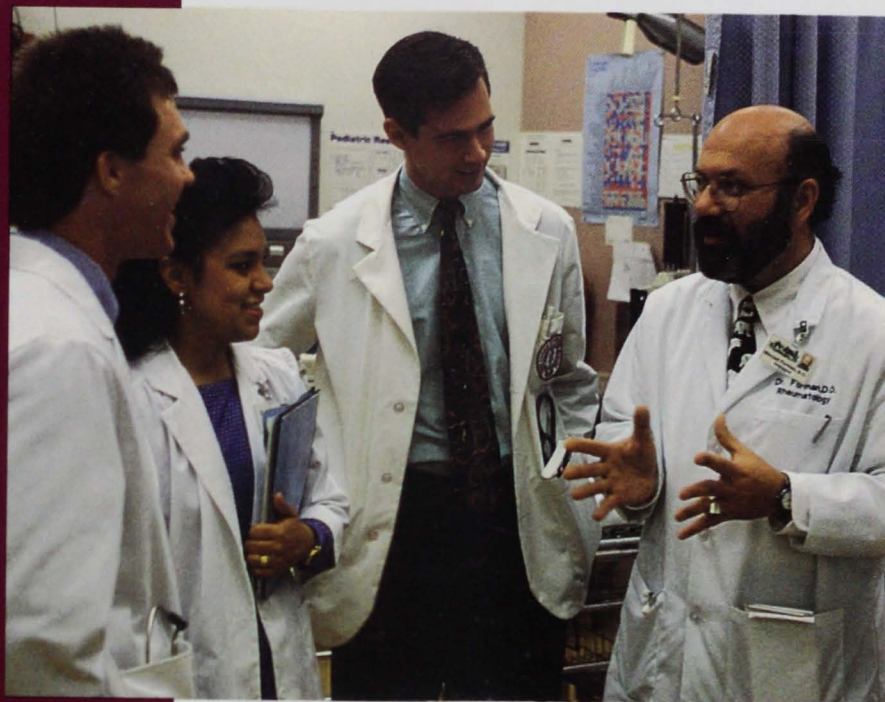


*Texas College of
Osteopathic Medicine*

1994-1995 Catalog



University of North Texas
Health Science Center at Fort Worth



**University of North Texas
Health Science Center at Fort Worth**

Texas College of Osteopathic Medicine

3500 Camp Bowie Boulevard
Fort Worth, Texas 76107-2699
817-735-2000

1994-1995 Catalog

Rules and regulations in this catalog are effective July 1, 1994, and apply to all students unless otherwise indicated. This catalog is the official catalog for the Class of 1998. The provisions of this catalog may be subject to change without notice as a result of official administrative actions in the health science center, legislative act or decisions by the attorney general of the state of Texas. Information provided by this catalog does not constitute a contract between the UNT Health Science Center/TCOM and a student or an applicant for admission. The institution is not responsible for any misrepresentation or provisions that might arise as a result of errors in preparation.

Students are responsible for observing the regulations contained herein; therefore, they are urged to read this catalog carefully. This catalog does not contain all health science center/TCOM rules, regulations and policies for which a student is responsible. Students should also consult other publications such as the student handbook and specific contracts.

An EEO/affirmative action institution.

Mission Statement

University of North Texas Health Science Center at Fort Worth

The University of North Texas Health Science Center at Fort Worth is committed to achieving excellence in its programs of education, research and service. The health science center maintains the mission and traditions of Texas College of Osteopathic Medicine and a long-standing relationship with the University of North Texas. The center also shares programs with other health-related and academic institutions.

The health science center educates osteopathic physicians and other health professionals dedicated to careers in health care, teaching and research. Through its graduate programs, the center provides educational opportunities to biomedical scientists for roles in academic institutions, government agencies and industry.

Primary health care is central to the mission of the institution. The center has a special mission to meet the needs of individuals in the geographic areas, and within the age, ethnic and socioeconomic groups, in which primary health care is most needed. Health care education and services emphasize promotion of health, prevention of disease and concern for the costs to the patient and to society.

Education

Undergraduate, graduate and postgraduate teaching programs provide strong foundations of knowledge and skills in the basic and clinical sciences. A focus is on the promotion of health and social, psychological, emotional and lifestyle factors that affect healthful living. Health care services delivered by the institution provide a



critical educational arena where faculty served as both teachers and role models in providing care. Each student is guided along a path of learning that has as its goals the development of critical thinking, problem solving and independent lifelong learning. Particular attention is given to developing attitudes, ethical behavior and personal attributes that characterize a caring health professional sensitive to the special need for primary health care.

Research

The health science center is a community of scholars who are members of the international scientific community. As members of scientific societies and other professional groups, faculty contribute to national and international dialogues in the sciences, medicine and health care. By engaging in scholarly pursuits that contribute to further understanding of health and disease, the faculty and students serve the community, the state and the nation.

Service

The health science center serves the community, the state and the nation, contributing to the exchange of knowledge and its application. Faculty, staff

and students take part in outreach programs providing health care professionals, clinical services and education throughout the community, including primary care to underserved individuals. The health science center serves as an educational resource to further the continuing education of practicing physicians and other health professionals.

Contents

Officers	4	<i>Two/ Admissions, Financial</i>	12	<i>Three/ Scholastic</i>	18	<i>Five/ Curriculum</i>	28
Academic Calendar 1994-95	5	<i>Aid and Fiscal Affairs</i>		<i>Regulations</i>		Overview	
<i>One/ The Health Science</i>	6	Admission Requirements		Student Responsibilities		Teaching Methods	
<i>Center</i>		Health and Technical Standards		Scholastic Regulations		Goals	
Overview		Application Procedures		Registration		Sequence of Courses	
Centers of Excellence		Early Decision Program		Records		Description of Courses	
Support Services		Applicant Selection		Grades		Medical Scientist Training	
Texas College of		Procedures for Transfer		Course/Instructor Evaluation		Programs	
Osteopathic Medicine		UNT/TCOM Seven-Year		Special Academic Programs		Other Graduate Degree	
TCOM Clinics		Dual-Degree Program		Advanced Placement		Programs	
Clinical Teaching Affiliates		Student Financial Aid		Examinations		Postgraduate Programs	
Tarrant Medical Education		Fiscal Policies		Academic Honors		<i>Six/ Faculty</i>	42
Consortium		Tuition, Fees and Other Charges		Promotion Requirements		Faculty	
				Withdrawal, Leaves, Dismissal		Emeritus Faculty	
				Requirements for Graduation:		Professional Library	
				Class of 1998		Faculty/Staff	
				<i>Four/ Student Affairs</i>	25	Index	51
				Office of Student Affairs		Campus Access Map	52
				ID Cards			
				Health Services			
				Food Service			
				Student Activities			
				Scheduling Events			
				Honors Day			
				Military Affairs			
				Respect for Diversity			
				Sexual Harassment			
				Americans with Disabilities Act			
Accreditations							
The University of North Texas Health Science Center at Fort Worth is approved by the Texas Higher Education Coordinating Board and is a member of the Alliance for Higher Education, the Association of Academic Health Centers and the Council for the Advancement and Support of Education. Texas College of Osteopathic Medicine is fully accredited by the Bureau of Professional Education of the American Osteopathic Association which is recognized by the U.S. Office of Education. TCOM is approved by the Texas State Board of Medical Examiners and is a member of the American Association of Colleges of Osteopathic Medicine.							

Health Science Center Officers

<i>Board of Regents</i>	<i>Administration</i>	<i>Administrative Staff</i>
<p>Jerry Farrington, Dallas, Chairman</p> <p>E.L. "Buddy" Langley, Irving, Vice Chairman</p> <p>David Bayless Sr., Denison</p> <p>R. L. Crawford Jr., Lewisville</p> <p>Nancy Halbreich, Dallas</p> <p>Joe Kirven, Dallas</p> <p>Lucille G. Murchison, Dallas</p> <p>Don Rives, Austin</p> <p>Topsy Wright, Grand Prairie</p>	<p>David M. Richards, D.O., President</p> <p>Benjamin L. Cohen, D.O., Vice President for Health Affairs and Executive Dean of Texas College of Osteopathic Medicine</p> <p>Mike Ferguson Jr., C.P.A., Vice President for Fiscal and Administrative Affairs</p> <p>Thomas Yorio, Ph.D., Dean of the Graduate School of Biomedical Sciences</p> <p>J. Warren Anderson, Ed.D., Associate Dean for Educational Planning and Development</p> <p>Michael W. Davenport, C.P.A., Associate Vice President for Development</p> <p>Edward E. Elko, Ph.D., Associate Dean for Student Affairs</p> <p>Robert Gracy, Ph.D., Associate Dean for Basic Science and Research</p> <p>Dan Jensen, Associate Vice President for Governmental Affairs</p> <p>T. John Leppi, Ph.D., Associate Dean for Medical Student Admissions</p> <p>Deborah Blackwell, D.O., Assistant Dean for Clinical Affairs</p> <p>Richard Inman, C.P.A., Assistant Vice President for Fiscal Affairs</p>	<p>Don Beeson, Police Chief</p> <p>Betty Belton, Registrar</p> <p>Bobby R. Carter, Director of Library Services</p> <p>Pat Casey, Director of Institutional Budgets and Grants Management</p> <p>W. Rand Horsman, Director of Human Resource Services</p> <p>Sam Magill, Director of Information Technology Services</p> <p>Harry J. Marek, Director of Physical Plant</p> <p>Lane Nestman, Director of Purchasing and Central Services</p> <p>Greg McQueen, Assistant to the Vice President for Health Affairs and Director of International Health-Related Programs</p> <p>Steve Russell, Executive Director of Medical Services Research and Development Plan</p> <p>James Sims, Ph.D., Safety Officer</p> <p>Glenn Sparks, R.N., Director of Quality Assurance</p> <p>Albert Sruar Jr., C.P.A., Controller</p> <p>Glenda A. Tucker, Director of Financial Aid</p>
<p><i>Chancellor</i></p> <p>Alfred F. Hurley, Ph.D.</p>		

Information is current as of July 1, 1994

Academic Calendar 1994-1995

<i>Fall 1994</i>		<i>Winter/Spring 1995</i>	
August 8-12 Orientation for Year I students	October 14 Last day of fall classes for Year III students	January 2 First day of spring classes for Years I and II students	May 29 Memorial Day Holiday *
August 12 Registration for Year I and II students	October 17 Fall semester grades for Semester 5, Year III students due to Registrar	January 16 Martin Luther King Jr. Holiday*	May 30 Semester 8 grade reports due to Registrar
August 15 First day of fall classes for Year I and II students	October 18-19 Administration of Parts I & II: National Board of Osteopathic Medical Examiners (NBOME)	January 17-18 Comprehensive examination for Year IV students	Summer 1995
August 22 Last day to register for Year I and II classes	October 24 Clinical Clerkships begin for Year III students	March 1-2 Administration of Step II: USMLE	June 3 Commencement: Class of 1995
August 31-September 1 Administration of Step II: United States Medical Licensing Exam (USMLE)	November 24-25 Thanksgiving Holiday*	March 13-17 Spring Break for Year I and Year II students	June 5 Spring semester grades for Year I students due to Registrar
September 5 Labor Day Holiday*	December 16 Last day of classes, Semester 1, Year I, and Semester 3, Year II	May 12 Last day of classes for Year II students	June 14-15 Administration of Step I: USMLE
September 9 Last day to withdraw with partial refund of tuition	December 19-January 1 Winter Holiday*	May 15 First day of Semester 8, Year IV	June 9-10 Administration of Part I: NBOME (pending)
Convocation	December 23 Fall semester grades for Years I and II due to Registrar	Clerkship grades due to Clinical Affairs for Year IV students	June 20 First day of fall classes for Year III students, Semester 5
September 22-23 Administration of Step I: USMLE		May 22 Spring semester grades for Year II students due to Registrar	July 4 Independence Day Holiday*
October 6 Hospital Visitation Day		May 26 Last day of classes for Year I students	

* Please note that holidays may vary for members of the faculty and staff.

One/The Health Science Center

Overview

The University of North Texas Health Science Center at Fort Worth is dedicated to providing a healthier future for a changing world through teaching and promoting osteopathic medicine, fostering scientific discovery and delivering quality care to the local community and beyond.

The center was founded in 1970 as Texas College of Osteopathic Medicine. The formation of America's seventh osteopathic medical school (there are now 16) began with the efforts of several osteopathic physicians who saw a need in Texas for a college of medicine that would focus its energies on the education of the family medicine/primary care physicians who were so badly needed throughout the state. It was a bold response to a critical need as well as a natural outgrowth of the osteopathic medical profession's devotion to whole-person, whole-family health care.

In 1972, a relationship was forged that not only contributed significantly over the years to the breadth of medical and health education in North Texas, but also laid the foundation for the medical school's evolution into a health science center. TCOM, then a privately funded school, contracted with North Texas State University (now the University of North Texas) in nearby Denton to teach basic science courses to first- and second-year medical students. The first graduating class of 18 received their doctor of osteopathy (D.O.) degrees in 1974.

The successful collaboration between the two schools combined with TCOM's commitment to "specializing" in the education of primary care physicians earned the confidence of state government leaders. In 1975, TCOM became a state-supported medical school (separate from the university) under the jurisdiction of the North Texas Board of Regents.

In response to TCOM's remarkable growth and its achievements in health care

and science, the Texas Legislature redesignated the medical school as a health science center in 1993. TCOM became the cornerstone component, retaining its osteopathic identity and focus. The second component of the center was created in October 1993 when the Department of Biomedical Sciences at UNT was transferred and redesignated as the Graduate School of Biomedical Sciences.

The health science center campus — a 15-acre, \$71 million complex — is in the heart of Fort Worth's Cultural District. More than 170 faculty physicians and scientists, almost 800 staff and some 300 volunteer community physicians are dedicated to fulfilling the center's missions of education, research and service.

Centers of Excellence

Center for Osteoporosis Prevention and Treatment

The center was established in 1994 by the Department of Internal Medicine's Division of Rheumatology to unite clinical and basic science expertise in fighting this debilitating affliction. Goals are: to foster research and clinical efforts to improve the diagnosis, prevention and treatment of osteoporosis; to provide devices and drugs to initiate and validate new preventive techniques and therapies; to forge partnerships with other medical schools since these studies involve large numbers of patients and multi-center research activities; and to develop educational programs and service models to educate the public and health care providers about osteoporosis.

Research protocols involve phase II, phase III and phase IV studies using novel pharmacologic agents for the prevention and treatment of osteoporosis. Research efforts are enhanced by the recent acquisition of a

DEXA X-ray densitometer, which facilitates the early diagnosis of bone mineral density abnormalities. Funding is being sought to study the incidence of osteoporosis in ethnic minorities in north Texas as compared to the rest of the nation, to explore the quality-of-life changes that occur in osteoporosis patients and to discover novel therapies of treatment.

Institute for Forensic Medicine

Established in the early 1980s, the institute was revitalized in 1990 to bridge the teaching and research activities between the Department of Pathology and the Tarrant County Medical Examiner's Office. The goal of the institute is to further the teaching functions of both areas in undergraduate medical education.

The institute incorporates autopsy examinations attended by students to augment their knowledge and understanding of sudden death, pathophysiology and trauma. Medical students may also take an elective course that incorporates important laboratory elements for primary care practitioners and includes forensic toxicology, scene investigation, criminalistics and more intensive exposure to forensic autopsies.

Research interests of the institute faculty span the gamut of cases commonly seen in a busy, urban medical examiner's office. The focus is on sudden death due to cardiovascular disease, sudden infant death syndrome, gunshot wounds, blunt/sharp force injuries and the forensic aspects of mass disasters.

