaint restaurants, independent boutiques, and availability of cultural opportunities.

Accreditation: VCOM is accredited by the Commission on Osteopathic College Accreditation (COCA).

Institutional affiliation: Auburn University

Facilities: The VCOM Auburn campus includes a 100,000-square-foot academic facility, outdoor patios, a lake, and a walking path.

• The main facility offers two theater-style high-tech classrooms, a state-of-the-art anatomy lab, approximately 20 small-group rooms, four conference rooms, student services, student lounges, food service, and a library. High-definition video projection and recording allows all presentations to be recorded and displayed on VCOM TV for student review from home.
• The fourth floor houses the Center for Medical Simulation and Technology, which includes clinical medical procedural skills laboratories, simulated patient exam rooms with recording capability and EMR technology, and patient simulation laboratories with high-tech mannequin simulators for pediatric, adult, and obstetrical procedural training.
• The osteopathic manipulation lab provides electronic tables and high definition video monitoring to assure optimal education.
• The first floor includes an event center and research laboratories.

Student residence options: The town of Auburn provides an array of housing opportunities. Private apartment and townhome complexes catering to graduate students and young professionals are conveniently located throughout Auburn, near Opelika, and in neighboring communities.

Curricular Offerings
The curriculum at VCOM is innovative and modern. The faculty of VCOM recognizes that students learn in a number of ways. Students generally assimilate a knowledge base through instruction, reading, and experience. VCOM uses a hybrid curriculum consisting of lectures, computerized case tutorials, laboratory experiences, clinical skills laboratories, and clinical experiences throughout the four years.

Dual-Degree / Concurrent Programs
For information on VCOM’s dual-degree/concurrent program offerings, visit www.vcom.edu/admissions/parallel-degree

Preparatory Programs
Bluefield College Masters of Arts in Biomedical Sciences – in partnership with VCOM
VCOM has partnered with Bluefield College to convert our Graduate Certificate Program into a Master of Arts in Biomedical Sciences.

For information on VCOM’s preparatory programs, visit https://www.vcom.edu/premedical_admissions.

Special Programs
Community outreach
Each week, faculty and students provide health care for medically underserved and disadvantaged populations in Alabama. Students participate in projects to improve the health and wellness of a community as part of their curriculum, as well as through their student professional organization volunteer programs. VCOM faculty offer special opportunities for VCOM students in outreach in the local region.

Global outreach
Embracing the one world – one health concept, VCOM faculty and students provide global health outreach programs in El Salvador, Honduras, and the Dominican Republic. Students benefit from the sharing of cultural experiences, medical education, and public health practices that, in turn, improve the health of the remote communities served. VCOM provides sustainable year-round health clinics in all three countries to ensure a continual improvement in health care and public health practices.

Sports medicine
VCOM students have the opportunity to work with renowned sports medicine faculty on its three campuses. The Auburn University Athletics program has a dedicated sports medicine program and a student athlete population that includes current and previous Olympic gold medal winners, as well as three Heisman Trophy winners.

VCOM is accredited by the Commission on Osteopathic College Accreditation (COCA).

Address: 910 South Donahue Drive, Auburn, AL 36832
Main Phone: (334) 442-4000
Website: https://www.vcom.edu/auburn

Admissions Office
Email: admissions-auburn@auburnvcom.edu
Phone: (334) 442-4050
Admissions Website: https://www.vcom.edu/admissions/admissions
Mission Statement
The mission of the Edward Via College of Osteopathic Medicine (VCOM) is to prepare globally minded, community-focused physicians to meet the needs of rural and medically underserved populations and promote research to improve human health. VCOM faculty, staff, and students value professionalism, integrity, duty, compassion, altruism, knowledge, and critical thinking.

College Description
VCOM is a fully-accredited osteopathic college with three campuses, one in Blacksburg, VA; one in Spartanburg, SC; and one in Auburn, AL. VCOM is committed to serving the needs of patients in medically underserved areas and medically underserved populations, and the VCOM Virginia campus is committed to Southwest Virginia and to surrounding Appalachian states. VCOM also interviews students committed to service and working with patients from medically underserved areas.