North Texas Eye Research Institute

Formed in 1992, the institute includes more than 20 faculty members from anatomy and cell biology, pharmacology, and biochemistry and molecular biology, as well as experts from Fort Worth's Alcon Research Laboratories and the ophthalmology community.

The institute's goals are to serve as an academic and research focus for basic and clinical science activities within the Fort Worth/Dallas Metroplex vision community and to offer pre- and postdoctoral academic and research experiences. Institute initiatives include a visual sciences degree program leading to either a master's or doctoral degree in the biomedical sciences, a Visiting Distinguished Visual Scientist Seminar Program and a weekly journal club.

Specific areas of research interests include neovascularization, trophic factors, wound healing, aging, cell death, retina transplantation, glaucoma and diabetic complications. More than 8,000 square feet of modern research space at the health science center is dedicated to vision, and private and federal grants held by eye researchers exceed \$2 million.

Substance Abuse Institute of North Texas

The institute was inaugurated in 1993 by TCOM's Department of Pharmacology and Department of Psychiatry and Human Behavior. Basic science and clinical faculty members of both the health science center and UNT collaborate in research, educational and service activities. An internationally recognized board of scientific advisors and civic leaders guide the institute's progress.

The institute encourages collaborative efforts by professionals from state agencies as well as from the private sector to help solve the widespread substance abuse problem. Faculty also develop and provide training at predoctoral, doctoral and postdoctoral levels. In addition to local students, trainees from France, Germany, Canada, India, Egypt, Turkey, China and Czechoslovakia have participated. The institute also sponsors seminars for professionals and groups interested in substance abuse prevention and treatment.

Research projects focus on delineating

molecular and neurobehavioral bases of the etiology and neuropathology of alcohol, cocaine, opiate, benzodiazepine, amphetamine and marijuana abuse. They include research on gene expression, receptor cloning, receptor functions and neurotransmitter abnormalities related to substance abuse. There are active programs of pre-clinical research aimed at developing medications for cocaine abuse and alcoholism.



Texas Institute for Research and Education on Aging

The increase in America's aging population has caused widespread concern about the capacity of the current health and social service system to maintain wellness and care for those elderly who are physically or mentally at risk of losing their independence. In response, the roles of scientific and clinical researchers in developing innovative methods for extending the human life span as well as improving the quality of life for the aged have expanded. The institute was formed in 1991 to coordinate the multidisciplinary expertise and resources of

the University of North Texas in Denton and the University of North Texas Health Science Center at Fort Worth in an effort to meet these demands.

The purpose of the institute is: to develop internationally recognized, innovative research, educational programs and service models that promote the independence and well-being of older adults; and to focus on four major areas of research including the biology of aging, geriatric care and practice, long-term care system development and health promotion for older adults. The institute also funds pilot grants for research projects that show promise in achieving external grant support.

Research focused on the biology of aging encompasses a broad spectrum ranging from fundamental chemical and molecular biological changes to many of the physiological changes associated with aging. The institute awarded a pilot grant in 1992 to health science center researchers for studying alternation of plasma components in Alzheimer's disease. Recently this team was awarded funding from the Alzheimer's Disease and Related Disorders Association for a larger study.

Clinical geriatric care and practice research has traditionally been identified with acute care needs of the aged. Sociologists, gerontologists, medical specialists and social workers from the institute are addressing the effectiveness of clinical services and identifying the need for new programs. Among recently funded projects is the development of a medical/dental geriatric fellowship program, which earned a \$1.3 million grant from the U.S. Department of Health and Human Services.

Recent projects on the design and financing of long-term care systems focus on minority needs assessment and adult day health care. They are expected to help in policy analysis and the reshaping of community-based care in Texas and the nation.

An example of recent health promotion

research by the institute is a project funded by the U.S. Administration on Aging that pairs senior volunteers with UNT students majoring in geriatric studies to help new parents follow through with their children's immunizations.

Wound Healing Research Institute

The institute was established in 1992 through the research efforts of the Wound Healing/Tissue Repair Unit in the Department of Biochemistry and Molecular Biology and the Clinical Hyperbaric Research Group in the Department of Public Health and Preventive Medicine. Since substantial support is received from the pharmaceutical and biotechnology sectors, research partnerships extend throughout the institution and outside in the Fort Worth/Dallas Metroplex, the nation and internationally.

Goals are to serve as a vehicle for multidisciplinary research between the basic and clinical sciences and to conduct research not only at the fundamental tissue, cell and molecular levels but also in response to real clinical needs. A key purpose is to translate research results into viable treatments that minimize the pain and suffering caused by debilitating consequences of problem wounds.

Current research interests focus on the injury and repair of external epithelia such as skin and cornea and internal surfaces such as digestive tract epithelia. Of particular interest is the impact of aging and metabolic disorders such as diabetes on wound healing. Research emphasis is placed on the quality of wound healing with reduction in the scarring and keloid formation as a specific clinical interest. Treatment of tissue hypoxia with hyperbaric oxygen as a promoter of healing is of major interest; the impact of growth factor and cell replacement therapies will be studied soon. *In vitro* models of the human skin and corneal tissues are being developed to provide reproducible and highly con-

trolled studies on a variety of wounds and to reduce the use of animal models.

Support Services

Office of Medical Education

The Office of Medical Education exists primarily to organize and provide certain educational support services throughout the health science center. The office supports curriculum and instructional activities within the academic program. The general goals are to stimulate concern for sound educational practices and to assist in implementing those practices that are endorsed by the administration and faculty.

Specific activities include curriculum support and implementation, computer-assisted instruction, instructional design and development and faculty development. Members of the faculty of medical education conduct research into the nature of medical decision making and the process of medical education.

Office of Basic Science and Research

The Office of Basic Science and Research administers a variety of programs to enhance research and scholarly activity and to assure institutional compliance with all mandated requirements relating to research. The office assists in preproposal research project development, identification of and negotiations with potential sources of support and post-award management of research funds. The office also coordinates the basic science departments' implementation of educational programs in basic health sciences. Programs designed to promote these activities include research seminars and workshops, faculty research programs, summer research training programs for both D.O. and Ph.D. students, community outreach programs and a variety of programs to encourage students to enter careers in the health sciences.

Gibson D. Lewis Health Science Library

The health science center's library supports the education, patient-care, research and community-service functions of the institution by meeting the information needs of faculty, students, staff and the local health sciences community.

The library provides large collections of print and non-print materials in the basic and clinical health sciences. Library collections include more than 120,000 bound volumes and more than 2,000 biomedical journal titles.

The library's Special Collections includes 1,900 volumes, with primary emphasis on osteopathic medicine and 19th century American medicine. Also included is an oral history collection of recorded interviews with individuals who either witnessed or participated in the development of TCOM and the osteopathic profession in Texas.

The Learning Resource Center houses an audio-visual software collection of some 4,000 programs, computer software and 90 anatomic models. Rooms and carrels also are equipped with video playback and slide-tape equipment for both large and small group viewing.

The LRC houses a Microcomputer Teaching Laboratory used for a computer literacy program. The lab contains 24 user stations (Macintosh II and IBM PC), an instructor station and a variety of printers.

The library provides access through interlibrary loan to the collections of 25 members of HEALTHLINE, a local consortium of libraries, to the collections of 14 other medical school libraries that are members of the South Central Academic Medical Libraries Consortium, and to the services and resources of the National Network of Libraries of Medicine, South Central Region (including Texas, Arkansas, Louisiana, Oklahoma and New Mexico) and its national counterpart, the National Library of Medicine in Bethesda, Md.

Traditional reference services as well as the latest in on-line information services are provided to faculty, staff and students through MEDLINE and more than 200 other databases and files. The library is totally automated having installed the Library Information System (LIS) developed by Georgetown University Medical Center. The system provides access to library collections as well as to information from the full CD Plus MEDLINE database, which indexes more than 3,000 biomedical journals since 1966.

Library services, including free document delivery, are provided for third- and fourth-year TCOM students on rotation in local clinics and hospitals through the Extramural Services Program. Twenty rotation sites are equipped with telefacsimile units that give students access to the library's computer searches and/or articles within minutes.

The 110,000-square-foot library building was funded by state appropriations of \$10.8 million to house the library, biomedical communications and campus computer facilities. The library occupies about 53,000 square feet on the top three floors of the four-story facility, and can accommodate more than 200,000 volumes and more than 500 users.

Biomedical Communications

The Department of Biomedical Communications is an educational service unit that supports development and implementation of the health science center curriculums. Composed of medical arts/photography, print services, audio-visual/television and electronic engineering, the department's primary functions are the design and production of various forms of learning materials and the repair of equipment used by faculty and students.

Videotaping of procedures, patients or lectures, as well as production of specialized educational or promotional programs, is available both in the studio and on location.

Classroom playback of instructional videos, set-up of audio-visual equipment for classroom use, student equipment check-out, maintenance of biomedical and electronic equipment, audio-visual systems design, and duplicating and offset printing are additional services offered by the department.

Medical arts personnel create charts, graphs, illustrations, posters, brochures, newsletters and magazines for the various educational, research and community service endeavors of the institution. Medical photographers provide the prints and slides to complete these instructional and promotional materials, as well as on-site photography of patients, procedures and important events.

Information Technology Services

Information Technology Services provides quality computer and telecommunication services to all academic, academic administrative and fiscal administrative areas of the health science center.

Academic Information Services administers the National Board of Medical Examiners and United States Medical Licensing Examinations, and provides scoring for classroom examinations. The effectiveness of TCOM's undergraduate and graduate curriculum is monitored through course and instructor evaluations. Using academic performance databases, this division provides analysis and reporting for a variety of academic and administrative applications.

Systems and Programming Services designs and implements computer systems and programs for fiscal and academic administrative areas of the institution. Currently, the division is completing a project to integrate all management information, from areas both internal and external to the health science center, into an enterprise-wide data system.

Network and Microcomputer Services is responsible for the design, installation and maintenance of academic and administrative

local-area networks (LANs) on campus. Computer users connected to the LAN have access to a variety of software programs and are able to exchange data and electronic mail with users across the institution and off campus. Dial-in access is available for both IBM and Macintosh platforms.

The division provides consultation and user assistance to computer users relative to hardware and software use, communications, printing and planning a computer purchase.

Telecommunication Services operates and maintains the campus-wide telephone system with state-of-the-art equipment and software. This division also manages the telephone voice mail system as well as all pagers and answering services and advises users about cellular telephones. The division shares responsibility for the LAN with Network and Microcomputer Services.

Records Management maintains a program for the economical and efficient management of institutional records. The division is responsible for the preparation and maintenance of the records-retention schedule and approves all requests for the disposal of state records and the conversion of paper files to microfilm.

Continuing Medical Education

The Office of Continuing Medical Education is the leader in continuing education programming for osteopathic physicians licensed to practice in Texas. An extensive calendar of conferences on current medical topics serves practitioners throughout the state, in both rural and urban areas. To determine future continuing education requirements of the osteopathic medical profession in Texas, the office conducts a comprehensive needs-assessment program annually.

Texas College of Osteopathic Medicine

Through innovative dedication to a century-old osteopathic tradition, TCOM has become a state and national leader in achieving a critical 21st-century goal: training physicians skilled in comprehensive primary care/family medicine and disease prevention. Almost three-fourths of TCOM's graduates practice primary care medicine. Others successfully apply their extensive, unique training in specialty careers as diverse as aerospace medicine and heart transplant surgery.

Since the 1970s, TCOM's focus has been on teaching future physicians more than the essential skills; to prepare them for not only a changing population, but also a transforming environment of medicine. As TCOM gained momentum and stature in the '80s, three goals statements were developed that still direct the energies of the entire health science center.

TCOM's statement of educational goals, "Design of the Medical Curriculum in Relation to the Health Needs of the Nation," was adopted in 1980. This futuristic analysis boldly surveyed the health status and trends of the nation, the cost and quality of care, the distribution of care, and the merits and deficits of the existing system. It defined how the people and programs of TCOM should contribute to finding solutions for the problems. The goals made TCOM one of the first medical schools in America to change its curriculum to emphasize the prevention of disease, not just its treatment, and the recognition of the patient, rather than the physician, as the ultimate source of good health. (For more details, please see Chapter Five.)

TCOM's research goals statement, adopted in 1984, recognized that a strong biomedical research program is essential to the education of well-trained, scientifically responsive physicians and to the increased

exposure of the osteopathic profession. It proposed an aggressive plan for increasing research publications, scientific presentations, funding, and collaborations between basic science and clinical faculty members.

In 1987, TCOM adopted a service goals statement declaring that acting for the benefit of others and directing one's activities to the improvement of human welfare is at the core of TCOM's philosophy. It outlined the responsibilities of the men and women of TCOM to be role models of service to the institution, the community and the profession.

Today, TCOM is the medical school of choice for 1,520 graduates and more than 400 current students.

More than 140,000 visits were made in 1993 to TCOM's 24 community health care sites. More than half the visits were for primary care in the medical school's six family medicine clinics, the two internal medicine clinics and the pediatric clinic. Other specialties within TCOM's practice network include obstetrics/gynecology, occupational health, osteopathic manipulative medicine, osteoporosis prevention and treatment, allergy/immunology, geriatrics, physical therapy, psychiatry, public health/preventive medicine, sports medicine/rehabilitation, international travel medicine, hyperbaric medicine, surgery, DNA identity testing and pathology.

Medical students work alongside physicians in these clinics, more than a dozen affiliated teaching sites across Texas and many local private practices, each experiencing about 3,800 hours of varied patient care before graduating.

TCOM faculty physicians also provide support for the city/county public health department, the Tarrant County Hospital District and the Tarrant County Medical Examiner's Office in addition to managing the corporate wellness programs for several large local employers and many small businesses.

TCOM Clinics

The following clinics are under the administration of the Department of Family Medicine:

Central Family Practice Clinic
999 Montgomery, Fort Worth
John Bowling, D.O., Director

Godley Family Practice Clinic
117 Main Street, Godley

Northside Family Practice Clinic
1851 Harrington, Fort Worth
Richard Baldwin, D.O., Director

Seminary Drive Medical Center
1305 East Seminary Drive, Fort Worth
Irvine Prather, D.O., Director

Southside Family Practice Clinic
1025 S. Jennings, Fort Worth
John Carter, D.O., Director

Westside Family Practice and
CHAMPUS Clinic
5944 River Oaks Boulevard, Fort Worth
Stephen F. Urban, D.O., Director

TCOM's specialty clinics/laboratories include:

Allergy and Immunology
DNA/Identity Laboratory
Gerontology Assessment and Planning
Hyperbaric Medicine and Wound Care
Internal Medicine
Internal Medicine Northeast (in Bedford)
International Travel Medicine
Obstetrics and Gynecology
Occupational and Personal Health
Osteopathic Manipulative Medicine
Pathology/Clinical Laboratory
Pediatrics
Physical Therapy
Psychiatry and Human Behavior
Public Health/Preventive Medicine
Sports Medicine/Rehabilitation
Surgery

Clinical Teaching Affiliates

Several Texas health care facilities serve as affiliated teaching sites for TCOM students. They are:

Bay Area Medical Center

Corpus Christi

Mel S. Eliades, D.O.

Director of Clinical Clerk Education

Dallas Family Hospital

Dallas

P.T. Sullivan, D.O.

Director of Medical Education

Dallas/Fort Worth Medical Center

Grand Prairie

Steve Gates, D.O.

Director of Medical Education

Darnall Army Community Hospital

Fort Hood

Diamond Hill Community Health Center

Fort Worth

Enriqueta Gomez, R.N., Supervisor

Federal Correctional Institution

Fort Worth

John Barry, M.D., Clinical Director

Fort Worth Veterans Administration

Outpatient Clinic

Fort Worth

J. Rush Pierce, M.D., Chief of Staff

John Peter Smith Hospital

Fort Worth

Woody V. Kageler, M.D.

Vice President for Medical Affairs

Northeast Community Hospital

Bedford

Leon Rhodes, D.O.

Director of Medical Education

Osteopathic Medical Center of Texas

Fort Worth

Deborah Blackwell, D.O.

Director of Medical Education

Primary Care Clinic

Granbury

Elizabeth Palmarozzi, D.O., Clinic Director

Sam Rayburn Memorial Veteran's Center

Bonham

James Robbins, M.D., Chief of Staff

Tri City Health Centre

Dallas

Edward Panousieris, D.O.

Director of Medical Education

The University of Texas

Health Center at Tyler

Tyler

Wilber G. Avery, M.D.

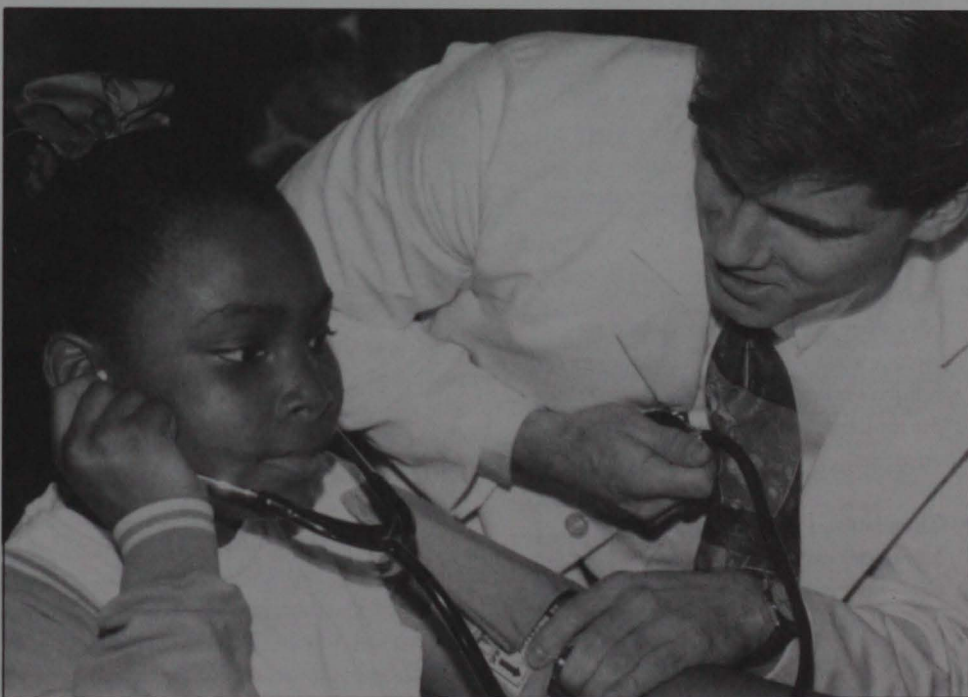
Director of Medical Education

William Beaumont Army Medical Center

El Paso

Tarrant Medical Education Consortium

The UNT Health Science Center is a founding member of the Tarrant Medical Education Consortium, a precedent-setting effort to enhance both local health care and medical education. Other members of the collaboration, which was begun in 1992, are the University of North Texas, Harris Methodist Health System, the Osteopathic Medical Center of Texas, the Tarrant County Hospital District and the University of Texas Southwestern Medical Center at Dallas. The consortium's goals are to improve access to health care for Tarrant County residents and provide high quality learning experiences for health professions students and graduates through collaborative training programs in hospitals and community clinics.



Two/Admissions, Financial Aid and Fiscal Policies

Admission Requirements

To be considered for admission to Texas College of Osteopathic Medicine a candidate must meet the following requirements:

- **The Medical College Admission Test (MCAT).** The MCAT must have been taken no earlier than three years before application. The MCAT is administered in April and August of each year. Applicants are strongly urged to take the spring MCAT in the year before possible matriculation. Results from the fall MCAT will delay the completion of an application. Later scores may be considered at the discretion of the Admissions Committee. Information about the MCAT may be obtained by writing:

Medical College Admission Test
Program
P.O. Box 4056
Iowa City IA 52243

- **Three years of college (90 semester hours or the equivalent number of quarter hours) at an accredited college or university.** Strong preference will be given to applicants who have earned a bachelor's degree before matriculation. Required college-level courses taken for graded credit are:
- **Biology:** One academic year with laboratory experience as required for biology majors. Courses should cover the cellular and molecular aspects, as well as the structure and function, of living organisms.
- **Chemistry:** Two academic years with laboratory experience as required for chemistry majors. Academic year courses in general (or inorganic) and organic chemistry usually meet this requirement. Other options that adequately prepare

students for the study of biochemistry and molecular biology in medical school will be acceptable.

- **Physics:** One academic year with laboratory experience as required for physics majors.
- **Expository Writing:** One academic year. May be met with courses in creative writing, English or non-science courses that involve considerable expository writing.

Beyond these requirements, applicants are strongly encouraged to broaden their education by taking courses in the behavioral sciences and the humanities. The choice of a major field(s) of study is up to the applicant.

The processing of an application will be delayed if MCAT scores or grades from required courses are not included in the original application.

Health and Technical Standards

All candidates must meet health and technical standards to be admitted and participate in the educational programs of TCOM. Because the D.O. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that the graduates must have the knowledge and skills to function in a broad variety of clinical situations and be able to provide a wide spectrum of patient care.

A candidate for the D.O. degree must have abilities and skills in five areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Technological compensation can be made for some

disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate's judgement must be mediated by someone else's power of selection and observation.

1. **Observation.** The candidate must be able to observe demonstrations and experiments in the basic sciences including, but not limited to, physiologic and pharmacologic demonstrations in animals, microbiologic cultures and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the functional use of the sense of vision and somatic sensations. It is enhanced by the functional use of the sense of smell.

2. **Communication.** A candidate should be able to speak, hear and observe the patients in order to elicit information; describe changes in mood, activity and posture; and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

3. **Motor.** Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.), and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care, osteopathic manipulation and emergency treatment to patients. Examples of emer-

gency treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

4. Intellectual: Conceptual, Integrative and Quantitative Abilities. These abilities include measurement, calculations, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

5. Behavior and Social Attributes. Candidates must have the emotional health required for full use of their intellectual abilities, the exercise of good judgement, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and education processes.

Application Procedures

TCOM participates in the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS).

Applicants using AACOMAS should be applying for the first year of study leading to the doctor of osteopathy (D.O.) degree. Students applying for transfer should request application information from the Office of Medical Student Admissions. (See Procedures for Transfer, p. 15)

The procedures are:

1. For the entering class of 1995: Applications can be submitted to AACOMAS beginning **July 1, 1994; the deadline for receipt of applications is December 1, 1994.** Early applications are more effective than late ones, even if late applications meet the stated deadline.

The Office of Medical Student Admissions urges all applicants to submit their applications as early as possible, preferably no later than November 1.

2. AACOMAS application request cards may be obtained from the Office of Medical Student Admissions or from a health professions advisor. An applicant should mail the card to AACOMAS for the application and return the completed application to AACOMAS. Official transcripts from each college and university should be sent to AACOMAS. Please do not send applications and transcripts to TCOM if application is made before the December 1 deadline for receipt of these materials by AACOMAS.

3. Await notification of the receipt of the application. An applicant will first receive notice from AACOMAS and later from the Office of Medical Student Admissions.

For each applicant, there will be an initial review of MCAT scores, the AACOMAS application and the entire academic record. After this screening, a decision will be made on whether or not to continue processing the application. If the application is considered further, the following information will be requested:

- Responses to a supplemental application form.
- Letter of evaluation from a premedical/health professions advisory committee plus one more letter from a faculty member who knows the applicant well. If the applicant does not have a committee, three letters of evaluation are required, two of which should be from faculty members who know the applicant well.
- Letter of evaluation from the applicant's most recent employer or from another person who knows the applicant well. Letters from relatives are unacceptable.

If the applicant has worked extensively during college or is applying several years after college, three letters from employers and supervisors are appropriate in lieu of faculty letters. Please consult the Office of Medical Student Admissions about this situation.

After all required letters of evaluation are received, they will be added to the applicant's file and reviewed along with the other supporting materials. The Admissions Committee will then decide which applicants to invite for personal interviews. Applicants who are not invited for interviews will be withdrawn from further consideration.

Applicants accepted before June 1 may delay their medical education for one year and are guaranteed admission the following year. The request for deferment must be in writing. For purposes of documenting their

intent, applicants who delay matriculation must submit an AACOMAS Early Decision Program application to TCOM, but no additional materials or interviews are required.

Physical examination forms are sent to all accepted applicants. The form should be completed by the applicant's physician or, if the applicant chooses, the physical examination may be performed by a physician at TCOM's Central Family Practice Clinic. There is no fee, except costs of laboratory tests as needed.

Early Decision Program

In addition to processing an application as described, TCOM has an additional route of application, the Early Decision Program (EDP). Applicants can take advantage of the EDP if they:

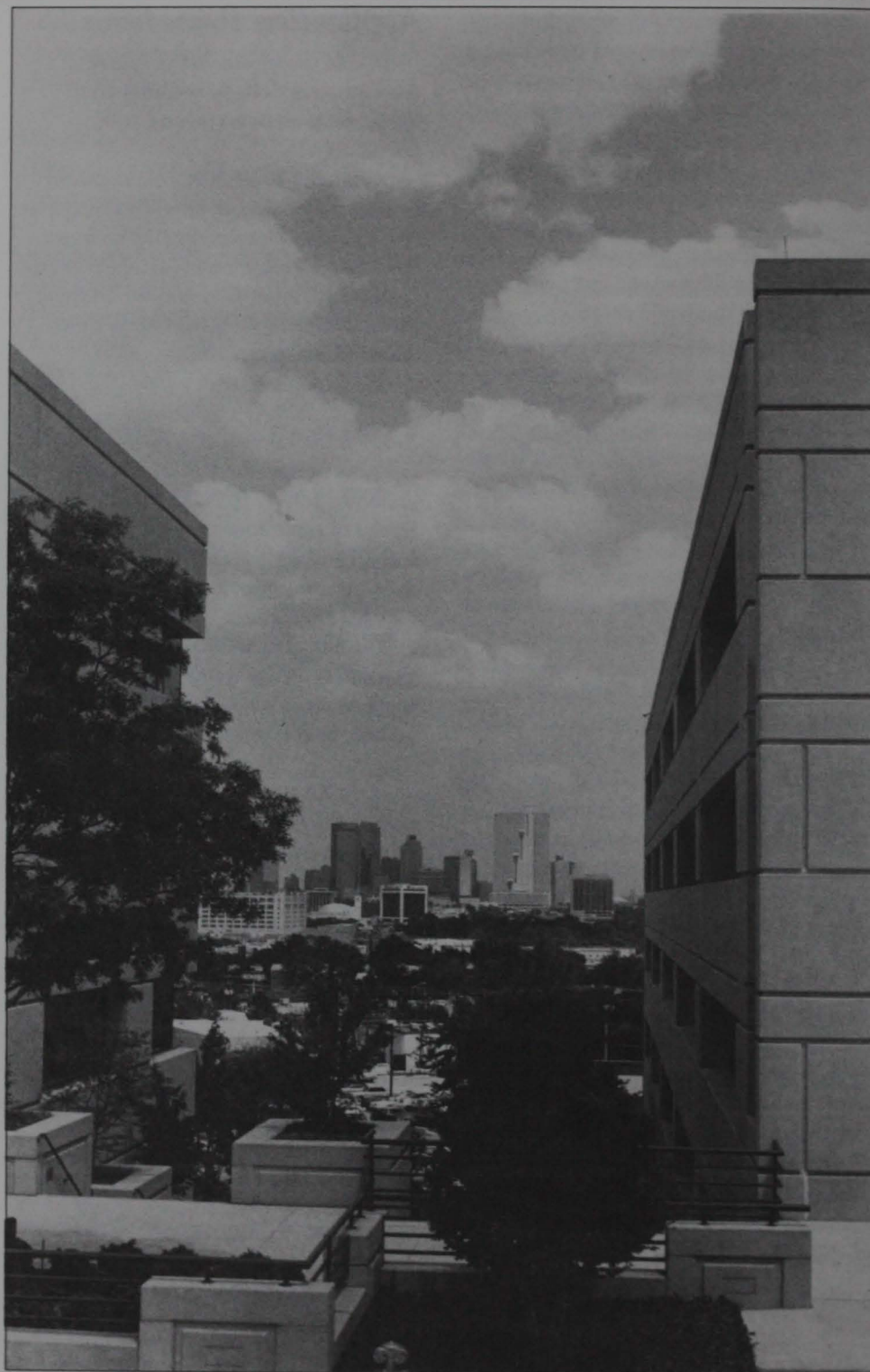
- are Texas residents.
- have exceptional GPA and MCAT scores.
- apply only to TCOM.

Applicants who are interested in the EDP should submit their application to AACOMAS as soon as possible after July 1. The Office of Medical Student Admissions must receive all application materials no later than September 1, and all decisions on EDP applicants are made by November 1. If an applicant is accepted under the EDP, the applicant is obliged to accept the offer.

For well-qualified candidates who have a preference for TCOM and desire an early decision, the EDP is an advantage.

Applicant Selection

As a state-supported medical school, TCOM is required to admit 90 Texas residents for each entering class of 100 students. There is strong competition for the 10 non-resident positions in each entering



class. All applicants must be U.S. citizens or permanent residents in order to be considered.

A 16-member Admissions Committee selects applicants who are academically competent to accomplish the work necessary to successfully progress through the curriculum and who demonstrate the greatest promise of becoming competent osteopathic physicians. Academic excellence alone does not assure acceptance. Evidence of personal integrity, maturity, creativity, motivation for medicine, the ability to work cooperatively with others and a sense of dedication in service to others are factors that will be evaluated by the committee. These qualities and attitudes will be evaluated by several means, including letters of evaluation, the scope and nature of extracurricular activities, the breadth of undergraduate education and personal interviews. The committee will look at all aspects of the applicant's entire academic record, including trends in scholastic performance. The committee also considers an applicant's personal experiences, job history (if applicable) and the motivation to become an osteopathic physician. An interviewed candidate can be accepted, rejected or placed on an alternate list.

There is no prejudice for or against any applicant who reappplies. If possible, such applicants are encouraged to identify any liabilities and rectify them before reapplying through AACOMAS. Applicants who are not accepted have the opportunity to review their applications with an admissions officer in an effort to pinpoint the reason(s) for the action.

Student Diversity

The University of North Texas Health Science Center is committed to the policy that all applicants will be considered without regard to age, race, creed, sex, national origin, veteran's status or handicap.

The health science center actively recruits qualified ethnic minorities and promotes the benefits of multi-cultural awareness and diversity. Once admitted, competitive students are eligible for a number of attractive financial aid packages, including scholarships, loans, grants and other assistance. An experienced support staff also is available to assist students in completing the curriculum. In addition, several campus organizations are oriented toward minority and other underrepresented students. Further information may be obtained from the admissions, student affairs and financial aid offices.

Texas Residency

The rules and regulations for determining residency status are set forth by the Texas Higher Education Coordinating Board. Residency for the academic year is based on the student's status as of the annual registration day. Any changes following this date will not be effective until the following academic year. Questions regarding these requirements should be referred to the Office of Medical Student Admissions or Office of the Registrar.

An alien living in the United States under a visa permitting permanent residence, or one who has filed with the proper federal authorities a declaration of intention to become a citizen, has the same privilege of qualifying for Texas residency status for tuition purposes as has a U.S. citizen.