Campus setting: VCOM Carolinas maintains an independent 18-acre campus and is located in one of the fast-growing college towns in the United States. Spartanburg is home to Wofford College, Converse College, University of South Carolina-Upstate, Methodist College, Spartanburg College, and VCOM. VCOM participates in the city’s “College-Town” program, a collaborative that offers exciting opportunities and programs for students from all campuses.

Facilities: VCOM Carolinas has a 70,000+-square-foot academic building on the Carolinas campus and is located on a beautiful 18-acre campus with a lake and walking trail.

• The main 80,000+-square-foot academic building on the Carolinas campus offers two theatre-style classrooms with state-of-the-art technology that allows recorded presentations for later view; wireless access throughout; a modern anatomy lab; and 20 moderately sized group learning rooms.
• Additional buildings include a research facility, facilities for human resources and finance, a facility housing the OMM clinical practices, and a turn-of-the-century home under restoration for events.
• Simulation and Technology Center: The third floor houses a state-of-the-art Center for Simulation and Technology, including simulated patient treatment rooms; mannequin-based training laboratories for pediatric, adult, and obstetrical training; and clinical procedural skills laboratories.
• YMCA Program: Students at the VCOM-Carolinas campus are offered a membership to the YMCA of Spartanburg. The YMCA provides a wide variety of education and recreational programs that foster growth in spirit, mind, and body. The YMCA is a state-of-the-art workout facility that offers a personalized wellness plan, fitness classes, club sports, and personal training. VCOM-Carolinas students are also offered the opportunity to play club sports through the Spartanburg Sports League.

Student residence options: The town of Spartanburg, as well as nearby Greer, provides an array of housing opportunities for Carolinas campus students. Private apartment and town-home complexes catering to graduate students and young professionals are conveniently located throughout Spartanburg and in neighboring communities. Carolinas campus students also enjoy the serene environment of the surrounding areas.

Curricular Offerings
The curriculum at VCOM is innovative and modern. The faculty of VCOM recognizes that students learn in a number of ways. Students generally assimilate a knowledge base through instruction, reading, and experience. VCOM uses a hybrid curriculum consisting of lectures, computerized case tutorials, laboratory experiences, clinical skills laboratories, and clinical experiences throughout the four years, beginning as early as year two.

Dual-Degree / Concurrent Programs
For information on VCOM’s dual-degree/concurrent program offerings, visit www.vcom.edu/admissions/parallel-degree

Preparatory Programs
Bluefield College Masters of Arts in Biomedical Sciences – in partnership with VCOM
VCOM has partnered with Bluefield College to convert our Graduate Certificate Program into a Master of Arts in Biomedical Sciences.

For information on VCOM’s preparatory programs, visit https://www.vcom.edu/premedical_admissions

Special Programs
Community outreach
Each week, faculty and students provide health care for medically underserved and disadvantaged populations in the Carolinas through free clinic experiences and community health projects. Students participate in projects to improve the health and wellness of a community as a part of their curriculum, as well as through their student professional organization volunteer programs. VCOM faculty offer special opportunities for VCOM students in Pediatric outreach, in OMM outreach, and in serving clinics and shelters in the local region.

Global outreach
Embracing the one world – one health concept, VCOM faculty and students provide global health outreach programs in El Salvador, Honduras, and the Dominican Republic. Students benefit from the sharing of cultural experiences, medical education, and public health practices that, in turn, improve the health of the remote communities served.
Edward Via College of Osteopathic Medicine—Louisiana Campus (VCOM-Louisiana)

Address: 4020 Northeast Road, Sandel 311, Monroe, LA 71209
Main Phone: (318) 342-7100
Website: https://www.vcom.edu/vcom-louisiana-live-stream
Admissions Office
Email: admissions@vcomut.edu
Phone: (334) 442-4050
Admissions Website: https://www.vcom.edu/admissions

Mission Statement
The mission of the Edward Via College of Osteopathic Medicine (VCOM) is to prepare globally minded, community-focused physicians to meet the needs of rural and medically underserved populations and promote research to improve human health. VCOM faculty, staff, and students value professionalism, integrity, duty, compassion, altruism, knowledge, and critical thinking.