Procedures for Transfer

Students enrolled in fully accredited medical colleges in the United States may be considered for admission in advanced standing (transfer) to the third year of medical studies at TCOM upon completion of the equivalent of the first two years of medical education as now offered at TCOM. The applicant must have valid personal

reasons for transfer, maintained good academic standing and meet all other requirements for admission. Applicants must be in good academic standing at the school where they are enrolled and be eligible for continuation there.

Admission is competitive and depends upon place availability in a given class. No specific number of spaces is set aside for advanced standing (transfer) candidates.

Preliminary Requirements

Before any application for admission in advanced standing (transfer) is processed, an applicant must first submit the following information:

- Official transcripts of all medical school coursework.
- Official copies of the medical school curricula where attended.
- Evidence of Texas residency.
- Indicate if a previous applicant to TCOM and the outcome of that application.

If any of these requirements are not met, the application will be denied and further processing will be terminated.

If all preliminary requirements are met, you will be invited to submit all the required materials and information as detailed below.

Guidelines for Eligibility

- An applicant who has been dismissed from or has withdrawn from another medical college for academic reasons will not be considered for advanced standing (transfer).
- An applicant who has previously applied to TCOM for admission as a first-year student and was not accepted will be considered for advanced standing only if academic performance in medical school has been distinguished as determined by the Admissions Committee.

- An applicant who has taken all premedical or medical school studies in foreign institutions — including the medical schools of the Caribbean region — will not be considered for admission in advanced standing.
- Applicants from related professions, such as dentistry, or those who have completed the sciences basic to medicine as a graduate or health professional student are considered for admission only to the first-year medical class, regardless of the degree held. However, if admitted, such students can request advance placement examinations in the subject areas previously completed.
- A letter of evaluation from the dean of students at the medical school currently being attended. This letter must indicate that the dean of the school has given full approval for the application for transfer.
- Official scores from all Medical College Admission Tests taken.
- Passing scores on all external examinations taken (NBOME, USMLE). Official test results should be sent directly to the Office of Medical Student Admissions from the testing boards. The applicant should indicate when examinations are to be taken if no scores are available.
- A personal statement of reasons for applying for admission in advanced standing. This statement should be addressed to the Admissions Committee.
- A personal interview. Applicants who are under serious consideration may be invited to TCOM for personal interviews at the discretion of the Admissions Committee.

Requirements

If all the aforementioned preliminary requirements are met, the following are required for full consideration as an applicant for admission in advanced standing.

- A completed application obtained from the Office of Medical Student Admissions and a filing fee of \$100. The deadline for receipt of applications is February 1 of the year of proposed matriculation. All necessary supporting documents must be received by March 1 of the year of proposed matriculation. Incomplete applications will be withdrawn from further consideration. No exceptions will be made.
- Official transcripts from all undergraduate colleges, graduate schools and medical colleges. Official transcripts of the most recent medical school studies completed are needed first. Copies of transcripts are not acceptable.

The Admissions Committee will consider only applications that are complete in every aspect and received on or before February 1.

UNT/TCOM Seven-Year Dual-Degree Program

TCOM and the University of North Texas offer a cooperative baccalaureate/osteopathic physician program wherein UNT students can earn their undergraduate and D.O. degrees in seven years instead of the usual eight. Qualified students earn a

bachelor's degree in either biology, chemistry or biochemistry after completing three years at UNT and the first year at TCOM. Then, after three years in the TCOM curriculum and successful completion of graduation requirements, the students earn their doctor of osteopathy degrees. For entrance requirements and more information, contact the Office of Medical Student Admissions.

Student Financial Aid

The University of North Texas Health Science Center offers a number of scholarship and loan programs to assist students in meeting the costs of financing a medical education. Though financial aid is an alternative for eligible students, it should be considered a supplement to a student's own financial resources.

A student may apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). This should be done immediately upon acceptance to TCOM and yearly thereafter.

Federal Programs

Students who complete the FAFSA, show financial need as determined by the needs-analysis service and meet all general eligibility requirements as outlined for each program may apply for federal financial aid. In addition, most aid programs require that the recipient adhere to academic and/or financial criteria in order to maintain eligibility. Some programs have limited funds; therefore, student files that are completed first are considered first. Major federal programs available include:

- Exceptional Financial Need and Financial Assistance for Disadvantaged Health Professions Students Scholarship Programs

- Federal Work Study
- Scholarship for Disadvantaged Students
- Health Education Assistance Loan Program
- Health Professions Student Loan Program
- Loans for Disadvantaged Students
- Federal Perkins Loans
- Federal Stafford Loans
- Federal Supplemental Loans for Students

Students interested in the armed forces programs should contact their local recruiter or a recruiter in the Dallas/Fort Worth Metroplex.

In addition, students may apply through the health science center's Financial Aid Office for various state, institutional and private scholarship/loan programs. Students may also apply directly to private foundations for scholarships and loans. Several programs have individual selection criteria and various award limits. Contact the Financial Aid Office for a listing.

Fiscal Policies

The UNT Health Science Center is a state-supported institution subject to state laws. However, students have an option to pay tuition and fees by installment. All other financial obligations to the college must be paid in advance. Fees are subject to change by the Board of Regents, the Texas Legislature or legal rulings of the Texas attorney general.

Tuition Refund Policy

A tuition refund is based on the date of withdrawal. A request for withdrawal must be submitted to the executive dean of TCOM, and a withdrawal form must be signed by the registrar. Upon official notification of withdrawal by the registrar, the Accounting Office will mail the appropriate refund to the student's forwarding address and/or to the applicable federal loan program. (See other withdrawal information elsewhere in this catalog.)

Payment plan fees, late fees and ID card fees are not refundable. By action of the Board of Regents, no part of the fees or tuition can be refunded to students who withdraw, for any cause, after the twentieth day of each semester except for those students attending their first semester at TCOM who receive financial aid. Those students will receive a pro-rated refund based on the number of weeks remaining in the semester.

The schedule for refunds under the regulations for all other students is 80 percent first week, 70 percent second week, 50 percent third week and 25 percent fourth week.

Tuition, Fees and Other Charges

1994-95 in-state tuition: \$6,550.

1994-95 out-of-state resident/foreign student tuition: \$19,650.

Estimated 1994-95 expenses for nine months for a single student: \$19,563 (includes in-state tuition, fees, books, supplies, room and board, transportation and personal expenses).

The following fees apply to all students during the 1994-95 academic year:

Student Service Fee: \$155 per academic year (includes cholesterol screening fee for first-year students).

Building Use Fee: \$180 per academic year.

Medical Malpractice Fee: \$25 per academic year.

Activity Center Fee: \$50 per academic year.

Medical Service Fee: \$75 per academic year.

Property Damage Fee: \$10 one-time charge. Each student pays the deposit, which is refundable by request upon final withdrawal or graduation. If not claimed within four years after last enrollment date, the deposit is forfeited.

Student Identification Card: \$5 for first-year students.

Laboratory Fee: \$25 per academic year for first- and second-year students.

Microscope Fee: \$50 per nine-month academic year for first- and second-year students. Microscopes are used for laboratory instruction in the Departments of Anatomy and Cell Biology, Microbiology and Immunology and Pathology, according to procedures established by the departments.

Computer Fee: \$50 per academic year for first-, second- and third-year students.

Graduation Fee: \$30 per academic year for fourth-year students.

The following fees also are in effect during the 1994-95 academic year:

ID Card Replacement Fee: \$10.

Late Registration Fee: first day, \$5; second day, \$7.50; third day, \$10; fourth day, \$12.50; fifth day, \$15; sixth day, \$15.

Late Tuition Payment Fee: The rate is \$15 per month to be applied as of the first day of the month following each beginning semester date.

Installment Payment Plan Fee: \$15.

Transcript Fee: \$2 per copy. The first TCOM transcript is free.

Photocopy Fee for Diploma: \$6 per copy.

Returned Check Service Charge: Any check returned to the college must be redeemed by the person writing the check. A service charge of \$5 must be paid.

Special Examinations: These are based on the charge of the examining body or agency at the time of the examination.

Parking Fee (Optional): Reserved parking with unassigned space is available at \$75 per academic year; restricted parking without assigned space is available at \$30 per academic year.

Three/ Scholastic Regulations

Student Responsibilities

Each student enrolled in the University of North Texas Health Science Center/Texas College of Osteopathic Medicine is individually responsible for knowing current scholastic regulations, the general and specific requirements, and the operational policies that apply to registration and instruction.

Scholastic Regulations

This catalog contains the official scholastic regulations of TCOM. Academic policies and scholastic regulations also are presented in the Student Handbook and other official college documents.

A student who completes the curriculum in four consecutive years is required to meet the graduation requirements listed in the catalog of entry and/or any subsequent or additional program requirements. In the event of an extension beyond the four years, the student must meet the requirements for the class with whom the individual graduates.

The college reserves the right to amend or add to the scholastic regulations at any time during the enrollment period provided that such changes or additions are intended to improve the quality of medical education in the college, and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the changes.

A student who is required to repeat an academic year will meet all graduation requirements listed in the catalog in effect for the class with whom the individual graduates.

A student who is required to repeat or remediate courses may be subject to certain scholastic regulations other than those established for the student class with which the individual entered the college, as

determined by the vice president for health affairs and executive dean of TCOM.

The academic record of any student who has been dismissed and reapplies will be a part of the materials reviewed for readmission. If allowed to reapply, the student will not have to apply through AACOMAS, but must go through the entire TCOM admissions process.

Course Syllabus

The course syllabus contains specific educational requirements — assignments, evaluations, grading and other conditions of performance — that must be satisfactorily completed in order to receive a passing grade. Modifications to the requirements and procedures of a course may be made when judged necessary to improve instruction or to conform to scholastic regulations of the college.

Attendance

Attendance is expected of students at all lectures. One hundred percent attendance is required at all laboratories and clinical experiences.

There are limited excused absences with permission of the vice president for health affairs and executive dean of TCOM. It is recognized that there may be isolated instances when an individual must be absent; however, the student who misses a class is not excused from the subject materials presented during the lecture or laboratory period. No makeup laboratories will be conducted.

In the rare event of absence from an examination, written permission to take a makeup examination must be obtained first from the department chairman and then the associate dean for basic sciences or assistant dean for clinical affairs. It is essential that each student make every effort not to miss any examination.

Students may receive excused absences for certain college-related activities. No

absences will be excused without written approval, in advance, from the vice president for health affairs and executive dean of TCOM.

As professionals, students are expected to adhere to this attendance policy with diligence.

Any exception to this policy may be made only with the approval of the associate dean for student affairs.

Participation in Special Environments

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

Registration

Registration is conducted annually during the summer at TCOM for first-, second- and third-year students. Fourth-year students register by mail.

Registration consists of paying tuition and fees and completing registration forms for the Office of the Registrar, Financial Aid Office and Office of Student Affairs.

Students may register for and attend only those courses and clinical rotations listed on their official academic schedules of classes, as approved by the vice president for health affairs and executive dean of TCOM. Students may not be enrolled in two or more courses meeting at the same time.

Only students properly enrolled by the registrar may attend classes. Any examinations or other materials completed by an

individual who is not officially enrolled will be destroyed. No record will be kept of examinations or other academic work done by individuals whose enrollment in a course has not been authorized by the registrar. Examinations or other course materials completed by a dismissed student who is attending classes while under an official appeal will not be scored and will be retained by the registrar pending outcome of the appeal.

Late fees are assessed for each day following the designated date of registration. A check returned because of insufficient funds will incur a penalty and also may result in a charge for late registration. (See Fiscal Policies, p. 17, for more information.)

Immunizations

The Texas Department of Health requires that all students in higher education institutions must show proof of immunizations before registration. Any validated document of immunization presented by a student is acceptable provided it shows the day, month and year when each immunization was received. Proof of required immunizations must be submitted to the registrar at the time of registration.

Such proof is not required for an individual who submits an affidavit or certificate signed by a physician licensed to practice in the United States that states, in the physician's opinion, the required immunization would be injurious to the health and well-being of the student or any member of his or her family or household. Unless a lifelong condition is specified, the affidavit or certificate is valid for one year from the date signed by the physician and must be renewed every year for the exclusion to remain in effect.

Immunization conditions required by the Texas Department of Health are that: all students born after January 1, 1957, who are enrolled in health-related courses that involve direct patient contact in medical

care facilities must show proof of two doses of measles vaccine, one dose of mumps vaccine or proof of immunity to these diseases; and all students must show proof of one dose of tetanus/diphtheria vaccine within the past 10 years; all students enrolled in health-related courses must show proof of either one dose of rubella vaccine administered on or after the first birthday or serologic proof of rubella immunity; all medical students, residents and interns shall receive a complete series of hepatitis B vaccine or show proof of serologic immunity.

Prospective students may be given provisional enrollment of up to one semester to attend classes while getting the required immunizations or documentation as long as no direct patient care is involved.

Student health care providers cannot be provisionally enrolled without the receipt of at least one dose of the MMR vaccine if direct patient contact will occur during the provisional enrollment period.

Hospitalization Insurance

All students are required to provide for their own health insurance while attending TCOM. Effective June 1, 1992, each student enrolled is required to show proof of health/hospitalization insurance at the time of registration. Recognized proof of coverage is a photocopy of the policy naming the student as insured or a letter from the insurance company stating that the student is insured for hospitalization care. Proof of coverage must be submitted to the registrar.

Students without insurance coverage may elect to purchase hospitalization insurance from a carrier of their choice or purchase the Student Hospitalization Plan endorsed by the college. Insurance information, rate of annual premium and applications may be obtained from the Office of Student Affairs.

Records

Transcripts

The term academic transcript refers to a copy of the official permanent record of a student's approved academic course work, including academic marks, scholarships and degrees. At the student's request, a class rank may be shown on the transcript.

Students may obtain copies of their transcripts by submitting written requests to the Office of the Registrar. The first copy of the TCOM transcript is free. A \$2 fee is charged thereafter for each official transcript. A \$1 fee is charged for each copy of an undergraduate transcript in a student's file.

Acts of the 61st Texas Legislature, Chapter 675, 1969 Regular Session, provide legal penalties for any alteration of academic records or transcripts with the intent to use such a document fraudulently. A person who violates this act or who aids another in violating this act is guilty of a misdemeanor and upon conviction is punishable by a fine of not more than \$1,000 and/or confinement in the county jail for a period not to exceed one year.

Accessibility of Student Records

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, grants students in institutions of higher education the right of access to their educational records. It grants students the right to inspect their educational records, with the exception of confidential letters and statements of recommendation that the student has waived the right to inspect.

Before disclosing any personally identifiable information, the health science center must obtain written consent from the student.

The Family Educational Rights and Privacy Act considers certain information to be "directory information" and subject to

disclosure without prior consent from the student. Directory information relating to students includes the following: the student's name, address, telephone listing, date and place of birth, hometown, major field of study, participation in officially recognized activities and sports (including weight and height of members of athletic teams), classification, degrees and awards received, the most recent educational agency or institution attended by the student and the dates of attendance.

Students who desire that all or part of their directory information not be released must submit a written request to the Office of the Registrar during the first 12 days of the fall semester. Forms for submitting the written request to withhold directory information are available in the student's fall registration packet and in the Office of the Registrar.

Grades and other academic evaluations will be made available to the vice president for health affairs and executive dean of TCOM and to other center personnel as the executive dean may direct so as to carry out administrative and academic responsibilities of the center.

The health science center will notify students in writing of the academic offices in which their educational records are maintained at fall registration each year.

Grades

Numerical Course Grades

The grading standard for all TCOM courses will be a numerical system ranging from 0 to 100, with 75 as the lowest passing grade. A grade of 74 or less is defined as a failing grade. Numerical course grades will be rounded off to the nearest whole number (e.g., 74.1 to 74.4 will be recorded as a 74; 74.5 to 74.9 will be recorded as a 75).

For purposes of promotion and gradua-

tion, a cumulative weighted average of 75 or better is required. The weighted average for a block or semester is determined by dividing the total number of grade points earned by the total number of hours attempted, excluding courses in which a "CR" grade is achieved.

Grade points for a course are the product of the number of hours for that course and the numerical grade received. If the numerical grade is below 75 (74 or less), the earned grade points will be given for that course. The cumulative weighted average is obtained by dividing the total number of grade points earned in all courses by the total hours of all courses attempted. (See Remedied Grades.)

Grade Symbols and Designations

W: Withdrawal in good academic standing or Withdrawal, not in good academic standing. WP: Withdrawal passing. WF: Withdrawal failing. NC: No credit. CR: Credit. I: Incomplete. AUD: Audit.

Recording Grades

No grade will be removed or deleted from a student's official permanent record once properly recorded, except in the case of inaccurate recording. All incomplete "I" grades will remain on the student's transcripts, but will be slashed and the earned grade recorded next to the incomplete grade. It is assumed that faculty members exercise their best judgment in formulating grades. Changes are not permitted after grades have been filed with the registrar, except to correct clerical errors. A request for error correction must be initiated within 30 days after the close of the semester or term for which the grade was awarded. Requests for correction after 30 days require approval of the vice president for health affairs and executive dean of TCOM.

Appropriate payment of tuition and fees must be made in order for final course grades to be entered in the student's official permanent record. Grades assigned during a

period of instruction for which there are unpaid tuition and fees will be made available by the registrar for official college purposes, such as the review of academic performance. However, those grades will not be entered on the student's official permanent record or released on an academic transcript until appropriate payment is received by the college.

Incomplete Grades

A grade of "I" (Incomplete) will be assigned only when a student has not completed all academic requirements and assignments, including regular examinations, due to documented illness or circumstances beyond a student's control. A student may not advance to the next academic year until all failures and incomplete ("I") grades are remedied. All incomplete "I" grades will remain on the student's transcript, but will be slashed and the earned grade recorded next to the incomplete grade. A student will not be promoted to clinical rotations with an incomplete grade without prior approval of the vice president for health affairs and executive dean of TCOM.

Semester Grades

Grades are reported to the Office of the Registrar within seven working days of the conclusion of a course.

Grades are mailed to students at the end of each semester. The semester grade report includes grades for the present academic term as well as the cumulative weighted average earned throughout the academic program.

Grades will not be released over the telephone and will be kept in confidence.

Students who fail an examination are required to consult with the course director within five working days following notification of the failed examination.

Remedied Grades

A student who receives a failing grade (74

or less) in a course will have to repeat that course in accordance with the promotion requirements and achieve either a grade of 75 or a "CR." Failure to achieve either a grade of 75 or better or a "CR" in a remedied or repeated course is grounds for dismissal.

When a course is repeated or remedied, all attempted credit hours and earned grade points are counted in computing the cumulative weighted average. An asterisk is placed next to these courses to indicate that the course has been repeated. Entries for the repeated course and the remedied grade are shown elsewhere on the transcript.

Course/Instructor Evaluation

Each student has a responsibility as a professional to provide constructive evaluation of each course, clinical rotation and instructor in the curriculum. This responsibility will be met by participation in the course evaluations routinely administered by the college.

According to the Administrative Policy on Student Evaluation of Courses and Instructors, each student is required to complete course/instructor evaluations in order to receive a grade for the course.

If a student fails to complete course/instructor evaluations, grades earned in the applicable courses will be made available by the registrar for official college purposes (such as the review of academic performance) but will not be entered on the student's official permanent record or released on an academic transcript until satisfactory completion of the course/instructor evaluations.

Any student who fails to meet this requirement will receive a grade of "I" (Incomplete), which can be remedied only by satisfactory completion of the course/instructor evaluations. The incomplete "I" grade will remain on the students transcript,

but will be slashed and the earned grade recorded next to the incomplete grade.

Special Academic Programs

A student may request the privilege of a special academic program under extenuating circumstances. Requests to be considered for a special academic program will be directed to the vice president for health affairs and executive dean of TCOM, who will act on the request after consultation with the Student Performance Committee, Office of Academic Affairs and appropriate faculty members. There is no assurance that requests will be granted.

Guidelines for a special program are as follows:

- Requests for a special program must be made either before enrolling in the fall semester of the freshman year or within three weeks after the beginning of the first semester of each year of classes.
- No request will be considered at any other time in the year unless there is documented evidence of a medical or personal problem that would prevent the student from completing the year with a full course load. Under no circumstances will special programs be granted to students only for reasons of not being in good academic standing or to students who have not applied themselves in studies, including attending class. Furthermore, students should have indicated, as proven by their efforts at the health science center, that they have the characteristics to be successful in the medical school curriculum.
- Any student (other than a transfer student) granted a special program will be placed on a five-year program. All academic and non-academic requirements of the college will apply to any student on a special program.

Auditing

Students may audit classes if they have obtained permission from the vice president for health affairs and executive dean of TCOM and have paid all tuition and fees. These students will be expected to meet all classes and take examinations unless prior arrangements have been made with the course director and department chairman. No grades will be given for audited classes, but these courses will be shown on the academic transcript.

Advanced Placement

To qualify for advanced placement a student must have taken a course judged equivalent by the appropriate academic department within two years before the first date of classes at TCOM and must have been awarded a minimum grade of "B." Candidates who fail these criteria may still be recommended for advanced placement by a department if they have completed a similar course and have obtained a minimum grade of 80 or above in a written comprehensive examination given by the department.

Requests for advanced placement or waiver for any TCOM course must be declared by the student on the day of first registration for TCOM or not later than the first day of classes of the first year of study. The student must then present all supporting documents to the appropriate academic department through the Office of the Registrar. In the case of a first semester, Year 1 course, the student is required to attend all classes and take all exams until the disposition of the advanced placement request. The departmental recommendation will be reviewed in the Office of Academic Affairs and must be approved by the vice president for health affairs and executive dean of TCOM.

The decision regarding a request for advanced placement will be transmitted in writing to the student by the vice president for academic affairs and dean, who also will

instruct accordingly the registrar and the concerned department.

Courses for which advanced placement is granted will be assigned the grade "CR," which will not contribute to the student's cumulative weighted average.

Examinations

Subject Exams in Basic Sciences

At the end of each semester a series of National Board of Medical Examiners-based subject examinations is administered. Only students who have successfully passed the corresponding courses are permitted to take these examinations. The subject examinations are evaluated relative to national norms and scored as pass/fail. Passing the subject examinations is required before a student may take Part I of the National Board of Osteopathic Medical Examiners (NBOME) and for promotion to the third year.

National Boards

All students are required to take Part I of the examination administered by the National Board of Osteopathic Medical Examiners upon completion of the second year of the medical curriculum. A student is eligible to take Part I upon satisfactory completion of one-half of the second year. To be eligible, a student must have received a passing grade in courses totaling one-half of the semester credit hours in the second-year curriculum.

A student is required to pass Part I (per the minimums established by the National Board of Osteopathic Medical Examiners) for promotion to the third year. Students who do not pass Part I will be allowed to remain as provisional students in the third year and will be required to retake the examination at the regularly scheduled examination period in the fall of the third

year. These students will be allowed to continue in the third-year classification on a provisional basis pending results of the second examination.

A student who does not achieve a satisfactory result on the second examination will be dismissed from the college.

Students may audit appropriate basic science courses in order to prepare for re-examination with the approval of the vice president for health affairs and executive dean of TCOM, department chairman and the course director.

All students are required to take Part II of the examination administered by the National Board of Osteopathic Medical Examiners in the fall of their fourth year. A student is required to pass Part II (per the minimums established by the National Board of Osteopathic Medical Examiners) for graduation.

Students who do not pass Part II will have a second opportunity to take the test during the spring of the fourth year. Students who are unsuccessful on the second try will be dismissed from the college.

Policy for Licensing Examination Review Program

The health science center provides a review program for all medical students who are scheduled to take the United States Medical Licensing Examinations and/or the examinations administered by the National Board of Osteopathic Medical Examiners. The college encourages all students to utilize this program. Students who meet any of the criteria specified below are required to attend all sessions of the Licensing Examination Review Program conducted by the health science center faculty and to complete all assignments in the program.

The criteria are as follows:

- GPA below 85;
- Failure of Step I of USMLE or either Part I or Part II of the examination adminis-

tered by the National Board of Osteopathic Medical Examiners.

Senior Examination

Each student will sit for a comprehensive examination prepared by the faculty and administered during the fourth year.

Final Examinations

No student will be exempt from taking final examinations. No final examination will be given early or late, except in the case of unusual circumstances acceptable to the course director, the department chairman and the vice president for health affairs and executive dean of TCOM. Each case of this type will be considered on its individual merits.

Academic Honors

It is a tradition at the health science center to recognize its highest scholars and promote academic excellence. Honors are determined after academic semesters 1 through 5, semester 8 and at graduation. Academic honors are noted on the student's official permanent record.

The Dean's List for semesters 1 through 5 recognizes those students whose weighted averages are 90 percent or greater and who make up the highest 10 percent of each class enrolled in the college.

The distinction of President's Scholar is awarded to those graduating seniors who have been named to the Dean's List for every semester of enrollment in the college. A Dean's List for Semester 8 recognizes those students who have demonstrated academic excellence on their clinical rotations and whose cumulative clinical rotations, weighted averages are 90 percent or greater and who make up the highest 10 percent of the graduating class.

Academic honors are awarded with the

degree at graduation ceremonies to the graduates whose cumulative weighted average is 90 percent or greater and who make up the highest 10 percent of the graduating class. The students in this group shall be designated as graduating with honors. For the purpose of determining academic honors for graduation, grades will be calculated for honors at the beginning of the Eighth Semester Program. In no case will grades for honors be considered after this date.

No graduate will be named to the Dean's List or receive a degree with honors who has failed a course, who has not been enrolled as a full-time student or who has been placed on academic or disciplinary probation.

Promotion Requirements

Normal progression through the curriculum requires that a student achieve a cumulative average of at least 75 in each academic year and that there be no failing grades (below 75) that have not been corrected. Achievement of this standard in each academic year is required for promotion to the next academic year. This standard also must be met before a third-year student will be allowed to begin clinical rotations. The same standard must be achieved in the fourth year in order to graduate. In addition, the graduating student must have passed Parts I and II of the examination administered by the National Board of Osteopathic Medical Examiners and must have sat for the senior comprehensive examination.

The academic standards for successful completion of each course or clinical rotation are determined by the department or interdisciplinary unit under which the course or rotation is administered. The student has the primary responsibility for acquiring knowledge and clinical proficiency and for meeting the academic standards set for each course or program. The health

science center in no way guarantees that any student once enrolled will achieve any level of academic or professional accomplishment.

Students who do not meet the standards specified for promotion, for beginning clinical rotations or for graduation, may be given an opportunity to correct their deficiencies either at specified times during the academic year or by adding an additional period of time to their medical education. Remediation is to be regarded as a privilege that must be earned by the student. This and other conditions of remediation are described under "Academic Standing" in the Student Handbook.

Academic Probation

Students must meet the minimal standards and requirements set by the college in order to remain in good academic standing. Students will be placed on academic probation if they have a cumulative weighted average of less than 75 or if a failing grade is received in any course. They will be removed from academic probation only after successfully correcting their particular deficiency.

Academic standing is reviewed by the Student Performance Committee periodically throughout the year and includes consideration of a student's overall performance in the TCOM curriculum during any and all periods of enrollment. Academic probation or other actions may be recommended for students with failing grades and a cumulative weighted average below 75 or for students whose performance in a number of courses is passing but low (such as a grade of 75-79). In addition, students may be placed on academic probation for ethical, professional or personal standards that fall below those established by the college.

Academic probation should be regarded as a serious matter and is official notice to

students that the quality of their performance during the probationary period must improve in order to remain eligible to continue in the college. Any students who fail to improve their performance in the areas identified by the Student Performance Committee during the probationary period may be continued on probation, asked to withdraw or dismissed from the college.

Withdrawal, Leaves, Dismissal

Withdrawal

An application for voluntary withdrawal from the college must be made in writing to the vice president for academic health and executive dean of TCOM. The application will be accompanied by a personal interview except in rare and special circumstances. Every effort should be made to assure that no misunderstandings or errors occur in the withdrawal process. Students who leave the college without notifying the Office of the Dean and the Office of the Registrar, and without completing the established withdrawal procedures within 30 days, will automatically be terminated from the college.

An entry will be made on the official permanent record indicating the academic standing of the student at the time withdrawal is granted. "Withdrawal in good academic standing" will be recorded provided the student is not on academic probation and has received no course grades or averaged examination grades of less than 75 during the semester in which the withdrawal is requested. "Withdrawal not in good academic standing" will be recorded if the student is on academic probation or has received course grades or averaged examination grades of less than 75 during the semester in which the withdrawal is requested.

In addition, students must report to the Office of the Registrar to sign a withdrawal form before they can officially withdraw from the college. Students who do not complete this application for voluntary withdrawal will not be entitled to an official withdrawal and will not be considered for readmission at a later date.

Readmission following the withdrawal procedure is not assured unless it is a part of the final decision and/or agreement made by the withdrawing student and the vice president for health affairs and executive dean of TCOM. This final decision and/or agreement must be in writing so that it is clear to all involved parties.

Students who are granted readmission following withdrawal will re-enter at the beginning of an academic year and must register for all courses scheduled during the academic year of their withdrawal, including those previously completed and passed.

Leaves of Absence

A student in good academic standing may request a leave of absence in the event of a medical problem. Students requesting a leave of absence must inform the vice president for health affairs and executive dean of TCOM in writing. The request must be accompanied by a letter from a physician describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery.

After consultation with the student, the vice president for health affairs and executive dean will decide whether or not the leave is to be granted and the conditions under which the student may return to school.

Before a student is readmitted, a written request for readmission must be submitted by the student to the vice president for health affairs and executive dean. A letter from a physician stating that the student has recovered from the disability for which the medical leave was granted and is able to

participate in a full academic program must accompany the readmission request.

Students must report to the Office of the Registrar to sign a leave of absence form before they can leave the college officially.

Dismissal

Dismissal from the college will be recommended if:

1. A student's cumulative weighted average for any one academic year is less than 75.
2. A student earns failing grades in 25 percent or more of the credit hours for any one academic year.
3. A student fails a course or rotation for the second time (no readmission would be granted at a later date).
4. A student exceeds the two-year maximum limit for completing one academic course or the six-year limit for completing requirements for graduation, exclusive of a leave of absence or withdrawal in good standing.
5. A student has not demonstrated continued academic and professional growth and achievement.
6. A student has not passed the National Board examinations as set forth in policies by the health science center and the National Board of Osteopathic Medical Examiners.

Students will be recommended for unconditional dismissal with no opportunity for readmission if they withdraw or are dismissed due to poor academic progress, subsequently re-enter the college and then receive a failing grade in any course.

It should be clearly understood that the college, after due consideration and process, reserves the right to require the dismissal of any student at any time before graduation if circumstances of a legal, moral, behavioral, ethical, health or academic nature justify such an action.

Requirements for Graduation: * Class of 1998

Students who have satisfactorily completed all academic requirements and who have been recommended by the health science center faculty may be awarded the doctor of osteopathy (D.O.) degree, provided they are of good moral character and that they:

1. have maintained at least a cumulative weighted average of 75¹, have no unremedied failing grades and no grades of "I";
2. are at least 21 years of age;
3. have been in residence for four academic years at an accredited college of osteopathic medicine or college of medicine, the last two years of which must have been at TCOM;
4. have passed Part I and Part II of the examination administered by the National Board of Osteopathic Medical Examiners;
5. have completed the comprehensive examination prepared by the faculty and administered during the fourth year;
6. have complied with all legal and financial requirements of the college;
7. have exhibited the ethical, professional, behavioral and personal characteristics necessary for the practice of osteopathic medicine;
8. have completed an Exit Questionnaire and the Clearance Check Form from the Office of the Registrar. The Clearance Check Form, which must be returned to the registrar before graduation, is placed with the student's permanent record and serves as the final clearance from campus; and
9. attend the commencement at which the degree is to be awarded (only in unusual circumstances and with approval of the president will a degree be awarded *in absentia*).