College Description
VCOM is a fully accredited osteopathic college with three campuses, one in Blacksburg, VA; one in Spartanburg, SC; one in Auburn, AL; and one in Monroe, LA. VCOM is committed to serving the needs of patients in medically underserved areas and medically underserved populations, and the VCOM Louisiana campus is committed to Louisiana and to the surrounding Delta region. VCOM also interviews students committed to service and working with patients from medically underserved populations from other states.

Campus setting: The VCOM-Louisiana campus will be beautifully placed on the bayou on the University of Louisiana (ULM) campus. The VCOM-Louisiana will be surrounded by the ULM athletic grounds and the bayou. The campus will have a walking path along the bayou for students and faculty, with easy access to the ULM campus and shared resources nearby. The campus is currently under construction.

Accreditation: VCOM is accredited by the Commission on Osteopathic College Accreditation (COCA).

Institutional affiliation: The University of Louisiana Monroe

Facilities: The building will be 90,000 square feet and four stories. It will include:

- two 4,100-square-foot, two-story classrooms that seat more than 200;
- a 4,100-square-foot anatomy lab;
- a 3,300-square-foot osteopathic manipulative medicine lab;
- a large simulation and standardized patient center;
- 7,500 square foot multi-purpose space;
- 20 small-group study rooms;
- large, quiet study areas; and
- three student lounges.

Student residence options: Multiple offerings for Apartments, Condominium Rental, and House rentals fairly close to campus. We can assist with areas.

Curricular Offerings
The curriculum at VCOM is innovative and modern. Students assimilate knowledge through instruction which is lecture based or through online modules, reading, small group learning and discussion, laboratory and computer-based student learning clinical tutorials, anatomy and microbiology laboratory experiences, simulated clinical laboratory experiences, physical diagnosis laboratory experiences, and osteopathic manipulative medicine clinical laboratory experiences. Students begin inter-professional early clinical experiences one day per week in the later blocks of the second year and transition to predominately clinical experiences in the third and fourth year. The VCOM curriculum includes the most modern medical diagnostic evaluations and evidence based medical care. The VCOM curriculum prepares students well to enter ACGME residency programs. In addition, Osteopathic Principles and Manipulation are taught throughout the four years of the curriculum.

Dual-Degree / Concurrent Programs
For information on VCOM’s dual-degree/concurrent program offerings, visit www.vcom.edu/admissions/parallel-degree

Preparatory Programs
Bluefield College Masters of Arts in Biomedical Sciences – in partnership with VCOM
VCOM has partnered with Bluefield College to convert our Graduate Certificate Program into a Master of Arts in Biomedical Sciences.
For information on VCOM’s preparatory programs, visit https://www.vcom.edu/premedical_admissions.

Special Programs
Community outreach
Students participate in projects to improve the health and wellness of a community as a part of their curriculum, as well as through their student professional organization volunteer programs. VCOM faculty offer special opportunities for VCOM students in outreach in the local region.

Global outreach
Embracing the one world – one health concept, VCOM faculty and students provide global health outreach programs in El Salvador, Honduras, and the Dominican Republic. Students benefit from the sharing of cultural experiences, medical education, and public health practices that, in turn, improve the health of the remote communities served. VCOM provides sustainable year-round health clinics in all three countries to ensure a continual improvement in health care and public health practices.

Research and sports medicine and osteopathic medicine
We will have research opportunities in basic, clinical and medical education research spanning all disciplines. We strive to be particularly strong in sports med, cancer, genomics/genetics, informatics, biomechanics, functional and precision medicine.

Pediatric outreach
VCOM wishes to provide an exciting unique experience for the clinical students while developing compassionate student physicians capable of caring for these extraordinary patients, through immunization and school health projects.
Mission Statement
The mission of the Edward Via College of Osteopathic Medicine (VCOM) is to prepare globally minded, community-focused physicians to meet the needs of rural and medically underserved populations and promote research to improve human health. VCOM faculty, staff, and students value professionalism, integrity, duty, compassion, altruism, knowledge, and critical thinking.