A student who completes the curriculum in four consecutive years is required to meet the graduation requirements listed in the TCOM Catalog published for the year entered and/or any subsequent or additional program requirements. In the event of an extension beyond the four years, the student must meet the requirements for the class with whom the individual graduates.

¹Effective Aug. 30, 1993. For the Classes of 1995 and 1996, the grade is 70.

* Students who do not fulfill all graduation requirements by graduation day will not be allowed to participate in the commencement ceremony. In addition, they will not be considered graduates in any capacity until they have successfully completed all requirements.

Office of Student Affairs

This office assists the president of the health science center in interpreting student needs, creating an atmosphere that stimulates learning and integrating extracurricular experiences into the formal learning programs.

The goals of this office are to encourage student participation in and contribution to the health science center's programs, to establish and coordinate a system of student academic advisement, and to interpret institutional regulations on academic and non-academic matters to students. The Office of Student Affairs includes student development, academic assistance, admissions, financial aid and the registrar.

Guidance, Counseling and Academic Advisement

The Student Development Office provides assistance to students from the time they apply for admission until graduation. Services provided through this office include the coordination of orientation week for incoming medical students, housing, child care, employment resources for student spouses, as well as information about Fort Worth and the surrounding area. A week-long orientation program (including a learning strategies workshop and class registration) is scheduled each fall to provide first-year medical students with an opportunity to meet their classmates, faculty and administration, to provide information and details about important aspects of the curriculum and the health science center and to facilitate registration. Attendance at orientation is mandatory for all incoming medical students.

The Academic Assistance Office conducts a two-day learning strategies workshop for incoming students during the week of orientation. This program includes training in note-taking and test-taking, as



well as specific study skills pertinent to fall semester courses. A follow-up workshop occurs in January to help first-year students prepare for the spring semester courses.

Academic assistance services are available by appointment or on a walk-in basis. These services include counseling in learning skills effectiveness, time management, test-taking skills and a tutorial program.

The Office of Student Affairs works closely with both preclinical and clinical sciences faculty to provide direction and support in periods of academic difficulty, to plan alternate programs and to assist in reassessment of priorities.

Counseling referrals for discussion of personal problems for students and their families are available through the Employee Assistance Program (EAP). For more information, contact the Office of Student Affairs or the Student Development Office.

Housing

The Student Development Office provides resources on housing for incoming and current students. The health science center does not have on-campus student housing available. Resources are provided to help students make their own living arrangements. Resources include available housing nearby and in Fort Worth areas, apartment locator service information, relocation guides, regional crime statistics and temporary housing information.

Child Care

The health science center will provide students with information on child care options available in the area.

Job-Hunting Assistance for Student Spouses

The Student Development Office provides job-search counseling and resources to aid spouses seeking employment in the Fort Worth area.

ID Cards

Health science center identification cards are issued during fall registration.

Health Services

Health science center students and their dependents may use, by appointment, the health care services of the Central Family Practice Clinic on campus at no charge, except for laboratory procedures and drugs (on a cost basis). Insurance claims will be filed. Referrals to specialty areas are made as needed through the Central Family Practice Clinic on the same basis.

Food Service

Food is available from a catered food service for lunch, and from vending machines in the academic buildings and the Founders' Activity Center. A number of restaurants are within walking distance of the campus. Students are eligible for a discount at the Osteopathic Medical Center of Texas cafeteria with student ID.

Student Activities

Sports

Recreational activities are available in the Founders' Activity Center, as well as through softball, basketball and volleyball teams.

Student Organizations

Students may participate in a variety of student organizations, including (but not limited to):

- American College of Osteopathic Family Physicians
- Texas Medical Association-American Medical Association/Medical Student Section
- American Geriatric Society
- Christian Medical and Dental Society
- Emergency Medicine Club
- Internal Medicine Association
- Military Medical Association
- Multicultural Medical Students Association
- National Osteopathic Women Physicians Association
- Psi Sigma Alpha, national osteopathic honor society
- Rural Health Organization
- Sigma Sigma Phi, honorary service fraternity
- Society for the Advancement of Osteopathic Medicine
- Speculum (yearbook)
- Student Associate Auxiliary (organization for student spouses)
- Student Government Association
- Student Osteopathic Medical Association
- Surgery Club
- Texas Association for Latin American Medical Students
- Undergraduate American Academy of Osteopathy
- Undergraduate Academy of Sports Medicine

All medical students are also eligible for free student membership in the Texas Osteopathic Medical Association and the American Osteopathic Association.

The Student Development Office coordinates the student organization calendar and registration process. The office

also assists organizations with leadership development and the planning of activities and events. Students are encouraged to participate in organizations and campus-wide events for leadership and personal development. Contact the Student Development Office for more information.

Scheduling Events

Student organizations are required to schedule events, seminars, programs and lectures through the Student Development Office. Facilities reservation forms may be picked up from this office and submitted to the Office of Student Affairs for official approval and scheduling.

Honors Day

Each year during Honors Day, the health science center recognizes students who have excelled academically, as well as those who have made outstanding contributions to the institution, the community and the medical and scientific professions.

Military Affairs

The health science center is approved by the Texas Education Agency for the training of men and women who have served in the armed forces. Assistance is provided to students who are on active duty or who are veterans. To establish eligibility for assistance, a veteran should contact the Office of the Registrar for the appropriate forms. The completed forms and a copy of Form DD-214 should be forwarded to the Office of the Registrar.

Veterans wishing to continue their benefits at the health science center should complete a Transfer of Training Application and submit it to the registrar. A student must

maintain a minimum cumulative weighted average of 70 to remain eligible to receive veteran's benefits. Veteran's benefit payments may not be made during any period of academic probation.

Respect for Diversity

The UNT Health Science Center is committed to the philosophy of a multicultural environment. The institution prohibits harassment based on race, gender, disability, age, national origin, religion, veteran status or lifestyle.

The "Nondiscrimination/Equal Employment Opportunity and Affirmative Action" policy affirms the requirement for every member of the health science center community to comply with existing federal and state equal opportunity laws and regulations.

The health science center has long been an open, tolerant and democratic institution, proud of its commitment to personal and academic excellence but unpretentious in the atmosphere of its campus in its willingness to accept all members of the health science center community at their face value as human beings.

The increasing diversity of the UNT Health Science Center community is one of the institution's greatest strengths. Differences of race, religion, age, gender, culture, physical ability, language, nationality and lifestyle make it a microcosm of the nation as a whole, reflecting the values of our pluralistic society. As an educational institution, the UNT Health Science Center is committed to advancing the ideas of human worth and dignity by teaching respect for human beliefs and values and encouraging open discussions. Hatred or prejudice and harassment of any kind are inconsistent with the center's educational purpose.

The UNT Health Science Center is strongly committed to the ethical principle

that every member of the community enjoys certain human and constitutional rights, including the right to free speech. As a community of scholars, the health science center also is dedicated to maintaining a learning environment that is nurturing, fosters respect, and encourages growth among cultures and individuals represented here. Individuals who work, study, live and teach within this community are expected to refrain from behaviors that threaten the freedom and respect every individual deserves.

Sexual Harassment

A primary objective of the UNT Health Science Center is to provide an environment in which faculty, staff and students may pursue their careers and studies with a maximum of productivity and enjoyment.

Harassment of students on the basis of gender is a violation of Section 106.31 of Title IX of the Education Amendments of 1972. Harassment of health science center employees on the basis of gender is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 and the Texas Commission on Human Rights Act. Sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment.

It is the policy of the health science center to maintain a workplace and a learning environment free of sexual harassment and intimidation. Behavior or conduct that interferes with this goal is not condoned or tolerated.

Americans with Disabilities Act

The UNT Health Science Center does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The UNT Health Science Center provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. For assistance contact the Equal Employment Opportunity Office at the health science center.

Five/ Curriculum

Overview

The Texas College of Osteopathic Medicine curriculum is a four-year program leading to the degree of doctor of osteopathy. Emphasis is placed on the promotion of health and wellness in patients and on the necessity of treating each patient in the context of a wide variety of factors that influence health.

Semesters 1 and 2 of the first year are devoted primarily to instruction in the preclinical sciences. These are presented along with the fundamental clinical concepts and techniques of the osteopathic physician's approach to the patient. Instruction in the basic and clinical sciences is integrated wherever possible to enhance learning.

Semesters 3-5 are increasingly devoted to instruction in the clinical sciences in preparation for clinical clerkship rotations and preceptorships.

The next 20 months of the academic program comprise clerkship rotations and preceptorship assignments. During semesters 6 and 7 each student rotates through a series of required preceptorships, and clinic and hospital clerkships. These clinical rotations are scheduled in four-week blocks primarily in college teaching hospitals, college clinics and physicians' offices in or near the Fort Worth/Dallas area.

Semester 8 is a two-week period of on-campus instruction that includes clinical and classroom activities that are designed to round out each student's preparation for graduation. During this final semester each student prepares for comprehensive examinations and attends short courses and seminars on campus.

Teaching Methods

The instructional program at TCOM uses a variety of teaching methods and settings to prepare each student for the increasingly complex role of the physician in modern society.

While much of the instruction in the first five semesters takes place in classroom settings, the use of other teaching methods and materials is increasing. Many opportunities are provided for laboratory instruction in the preclinical sciences. The instructional program also contains computer-assisted instruction, small-group teaching, specialized workshops and simulated clinical experiences. Evaluation of student performance uses computerized testing, objective structured clinical examinations, competency-based assessments, observational techniques and standard paper-and-pencil tests.

Beginning with the first semester, students are placed in a variety of health-related agencies throughout Fort Worth to help them become familiar with the many agencies in the community and the health problems that will play a role in their lives as health care providers.

During the second year, students are assigned to the offices of area osteopathic physicians to experience firsthand the activities of general practice to remind students of TCOM's commitment to primary care. This assignment provides a gradual transition from classroom to clinical settings.

Goals

Students, faculty members, administrators and staff at TCOM are dedicated to the principles of academic excellence and constantly strive to improve the quality of the academic program.

A primary goal is to help each student develop skills in self-learning and self-evaluation that will serve during formal medical education and throughout a professional career.

Emphasis is placed on learning activities that help each student interact effectively with peers and promote cooperative relationships with others in the health professions. Central to all educational activities in the curriculum are the goals of teaching critical thinking and helping each student develop the skills required for clinical decision making.

TCOM's administration and faculty have committed themselves to a progressive revision of the curriculum in order to improve the probability that graduating physicians will increasingly transfer their clinical efforts:

- from therapy to prevention; that is, from remedial medicine to prophylactic medicine.
- from late-stage disease to early departure from health.
- from pathologic medicine to physiologic medicine, in order to help patients achieve and continue on their best physiologic path.
- from treating disease to teaching healthful living, especially by example.
- from intervention in the biologic processes to the search for optimal operation by improving the conditions in which they function.
- from a focus on parts of the body to a focus on the total person as the context in which the parts operate.

- from the physician to the patient as the source of health and the agent of cure. The physician's objective is to support and disencumber the natural processes of homeostasis, healing and recovery, and to place the patient in command of the situation.
- from a preoccupation with disease processes to concern about disease origins; that is, from causes of diseases to the factors that permit them to become causes.
- from specificity and multiplicity of disease to susceptibility to illness in general.
- from acute, crisis and episodic treatment to long-term care.

- from addressing acute episodic problems in isolation to dealing with them in the context of the total life and health of the patient.
- from an emphasis on depersonalized technology to a heightened awareness of human values and individual uniqueness.

These transfers of emphasis are not an abandonment of one kind of clinical objective for another. In the face of existing and accumulating disease and disablement, it is essential to adequately prepare students for acute, crisis and episodic care, as well as for prevention; for recognition of the occasional need for intervention in biologic processes, as well as for improved operating circumstances; and for differential diagnosis and

appropriate treatment of victims of specific illnesses, as well as susceptibility to illness in general.

The goals of TCOM's educational program are broader than those of traditional medical education. Implementation of these goals in the curriculum is a continual process. Fundamental changes are being made in curriculum design and teaching-learning processes, composition and roles of the faculty, student selection, educational facilities and resources and, most importantly, the attitudes and professional qualifications of TCOM graduates. Implementation of these goals will help TCOM graduates meet the health care needs of Texas and the nation today and into the 21st century.

Sequence of Courses

A complete faculty roster begins on page 41.

Year 1, Semester 1

Biochemistry
Embryology
Gross Anatomy
Manipulative Medicine I
Medical Interviewing
Nutrition

Year 1, Semester 2

Manipulative Medicine II
Medical Histology and Cell Biology
Medical Physiology
Medical Neuroscience
Physical Examination

Also to be completed by the end of Semester 2:
Computer Literacy I

Year 2, Semester 3

Manipulative Medicine III
Medical Microbiology
Pathology
Pharmacology
Physical Diagnosis
Public Health and Preventive Medicine

Year 2, Semester 4

Manipulative Medicine IV
Medical Ethics
Medical Jurisprudence I
Internal Medicine
Pathology (cont'd.)
Psychiatry

Also to be completed by the end of Semester 4:
Computer Literacy II

Year 3, Semester 5

Dermatology
Introduction to Emergency Medicine
Medical Decision Making (elective)
Obstetrics and Gynecology
Pediatrics
Radiology
Sports Medicine/Rehabilitation
Surgery

Year 3, Semester 6, and Year 4, Semester 7

Core Clerkships
Ambulatory Care (12 weeks)
Emergency Medicine (4 weeks)
General Practice Junior Partnership (4 weeks)
Manipulative Medicine (4 weeks)
Internal Medicine (8 weeks)
Mental Health (4 weeks)
Obstetrics and Gynecology (4 weeks)
Pediatrics (4 weeks)
Subspecialty Internal Medicine (4 weeks)
Surgery (8 weeks)
Elective Clerkships (20 weeks)
Vacation (optional) (4 weeks)

Year 4, Semester 8

Advanced Cardiac Life Support Certification
Medical Jurisprudence II
Special Guest Speakers

One semester hour is assigned to each 16 hours of scheduled instruction, including examinations and exclusive of clinical clerkship rotations.

Throughout this catalog, the three or four digits of a course number assist in identifying the type of course, course series and semester in which it is taught.

A first number 5 refers to courses in the basic sciences division; 6 indicates clinical sciences; 7 is a required clinical clerkship rotation; 8, an elective clerkship rotation; and 9, an interdepartmental or other special course.

The second digit indicates the semester the course is begun, from 1 for the first semester of the first year to 8 for the second semester of the fourth year. The third and/or fourth digits are sequential numbers for course identification.

Many of the courses listed are taught cooperatively by faculty from several departments. Interdepartmental teaching is encouraged throughout the curriculum.

DEPARTMENT OF ANATOMY AND CELL BIOLOGY

James E. Turner, Ph.D., chairman

5101. Gross Anatomy

A complete study of the gross morphological features of the human body. Regions studied include: upper limbs; back, head and neck; thorax; abdomen; pelvis and perineum; and lower limbs. Integrated units in each region consist of organizational lectures with individual study exercises, radiographic and clinical correlations and dissection. Students are required to participate fully in the dissection of a human cadaver for successful completion of the course.

12 semester hours, first year, semester 1.

5202. Medical Histology and Cell Biology

Principles of cellular biology and a microscopic study of cells, tissues and organs. Emphasis is placed on structure-function relationships of the human body, and the clinical correlations are presented.