College Description
VCOM is a fully accredited osteopathic college with three campuses, one in Blacksburg, VA; one in Spartanburg, SC; and one in Auburn, AL. VCOM is committed to serving the needs of patients in medically underserved areas and medically underserved populations, and the VCOM Virginia campus is committed to Southwest Virginia and surrounding Appalachian states. VCOM also interviews students committed to service and working with patients from medically underserved populations from other states.

Campus setting: Blacksburg, Virginia; College town; Virginia Tech

Accreditation: VCOM is accredited by the Commission on Osteopathic College Accreditation (COCA).

Institutional affiliation: Virginia Tech

Facilities: The VCOM Virginia campus includes four academic, clinical, and research buildings. The outdoor campus consists of 13 acres, an amphitheater, lakes, and a walking path that connects to a biking trail.

- The main facility offers two theater-style high-tech classrooms, a state-of-the-art anatomy lab; 10 small-group rooms, four conference rooms, student services, student lounges and food service, and the library. High-definition video projection and recording allows all presentations to be recorded and displayed on VCOM TV for student review from home.
- The second building houses the Center for Medical Simulation and Technology, which includes clinical medical procedural skills laboratories, simulated patient exam rooms with recording capability and EMR technology, and patient simulation laboratories with high-tech mannequin simulators for pediatric, adult, and obstetrical procedural training.
- The osteopathic manipulation lab provides electronic tables and high-definition video monitoring to assure optimal education.
- Additional buildings include clinical and research laboratories within the VT research park. VCOM and VT Veterinary school faculty share laboratories within the One Health Research Center on the campus of Virginia Tech.

Student residence options: The town of Blacksburg and the New River Valley provide an array of housing opportunities for Virginia campus students. Private apartment and townhome complexes catering to graduate students and young professionals are conveniently located across the street, throughout Blacksburg, and in neighboring communities. Virginia campus students also enjoy the serene environment of the surrounding rural areas.

Curricular Offerings
The faculty of VCOM recognizes that students learn in a number of ways. VCOM uses a hybrid curriculum consisting of lectures, computerized case tutorials, laboratory experiences, clinical skills laboratories, interprofessional education experiences, and early clinical experiences beginning as early as year two. VCOM provides clinical training in core regional hospitals with VCOM clinical faculty.

Dual-Degree Programs
For information on VCOM’s dual-degree/concurrent program offerings, visit https://www.vcom.edu/admissions/parallel-degree

Preparatory Programs
Bluefield College Masters of Arts in Biomedical Sciences – in partnership with VCOM
VCOM has partnered with Bluefield College to convert our Graduate Certificate Program into a Master of Arts in Biomedical Sciences.

For information on VCOM’s preparatory programs, visit https://www.vcom.edu/premedical_admissions.

Special Programs
Community outreach
Each week, faculty and students provide health care for medically underserved and disadvantaged populations in the Carolinas through free clinic experiences and community health projects. Students participate in projects to improve the health and wellness of a community as a part of their curriculum, as well as through their student professional organization volunteer programs. VCOM faculty offer special opportunities for VCOM students in pediatric outreach, in OMM outreach, and in serving free clinics and shelters in the local region.

Global Outreach
Embracing the one world-one health concept, VCOM faculty and students provide global health outreach programs in El Salvador, Honduras, and the Dominican Republic. Students benefit from the sharing of cultural experiences, medical education, and public health practices that, in turn, improve the health of the remote communities served. VCOM provides sustainable year-round health clinics in all three countries to ensure a continual improvement in health care and public health practices.

Sports medicine and osteopathic medicine
VCOM students have the opportunity to work with renowned sports medicine faculty who provide care for Division I athletes at Virginia Tech, Olympic athletes at Winter Games, PGA tournaments, and athletes from Radford University and the region’s high school teams. The school also sponsors a sports medicine fellowship for those wishing to enter this field. The shared faculty offer hands-on instruction for the sports medicine fellowship and the OMM residency.