6 semester hours, first year, semester 2.

5103. Embryology

Principles of the development of the human embryo. Emphasis is on the first eight weeks of development, and the subsequent development of the organs and organ systems. The course is coordinated with Gross Anatomy so that the units in each region, consisting of lectures and a clinical case workshop, complement the presentations in Gross Anatomy.

3 semester hours, first year, semester 1.

5206. Medical Neuroscience

Study of the neuroanatomy, neurophysiology and neurochemistry of the central and peripheral nervous system. Coordinated lecture and laboratory program stresses normal structure and physiology of nervous system, including dissection of the human brain. Clinical case presentations are used to supplement classroom instruction.

5 semester hours, first year, semester 2.

Departmental Research Highlights

The major research focus within the Department of Anatomy and Cell Biology is in the visual sciences. There are five research programs whose common theme and focus center on studies of the retina photoreceptors, and the glial and retinal pigment epithelium in health and disease. In addition, the department is conducting research focused on the mechanisms of ocular diabetic complications, including sugar cataract development. Included in the research programs is an investigation into the role of mast cells and their products in the development and expression of experimental autoimmune uveitis. These research programs combined with five others within the basic science departments serve as the focus for the formation of the North Texas Eye Research Institute.

Other research programs within the department focus on central nervous system regeneration, mechanisms of targeting secretory proteins in polarized epithelial cells and the role of growth factors in

mammalian embryo implantation, differentiation and development. Many of these research programs are funded by grants from the National Institutes of Health, Alcon Laboratories, the Multiple Sclerosis Society and the Ziegler Foundation.

DEPARTMENT OF ANESTHESIOLOGY

Paul A. Stern, D.O., chairman

The didactic program in anesthesiology is included in Course 5316, Medical Pharmacology.

811. Clinical Clerkship in Anesthesiology

An elective four-week rotation in anesthesiology for qualified students at an affiliated hospital.

4 semester hours.

DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY

Walter J. McConathy, Ph.D., acting chairman

5110. Principles of Biochemistry

Principles of biochemical structure and metabolism as they apply to human health and disease states.

7 semester hours, first year, semester 1.

Departmental Research Highlights

Aging research is a major focus of the Department of Biochemistry and Molecular Biology. Studies examine the health problems of the elderly including the decline of the immune system, failure of wounds to heal, vision problems, coronary artery disease, abnormalities in cholesterol metabolism and diabetes and the determination of enzyme mechanisms and other physical techniques by steady-state kinetics. Research spans a wide spectrum from basic biochemical and biophysical investigations to applied biotechnology to development of new pharmaceuticals to clinical trials. The department also maintains a program in molecular parasitology aimed at developing drugs that target a parasite without harming its host. Many research projects involve faculty members from other basic science and clinical departments.

Internationally recognized for their research, faculty members have received five Research Career Development Awards, four fellowships from the Alexander von Humboldt Foundation of Germany and a MERIT Award from the National Institute on Aging. Faculty members serve as consultants for the pharmaceutical and biotechnology industries, study sections and review panels of the National Institutes of Health, the National Science Foundation and other public and private agencies.

DEPARTMENT OF FAMILY MEDICINE

Samuel T. Coleridge, D.O., chairman

John R. Bowling, D.O., vice chairman

Division of Emergency Medicine

Frank J. Papa, D.O., Ph.D., director

Division of Rural and Urban Health

Adela Gonzalez, M.P.A., administrative director

Muriel Marshall, D.O., urban health medical director

Sarah Peyton, M.S.S.W., urban health administrator

Robert M. Woodworth, D.O., rural health medical director

Division of Sports Medicine/Rehabilitation

Alan Stockard, D.O., director

Division of Research

Henri Migala, M.S., director

The Department of Family Medicine has been a principal educational component of the college since TCOM's inception. The largest clinical area of the institution, the department's six clinics (five urban, one rural) logged more than 50,000 patient visits during the last fiscal year, accounting for more than one-third of the total number of patient visits to TCOM's 24 clinics and laboratories. During the past year, the department has also begun providing full physician services at one of the community-oriented primary care clinics operated by the Tarrant County Hospital District.

The department strives to respond to the health care needs of Texans. Gov. Ann Richards' Texas Health Policy Task Force, the Texas Department of Health's "Healthy Texans 2000 Partnership" report and numerous other studies call for medical schools to be more responsive to meeting the state's severe need for family and primary care physicians — the kind of physicians who can meet 90 percent of a family's health needs. TCOM's remarkable record in graduating family medicine and primary care physicians is the best in Texas — consistently graduating the largest percentage of the state's eight medical schools. It is also one of the best in the nation.

The department is a continuous influence in the lives of TCOM students. In the first two years, students are required to take three different family medicine courses. First-year students are placed in health-related agencies throughout Fort Worth for a broad exposure to community health. Second-year students work in the offices of local osteopathic physicians to experience family practice firsthand. The last two years include three months in family practice rotations, plus separate sports medicine and emergency medicine courses.

The department formed the Division of Rural and Urban Health to develop creative, collaborative methods of meeting health care needs in underserved areas of Texas. Rural health initiatives continually expand the college's activities in rural communities and have developed model programs in rural medical education that can be used in Texas and in other areas of the nation. The urban health collaborative activities have supported family-oriented, community-based and culturally sensitive health care to medically underserved residents of Tarrant County. The division fosters multidisciplinary

research, education and service across departmental and institutional lines to build effective coalitions that are solution-oriented.

6101. Medical Interviewing

Medical Interviewing is the first portion of clinical courses that focus on the basic skills used by osteopathic physicians. This course teaches effective physician/patient communication skills. Students learn how to interact with simulated patients, using basic interviewing techniques, in order to obtain information concerning health problems and family histories.

2 semester hours, first year, semester 1.

6201. Physical Examination

This course teaches students comprehensive structural and physical exam skills. Students continue assessment of the patient through physical examination. Normal findings are stressed. Lectures are coupled with laboratory training sessions. In certain sessions students interact with simulated patients in the context of physical data collections. Clinical problems are periodically integrated with the normal findings.

2 semester hours, first year, semester 2.

6301. Physical Diagnosis

Physical Diagnosis teaches students to integrate skills learned in semesters 1 and 2 in actual patient encounters during clinical laboratory sessions. Students continue to develop their skills in interaction with patients while obtaining and recording information concerning patient health problems and family histories, continuing to perfect basic interviewing techniques. During this course, students begin the study of common abnormal findings. Lectures on physical diagnosis are coupled with laboratories. Emphasis is on history and physical examination and recording. Skin, HEENT, respiratory system, cardiovascular system, the reproductive systems, the musculoskeletal and nervous systems and the gastrointestinal system are emphasized. In the last weeks of this course, students are expected to demonstrate competence in completing a full history and physical examination on both pediatric, adult and geriatric simulated patients.

3 semester hours, second year, semester 3.

6501. Introduction to Emergency Medicine

This course incorporates a small number of selected, high-impact topics most relevant to emergency medical care. Topics are presented in a problem-oriented fashion. The course is divided into didactic and skills sections. The didactic portion focuses primarily on the differential diagnosis of selected problems. In the skills sessions, students will learn, integrate and demonstrate the cognitive and psychomotor skills related to the covered topics.

2 semester hours, third year, semester 5.

6505. Sports Medicine and Rehabilitation

Sports medicine refers to the diagnosis, treatment and early rehabilitation of sports-related injuries or illnesses. This course presents the principles of sports medicine and rehabilitation for

primary care physicians and relates these principles to all injured patients.

1 semester hour, third year, semester 5.

701. Core Clinical Clerkship in Ambulatory Care

A required 12-week rotation in the third or fourth year. Provides students with clinical experiences in family practice. Students are assigned to departmental outpatient clinics where they experience the problems of family care and continuity of care in addition to learning the patterns of patient referral and community aspects of health care. Weekly small group problem-solving sessions with selected faculty require students to work as teams to study, discuss and present clinical topics.

12 semester hours.

702. Core Family Practice Junior Partnership

A required four-week rotation in ambulatory care with a general practitioner.

4 semester hours.

703. Core Clinical Clerkship in Emergency Medicine

A required four-week rotation in emergency medicine.

4 semester hours.

802. Family Practice Junior Partnership

An elective four-week rotation in ambulatory care.

4 semester hours.

803. Clinical Clerkship in Emergency Medicine

An elective four-week rotation in emergency medicine.

4 semester hours.

819. Clinical Clerkship in Sports Medicine/Rehabilitation

An elective four-week rotation in sports medicine and rehabilitation emphasizing the role of the primary care physician in the care of athletes.

4 semester hours.

820. Clinical Clerkship in Substance Abuse

An elective four-week rotation in substance abuse.

4 semester hours.

838. Clinical Clerkship in Physical Medicine and Rehabilitation

An elective four-week rotation emphasizing the principle of rehabilitation of musculoskeletal, neurologic and orthopedic conditions.

4 semester hours.

9883. ACLS Certification

An intensive presentation following American Heart Association guidelines for Advanced Cardiac Life Support is presented to fourth-year students with the intention of their gaining national AHA certification.

1 semester hour, fourth year, semester 8.

Departmental Research Highlights

In 1990, the Department of Family Medicine established the Division of Research to actively promote research and scholarly activities among the department's faculty, residents and students.

The division's staff work closely with faculty, residents and students to teach writing and research skills and to promote scholarly activities within the department. Consulting and support services are available for faculty, residents and students interested in preparing papers for presentation at professional meetings, conducting research projects, writing manuscripts for publication and writing grant applications.

Current Department of Family Medicine grants include the Breast and Cervical Cancer Screening project, which screens lower-income women at TCOM's Seminary Drive Medical Center, the college's family practice residency clinic. Other grant proposals accepted during the past year include establishing an Area Health Education Center with other North Texas medical, dental, nursing and allied health schools to provide greater educational opportunities for health care students; a predoctoral training program; and a postdoctoral training program.

DEPARTMENT OF INTERNAL MEDICINE

Michael B. Clearfield, D.O., chairman

Monte E. Troutman, D.O., vice chairman

6102. Nutrition

This course introduces the student to basic nutritional principles and provides an opportunity to apply those principles through a nutritional analysis of personal dietary habits.

1 semester hour, first year, semester 1.

6442. Internal Medicine Lecture Series

An emphasis is placed on high-impact diseases over the entire spectrum of internal medicine. Lectures cover material in the subsections of pulmonary disease, gastroenterology, neurology, infectious diseases, nephrology, rheumatology, hematology, oncology, endocrinology, immunology, cardiology, geriatrics and general medicine. Problem-solving methods, patient-oriented histories and small-group tutorials gradually are being introduced into this series. Consultation lectures from various basic science faculty members also are provided. The comprehensive nature of this course will provide students with the basic building blocks of internal medicine to start their own clinical experiences.

9 semester hours, second year, semester 4.

704-705. Core Clinical Clerkships in Internal Medicine

The on-campus clerkship is an eight-week program divided into two four-week sessions. One session is served in the general ward service at the Osteopathic Medical Center of Texas under the guidance of TCOM Department of Internal Medicine faculty members. Under rigorous audit, the clerk is responsible for the care of hospitalized patients. This care includes collection of data from initial

evaluation to final disposition. An emphasis is placed on the skills of problem solving (data collection), management, planning and proper record keeping (criteria of evaluations) utilizing thoroughness, reliability, efficiency and logic. Manual skills are learned and reinforced.

The second four-week session is an ambulatory internal medicine rotation. The clerk is exposed to the multiple aspects of outpatient and ambulatory medicine including, but not limited to, rheumatology, neurology, diabetes management, general internal medicine, geriatrics (extended-care facility visits), public health, outpatient hemodialysis and outpatient endoscopy. This session also includes case presentations and lectures on specific topics.

Off-campus clerkships are served at affiliated hospitals and are generally based on the classic preceptor/clerkship format. The clerk spends eight weeks in a combined ambulatory and hospital-based program that has responsibilities and goals similar to the on-campus program.

4 semester hours each.

706. Core Clinical Clerkship in Subspecialty Internal Medicine

A required four-week clerkship in subspecialty internal medicine, including one or two of the following: pulmonary medicine, gastroenterology, hematology/oncology, nephrology and rheumatology. The clerk solves problems of actual patients using those data-gathering and processing methods learned in the core medicine clerkship. Physiologic, biochemical and anatomic principles are re-examined within the framework of problem solving.

4 semester hours.

804. Clinical Clerkship in Internal Medicine

An elective four-week rotation in internal medicine.

4 semester hours.

821. Clinical Clerkship in Rheumatology

An elective four-week rotation in rheumatology.

4 semester hours.

822. Clinical Clerkship in Cardiology

An elective four-week rotation in cardiology.

4 semester hours.

823. Clinical Clerkship in Endocrinology

An elective four-week rotation in endocrinology.

4 semester hours.

824. Clinical Clerkship in Gastroenterology

An elective four-week rotation in gastroenterology.

4 semester hours.

825. Clinical Clerkship in Geriatrics

An elective four-week rotation in geriatrics.

4 semester hours.

826. Clinical Clerkship in Hematology/Oncology

An elective four-week rotation in hematology/oncology.

4 semester hours.

827. Clinical Clerkship in Infectious Disease

An elective four-week rotation in infectious disease.

4 semester hours.

828. Clinical Clerkship in Nephrology

An elective four-week rotation in nephrology.

4 semester hours.

829. Clinical Clerkship in Neurology

An elective four-week rotation in neurology.

4 semester hours.

830. Clinical Clerkship in Pulmonary Medicine

An elective four-week rotation in pulmonary medicine.

4 semester hours.

831. Clinical Clerkship in Ambulatory Internal Medicine

An elective four-week rotation in ambulatory internal medicine.

4 semester hours.

Departmental Research Highlights

The Department of Internal Medicine has an active research program in both the clinical and the basic science aspects of internal medicine. Research efforts span the entire spectrum of the medical continuum with emphasis on disease prevention, nutrition and geriatrics. Ongoing basic research includes a career development award and NIH-funded research in lipid metabolism. Clinical trials include studies in arthritis, Alzheimer's disease, osteoporosis, tuberculosis, AIDS, cardiovascular disease, asthma, lipid proteins and many other aspects of internal medicine.

DEPARTMENT OF MANIPULATIVE MEDICINE

David A. Vick, D.O., chairman

Osteopathic medicine is based on a philosophy of health care that provides a systematic way of treating individuals in order to maximize health. Osteopathic physicians view each patient as a whole and consider all aspects of a patient's life in the assessment of health and disease. Besides assessing the individual organ systems, osteopathic physicians address the patient in terms of human spirit, mind, emotion, environment and social milieu.

The osteopathic philosophy is rooted in four basic concepts: first, that the body is self-regulating and has the capacity for healing itself in the face of illness; second, structure and function (anatomy and physiology) are mutually and reciprocally interdependent; third, adequate function of the body as a whole depends on unimpeded circulation, nerve conduction and organ motility; and fourth, disease is viewed on a continuum with health and varies in the degree that it deviates from health.

The mission of the Department of Manipulative Medicine is to apply these osteopathic concepts and philosophies to the teaching of students and residents, continuing research in the scientific bases for osteopathy, and treating patients in clinic and hospital settings.

The physicians in the Department of Manipulative Medicine use a variety of methods and treatments to maximize the body's inherent self-healing properties. Students will learn to use direct and indirect methods that act on structures to improve function and thereby augment the body's self-regulating and self-healing processes.

The numerous conditions that may be treated by manipulative medicine can be divided into several categories. In addition to treating the musculoskeletal system, osteopathic manipulative treatment can be beneficial to patients who have somatic components of other disease processes. Students will be shown specific treatment regimens for conditions such as low back pain, upper respiratory infections, otitis media, asthma, peptic ulcer disease, headaches and chronic pain.