Pediatrics Outreach
VCOM wishes to provide an exciting, unique experience for the clinical students, while developing compassionate student physicians capable of caring for these extraordinary patients, through immunization and school health projects.
West Virginia School of Osteopathic Medicine (WVSOM)

Address: 400 Lee Street North, Lewisburg, WV 24901
Main Phone: (304) 645-6270
Website: https://www.wvsom.edu

Admissions Office
Email: admissions@osteo.wvsom.edu
Phone: (800) 356-7836 or (888) 276-7836
Admissions Website: https://www.wvsom.edu/Admissions/applicants-home

Mission Statement
The mission of the West Virginia School of Osteopathic Medicine (WVSOM) is to educate students from diverse backgrounds as lifelong learners in osteopathic medicine and complementary health-related programs; to support and develop graduate medical education training; to advance scientific knowledge through academic, clinical, and basic science research; and to promote patient-centered, evidence-based medicine. WVSOM is dedicated to serve, first and foremost, the state of West Virginia and the health care needs of its residents, emphasizing primary care in rural areas.

College Description
WVSOM has the feel of a small school with a national reputation. WVSOM’s excellence has earned the school national recognition for 20 consecutive years as a leader in primary care, family medicine, and rural medicine in the highly regarded U.S. News & World Report’s annual “Best Graduate Schools” rankings. WVSOM is an independent medical school, which means that all of the students are focused on one thing – to become physicians. WVSOM provides a cutting-edge, 21st-century, clinically integrated approach to medical education. Students learn the practice of patient-centered medicine and develop lifelong learning and leadership skills in a caring family atmosphere.

Graduates are well-prepared to succeed in any field of medicine they choose to pursue. WVSOM is number 1 in providing primary care physicians for West Virginia, (WVa, HEPC Health Sciences Report Card). WVSOM is number 1 in the nation graduating primary care physicians who practice in rural Appalachia, (Academic Medicine). WVSOM is number 1 in the nation among all medical schools graduating physicians who practice in rural areas, (Academic Medicine).

Campus setting: WVSOM is situated in the rural setting of Lewisburg, WV. The independent campus in an inviting and historic community provides a relaxing atmosphere where students are encouraged to explore creative, athletic, and recreational opportunities. It enables students to pursue a first-class medical education in a place full of outdoor beauty. Students also enjoy cultural outings with music performances in Carnegie Hall and live drama and dance at two live theaters. The town is often filled with music, art festivals, and events. The world famous Greenbrier Resort and Spa is minutes away.

Accreditation: WVSOM is accredited by the Higher Learning Commission (HLC) and the American Osteopathic Association’s Commission on Osteopathic College Accreditation (AOA COCA).

Institutional affiliation: None

Facilities: Located in historic Lewisburg, WVSOM’s 68-acre campus combines green spaces and tree-shaded areas with new and recently renovated buildings. WVSOM’s state-of-the-art Clinical Evaluation Center includes a clinic setting with 24 examination rooms for use with standardized patients, a hospital setting with a four-bed emergency room suite, a birthing suite and general simulation rooms to house 25 human patient simulators, and the John Manchin II DO Conference Hall. The Center for Rural Medicine and Technology is a cutting-edge instructional facility housing two modern 200-seat lecture halls, a commons area, and office space.

Other WVSOM facilities include: the Fredric W. Smith Science Building; the Robert C. Byrd Clinic, an on-campus primary care clinic that provides varied clinical training opportunities; the Admissions Center; and the Founders’ Activity Center, a recreation and fitness facility for students, faculty, staff, and their families. The Roland P. Sharp Alumni and Conference Center, used by on-campus and off-campus groups for programs, meetings, and events.

A 55,000-square-foot Student Center includes a student recreation area, SGA offices, open and quiet student study space, the campus store, a food service area, and a 1,000-seat meeting hall. The Student Center also includes a clock tower.

Student residence options: Students are encouraged to visit Lewisburg and to review the listings for available rentals.

Curricular Offerings
The WVSOM Patient Presentation curriculum is carefully constructed to thoroughly prepare graduates for practice in any setting. However, the WVSOM educational program is tailored to meet the unique needs of patients in rural, medically underserved areas. Faculty members are particularly committed to teaching in a student-friendly atmosphere.

Special Programs
International medicine programs
WVSOM’s Center for International Medicine and Cultural Concern (CIMCC) works with individual students and small groups to travel to remote, underserved communities in Central and Latin America, Southern and Western Africa, and India. Traditional European placements are also available. First- and second-year students may participate in spring break and summer time-off trips; for third- and fourth-year students, four-to-eight-week clinical rotations are offered. WVSOM’s CIMCC provides students with opportunities to learn experientially about practical and specialized medicine on a global scale in both clinical and research settings. WVSOM’s CIMCC offers one of the most diverse international medical studies programs among osteopathic medical schools.

Rural Health Initiative
During the third and fourth years, students participate in unique rural experiences which provide an opportunity to learn about local industries and daily life in the mountain state, including how these factors affect health and treatment within those communities.
Mission Statement

The mission of the College of Osteopathic Medicine of the Pacific (COMP) is to prepare students to become technically competent, culturally sensitive, professional, and compassionate physicians who are prepared for graduate medical education, who are lifelong learners, and who will serve society by providing comprehensive, patient-centered health care with the distinctive osteopathic philosophy. This is accomplished through excellence in curriculum, translational research, service, and osteopathic clinical practice, and through enhancement of osteopathic graduate medical education.

College Description

COMP and COMP-Northwest support the Western University of Health Sciences (WesternU) in its mission to increase the availability of physicians to serve the needs of the people living in the Western region of the United States. COMP provides the educational basis for internship and residencies in all medical specialties. The academic environment fosters respect for the uniqueness of each human being. Students are prepared to function as competent, caring, lifelong learners with the distinctive osteopathic philosophy, and as leaders in interprofessional health care delivery. The COMP-Northwest campus addresses the health care needs of residents throughout the Northwest. We will achieve our goal of educating osteopathic physicians from the Northwest, in the Northwest, and the Northwest by attracting students with outstanding personal and academic qualities, and teaching them to recognize and develop the knowledge, behaviors, and skills necessary for the effective and compassionate practice of medicine.

Campus setting:
- WesternU/COMP: Pomona, California: Urban area in Southern California.
- COMP-Northwest: Lebanon, OR: Rural/small town setting in the Willamette Valley of Oregon.

Accreditation: Western University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). WesternU/COMP is accredited by the Commission on Osteopathic College Accreditation (COCA).

Institutional affiliations:
- Western University of Health Sciences
- Western University COMP-Northwest

Facilities: Western University/COMP is housed in an 180,000-square-foot Health Education Center (HEC). It features auditoriums, classrooms, breakout rooms, teaching and research laboratories, conference rooms, and faculty offices. The 75,000-square-foot Patient Care Center (PCC) meets the needs of residents of the Pomona Valley and serves as a training facility for the university’s students. Faculty and students from all health professions form an interprofessional health care team that evaluates patients with chronic systemic conditions, such as diabetes mellitus, metabolic syndrome, and neurological rehabilitative conditions, to name a few.

COMP students complete their rotations at some of the top hospitals in Southern California and the Pacific Northwest, including the university’s primary rotation sites: Arrowhead Regional Medical Center in Colton; PIH Health Hospital-Downey, College Medical Center in Long Beach; Garfield Medical Center of Monterey Park; and Riverside University Health Systems in Riverside. In the Northwest, students train at Good Samaritan Regional Medical Center in Corvallis; Mercy Medical Center in Roseburg; Rouge Regional Medical Center in Medford; St. Charles in Bend; Legacy Health Systems in Portland; and Franciscan Health Systems in Tacoma, WA.

Student residence options: Southern Californians are fortunate to have beautiful weather and access to an abundance of local attractions and housing opportunities throughout Los Angeles County. The Damier at WesternU is a unique housing option for WesternU students and is conveniently located adjacent to campus. It was designed with our students in mind, offering high-speed Internet, study lounges, and a fitness center. Our COMP-Northwest students have many options near campus that they can call home. Lebanon is a great place to live with good prices on housing and a supportive community ready to welcome you.

Curricular Offerings

The curriculum at COMP is a four-year, full-time academic program leading to the degree of Doctor of Osteopathic Medicine (DO). The curriculum stresses the interdependence of the biological, clinical, behavioral, and social sciences. The curriculum prepares students to practice osteopathic medicine across a full spectrum of specialties, with special emphasis on the maintenance of health and treatment of disease. The integrated and early clinical experience has proven to be extremely successful based on student assessments and national licensing exams.

Dual-Degree Programs

DO/MSHS

There are several ways in which new physicians may distinguish themselves early in their careers. DO graduates from WesternU who have also completed the MSHS degree report that obtaining the master’s degree led to a more successful residency match process. They also report a shortened pathway toward Chief Resident status and other leadership opportunities. The Health Professions Education track prepares physicians to teach in classroom and clinical settings. The Community Health Education track prepares physicians interested in public health to diagnose community-based problems, including designing targeted interventions to improve the health of communities. The MSHS degree, which may be completed concurrently to medical school, is usually accomplished in two to three years. A flexible schedule allows learners to continue even during clinical rotations. Each class meets one evening per week, and some 45 percent of the curriculum is offered online. The program is fully accredited, and financial aid is available. Please contact the Department of Health Sciences—www.westernu.edu/allied-health/allied-health-mshs/ (909) 469-3796 gevens@westernu.edu—for information and assistance in obtaining your MSHS degree from WesternU.
Mission Statement
The mission of the William Carey University College of Osteopathic Medicine (WCUCOM) is to prepare men and women to become osteopathic physicians through an emphasis on primary care, lifelong learning, research, scholarly activities, service (including osteopathic clinical service), and graduate medical education. Using a community-based training model, the COM will educate and train graduates who are committed to serving the health care needs of all individuals, with special attention to the medically underserved and diverse populations of the state, region, and nation.

College Description
WCUCOM is a private institution with a small class size to promote an environment of individual attention with faculty and staff. WCUCOM offers an integrated curriculum with emphasis on rural and community-based medicine. Graduates are encouraged to practice primary care medicine in medically underserved areas, especially in the Gulf-South United States.

Campus setting: Rural
Accreditation: WCUCOM is accredited by the Commission on Osteopathic College Accreditation (COCA).
Institutional affiliation: William Carey University
Facilities: The medical school complex consists of four buildings located on the William Carey University main campus in Hattiesburg, MS. The 18,000-square-foot Academic Building houses two amphitheater classrooms equipped with high-quality audio-visual integration, a state-of-the-art OPP lab, and space for research. The 16,000-square-foot Medical Arts Building contains the Innovative Learning Center with standardized patient examination rooms, clinical simulator rooms, and a telemedicine center. It also has breakout rooms for student group study and a suite of faculty offices. The 13,000-square-foot Asbury Administration Building houses the COM administrative offices as well as a portion of the faculty. The 6,208-square-foot Anatomy Wing contains a state-of-the-art anatomy laboratory with space for study of medical imaging and an anatomical model room. Additional facilities include a Wireless Everywhere Print Anywhere (WEP A) kiosk, conference rooms, and lounge areas. Individual study carrels are placed in multiple locations throughout the facility. WCUCOM offers clinical training at a community-based training network representing more than 7,500 beds in four states: Mississippi, Alabama, Louisiana, and Florida. Other facility-related features include:

- Wireless campus with video streamed lectures
- Regional hospital and clinic affiliations that afford comprehensive clinical training opportunities
- Small group meeting rooms with plasma screens and multimedia capabilities
- Personal response system and online learning management system
- University cafeteria, coffee shop, and library with access to thousands of medically related texts, articles, and database search engines

Student residence options: On-campus housing is available to COM students on a limited basis.

Curricular Offerings
WCUCOM offers an integrated curriculum that begins with first-year foundational courses that address the anatomic and cellular/molecular underpinnings of the science of medicine. Courses are taught through clinically relevant application and case-based learning experiences, while simultaneously developing skills in physical examination, doctor-patient communication, and osteopathic principles and practice. The second year continues with system-based organization of the biomedical and clinical course content material and increased opportunities for self-directed learning and self-assessment. In the third and fourth years, students work with clinical faculty at regional hub sites throughout the Gulf South. Clerkship experiences encourage problem solving, teamwork, and further advancement in clinical skills development. Students receive additional clinical training through use of patient simulators and standardized patient encounters.

Preparatory Programs
Master’s of Biomedical Science (1 year)
One-year, non-thesis program in the biomedical sciences designed to prepare students for enrollment in the health care professional schools, such as medical, dental, and physical therapy schools.