The courses in Osteopathic Manipulative Medicine (OMM) are designed to impart the osteopathic philosophy to students while teaching them the applications of the philosophy in the care of patients. Didactic and practice sessions emphasize hands-on training. The OMM courses are based on the principle of "progressive disclosure." At each level of training, the new information given to students builds on all previous teaching, reinforcing and augmenting their knowledge and skills of manipulation. The step-by-step process builds a solid foundation in osteopathic philosophy, principles and practice.

In 1993, the department established a clinic to treat patients who don't have health insurance or money to pay for much-needed health care services. The new clinic is staffed by faculty members, residents, undergraduate teaching fellows and students serving a core manipulative medicine clerkship.

6100. Osteopathic Manipulative Medicine I

Introduction to osteopathic medicine, the osteopathic model, somatic dysfunction, palpation, and direct and indirect treatment methods.

2 semester hours, first year, semester 1.

6200. Osteopathic Manipulative Medicine II

Diagnosis and treatment of the pelvis and the sacrum and lumbar spine. Diagnosis of the thoracic and cervical spine.

2 semester hours, first year, semester 2.

6300. Osteopathic Manipulative Medicine III

Treatment of the thoracic and cervical spine and the OA joint; diagnosis and treatment of the ribs.

3 semester hours, second year, semester 3.

6400. Osteopathic Manipulative Medicine IV

Advanced osteopathic treatment methods.

3 semester hours, second year, semester 4.

715. Core Clerkship in Manipulative Medicine

A required four-week rotation in the Department of Manipulative Medicine. The rotation includes an intensive didactic and hands-on review of OMM. Students see their own patients in a resident and/or faculty-supervised clinic and accompany faculty members during clinic hours. Students also participate in weekly literature discussions and case reviews. Students are responsible for an end-of-rotation written examination and a written case report.

4 semester hours.

815. Clinical Clerkship in Manipulative Medicine

An elective four-week rotation for self-directed study in manipulative medicine with emphasis on applications of osteopathic philosophy and principles. The clerkship may be served in the manipulative medicine clinic or in the offices of area manipulative medicine specialists.

4 semester hours.

Predoctoral Teaching Fellowship

Two students are selected each year to serve fellowships with the Department of Manipulative Medicine. The students' last two years of study are expanded to three to allow time for research, teaching and clinical service in the department.

DEPARTMENT OF MEDICAL EDUCATION

Francis X. Blais, D.O., acting chairman

Jay H. Shores, Ph.D., vice chairman

9101. Computer Literacy I

Demonstrated understanding and hands-on competency in several aspects of computers, including microcomputer hardware and software, disk operating system, word processing, spreadsheets, database management and communications software.

1 semester hour, first year, semesters 1 and/or 2.

9302. Computer Literacy II

Demonstrated understanding and hands-on competency in several medical practice-oriented computer programs. Included are programs for assistance in clinical diagnosis and on-line medical information.

1 semester hour, second year, semesters 3 and/or 4.

9584. Medical Decision Making (elective)

In this course, taught jointly by the clinical faculty, students learn a core of problem-solving behavior: how to gather and sift data, develop problem lists and generate management plans. Students are randomly assigned to tutorial groups that encourage independent study as well as foster development of those teamwork skills necessary in medical practice. Each tutorial group approaches a series of patient problems. The members of the group collaborate in data gathering and sifting. They then review data and select the best available resources from which to learn the appropriate medical content for a competent solution to the patient's problems. Sharing this information, they

work together in drafting a high-quality management plan for each problem. The students learn to access an information bank with thoroughness, accuracy and efficiency. In this problem-solving format, students learn the lifetime skill of teaching themselves medicine.

1 semester hour, third year, semester 5.

DEPARTMENT OF MEDICAL HUMANITIES

C. Raymond Olson, D.O., acting chairman

The Department of Medical Humanities emphasizes the disciplines of philosophy, ethics, history, social and cultural anthropology, sociology, law, religion and literature as they relate to the healing arts and to the societal and cultural factors in health and disease.

The department's aim is to incorporate issues on human values into the overall curriculum. Different viewpoints on medical culture, human values and their interrelationships are introduced to students through courses taught by medical humanities and other departments.

Students have the opportunity to do self-instructed and selective humanities-related study projects with approval through special consultations with the chairman.

6402. Medical Jurisprudence I

Legal aspects of medical practices, including legal principles, classification of legal theories, medical-legal reports, requirements for court testimony, negligence, medical malpractice and organization of medical practice.

1 semester hour, second year, semester 4.

6403. Medical Ethics

An introduction to biomedical ethics. Through lectures, class discussions and case studies, current major medical ethical issues in health care are discussed. Students learn the skills of ethical analysis essential to making medical moral choices and have the opportunity for critical reflection on one's personal values and obligations as a physician.

1 semester hour, second year, semester 4.

6858. Medical Jurisprudence II

A review of Texas Medical Jurisprudence, including drug laws, fraud and abuse, licensure and disciplinary action, reporting requirements and hospital law.

1 semester hour, fourth year, semester 8.

813. Clinical Clerkship in Medical Humanities

An elective four-week rotation in medical humanities.

4 semester hours.

DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY

Michael Emmett-Oglesby, Ph.D., acting chairman

5314. Medical Microbiology and Immunology

Medical microbiology, basic and clinical immunology and infectious diseases are studied in eight modules consisting of lectures, laboratories and problem-solving medical cases with laboratory demonstrations and examples. In addition, 28 medical cases are solved by computer-assisted instruction. The course covers bacteria, viruses, fungi and parasites, and related diseases.

6 semester hours, second year, semester 3.

Departmental Research Highlights

Research in the Department of Microbiology and Immunology focuses on aspects of microbial physiology and pathogenesis. Molecular biological approaches are directed toward an identification of the genetic and biochemical differences between the different growth forms of *Candida*, the genes involved in ultraviolet resistance of spores in *Bacillus*, and the regulation of glycogen metabolism in *Escherichia*. Pathogenesis of infection is also an active research area in the department with projects being carried out on cell surface antigen formation in *Candida*.

The Department of Microbiology and Immunology is expanding, and new faculty expertise is expected in areas of molecular immunology and virology. The research facilities of the department are modern and well equipped, and the above projects are funded by organizations including the National Institutes of Health, the National Science Foundation, the American Chemical Society and the American Cancer Society. Funds have also been obtained from private foundations and industrial firms, as well as the state of Texas. In addition, faculty members participate in editorial boards and review panels, and have been selected to chair national and international meetings as well as elected to hold offices in national societies.

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

Robert C. Adams, D.O., chairman

6547. Obstetrics and Gynecology

The etiology, diagnosis and management of gynecological disorders, including infectious diseases, congenital defects and malformations, endocrinology, oncology, infertility, trauma and related problems of the female genital system; the terminology, physiology and management of normal and problem pregnancy, labor, delivery and the puerperium.

4 semester hours, third year, semester 5.

707. Core Clinical Clerkship in Obstetrics and Gynecology

A required four-week rotation in obstetrics and gynecology.

4 semester hours.

807. Clinical Clerkship in Obstetrics and Gynecology

An elective four-week rotation in obstetrics and gynecology.

4 semester hours.

DEPARTMENT OF PATHOLOGY

Stephen L. Putthoff, D.O., chairman

6330. Pathology

Incorporates the general fields known classically as basic and systemic pathology. For much of the course, the approach is primarily at organ level after an introductory phase emphasizing fundamental pathophysiology. The latter encompasses processes associated with inflammation/repair, cell injury and death, infection, fluid/hemodynamic derangement and neoplasia. Subsequent systems approach illustrates major diseases and disorders encountered in the practice of medicine. Throughout, the language of medicine is emphasized in conjunction with morphology, clinical features and differential diagnoses, where appropriate. In addition, important pathologic aspects of clinical laboratory involvement in the diagnosis of disease are discussed. Autopsies will be conducted by faculty members as part of the course, and students are expected to attend these at the Tarrant County Medical Examiner's Office. These will be associated with lectures on mechanisms of forensic medicine and how they relate to the practice of medicine in modern society. The field of molecular pathology as applicable to the evaluation of parentage, genetic disorders, infectious disease and neoplasia is illustrated in an introductory fashion.

13 semester hours, second year, semesters 3 and 4.

817. Clinical Clerkship in Pathology

An elective four-week rotation in pathology through the Institute of Forensic Medicine. This generally includes three weeks at the Tarrant County Medical Examiner's Office with emphasis on toxicology, medical investigation, scene evaluation and forensic necropsy. An additional week is spent at the TCOM Clinical

Laboratory with emphasis on laboratory data interpretation, surgical and cytopathology with double-headed microscopy and peripheral smear/urinalysis evaluations. All rotation approvals are at the discretion of the chairman of the Department of Pathology.

4 semester hours.

DEPARTMENT OF PEDIATRICS

John K. Podgore, D.O., acting chairman

6551. Pediatrics

Holistic approach to the newborn, infant, child and adolescent, including development and care as part of the overall approach to health. Emphasis is placed on acquiring a foundation of knowledge sufficient to provide the student with fundamentals for entering the core clinical clerkship.

Subspecialty areas include perinatology, neonatology, pediatric infectious disease, orthopedics, hematology-oncology, allergy and immunology, gastrointestinal disorders, cardiology, neurology, rheumatology, genitourinary disorders, and genetic and endocrine-metabolic disorders. Pediatric physical diagnosis, accidents and poisonings, child abuse, sudden infant death and nutrition, as well as growth and development, dermatology, infectious disease and emergency medicine in pediatrics are presented.

4 semester hours, third year, semester 5.

708. Core Clinical Clerkship in Pediatrics

A required four-week rotation in pediatrics, general and special pediatrics, including ICU and ICU nurseries and ambulatory care in a pediatric clinic.

4 semester hours.

808. Clinical Clerkship in Pediatrics

An elective four-week rotation in pediatrics.

4 semester hours.

DEPARTMENT OF PHARMACOLOGY

Harbans Lal, Ph.D., chairman

5316. Medical Pharmacology

A review of fundamental principles of drug action in humans, including physiochemical principles, pharmacodynamics, pharmacokinetics and drug interactions. Common drug classes are presented, with emphasis on their principal actions, mechanisms of action, adverse reactions, contraindications and therapeutic applications. Small group problem-solving sessions, laboratory exercises, computer-assisted instructions and clinical case presentations are used to supplement classroom instruction.

8 semester hours, second year, semester 3.

Departmental Research Highlights

Department of Pharmacology research includes: identifying drugs that can be used in the treatment or prevention of cognitive dysfunction associated with aging; identifying drugs that can be used in the treatment of acute withdrawal from alcohol abuse; identifying drugs that are antagonists for the cocaine receptor in cells; understanding neurochemical events that mediate specific behaviors; understanding the mechanisms of tolerance to psychoactive drugs and the subjective events that occur during withdrawal after chronic use of these drugs; discovering molecular mechanisms responsible for the expression and regulation of the receptor for the neurotransmitter, dopamine and the molecular basis for the interaction of antipsychotic drugs with the dopamine receptor; and understanding molecular mechanisms by which sympathomimetic and parasympathomimetic drugs regulate cardiac function.

DEPARTMENT OF PHYSIOLOGY

Peter B. Raven, Ph.D., chairman

5206. Medical Neuroscience

Neuroanatomy, neurophysiology and neurochemistry; gross and fine structural study of the central and peripheral nervous system. Dissection of whole human brains. Coordinated lecture and laboratory program emphasizing normal structure and physiology of the nervous system. Clinical case presentations are used to supplement classroom instruction.

5 semester hours, first year, semester 2.

5207. Medical Physiology

A study of the functions of the organ systems, with emphasis placed on homeostatic control mechanisms. The major organ systems are covered, as well as additional topics on applied physiology. Problem-solving sessions, laboratory exercises and clinical guest lectures are utilized.

8 semester hours, first year, semester 2.

Prerequisite: Biochemistry 5110 or equivalent.

Departmental Research Highlights

The Department of Physiology is recognized nationally and internationally for its research on the integrative physiological mechanisms of cardiovascular regulation in health and disease. Research models specifically investigate the regulation of coronary circulation, cardiac function and myocardial energy metabolism of healthy and diseased hearts during exercise and ischemia. In addition, investigation of cardiovascular regulation during gravitational and exercise stress is performed in humans across all age groups. Specific emphasis is placed on investigating the reflex regulation of blood pressure. The department's various research projects are supported by grants from the National Institutes of Health, the American Heart Association (National and Texas affiliate) and the National Aeronautics and Space Administration.

DEPARTMENT OF PSYCHIATRY AND HUMAN BEHAVIOR

Harvey G. Micklin, D.O., chairman

James R. Hall, Ph.D., vice chairman

6436. Principles of Psychiatry

Emphasis on holistic and behavioral medicine, including aspects of human sexuality and dysfunction. Growth and development, adaptation, personality functioning and symptom formation are presented. Psychiatric interview techniques, mental examination, psychological testing and recognition of a variety of psychopathological conditions are covered. Includes informed use of psychotropic drugs, other somatic treatments and psychiatric emergencies.

4 semester hours, second year, semester 4.

709. Core Clinical Clerkship in Mental Health

A required four-week rotation in psychiatry.

4 semester hours.

809. Clinical Clerkship in Mental Health

An elective four-week rotation in psychiatry or mental health.

4 semester hours.

Departmental Research Highlights

The Department of Psychiatry and Human Behavior is involved in several areas of research as it relates to mental illness. Currently, the major thrust in research involves neuropsychological/neuropsychiatric correlation with Alzheimer's disease. The department also is involved in research into substance abuse as well as in clinical drug trials.

DEPARTMENT OF PUBLIC HEALTH AND PREVENTIVE MEDICINE

John G. Mills, D.O., M.P.H., chairman

Stanley Weiss, D.O., vice chairman

Division of Occupational Medicine and Personal Health

Scott Taylor, D.O., director

Division of Public Health/Community Medicine

Robert M. Woodworth, D.O., director

The Department of Public Health and Preventive Medicine is a multidisciplinary academic unit concerned with the well-being of healthy patients and the prevention of functional loss and impairment in persons already at risk. The department has two divisions, both representing a significant aspect of the health care needs and interests of the American public. Department faculty members participate in the teaching of preventive medicine and occupational medicine.

6363. Public Health and Preventive Medicine

A lecture series in preventive medicine and community health. Major content areas include communicable disease control, environ-

mental health, occupational medicine, epidemiology and biostatistics. Students also participate in a series of health care workshop designed to provide additional insight and practical experience in selected areas of personal interest.

3 semester hours, second year, semester 3.

805. Clinical Clerkship in Public Health and Preventive Medicine

An elective four-week rotation in public health/preventive medicine.

4 semester hours.

806. Clinical Clerkship in Occupational Medicine and Personal Health

An elective four-week rotation in occupational and personal health.

4 semester hours.

Departmental Research Highlights

The Department of Public Health and Preventive Medicine conducts clinical research and epidemiologic studies of patients seen in its various clinics. Faculty members have published their investigations in national and international biomedical journals. Past research has dealt with the health status of firefighters, medical students and college employees. Currently, databases are being used to assess health risks and preventive measures in police officers, hazardous waste workers and people traveling to developing countries.

Department faculty members maintain research interests in a wide variety of topics relevant to preventive medicine, including epidemiology, occupational medicine, public health, substance abuse prevention, clinical outcomes measurement, rural health, nutrition, physical fitness, hyperbaric medicine and health promotion. Recent research grants have been awarded to PH/PM by public agencies and private organizations, including the U.S. Department of Education, the Department of Health and Human Services, the pharmaceutical industry and other state and local contributors.

DEPARTMENT OF RADIOLOGY

Mark A. Baker, D.O., acting chairman

6571. Principles of Radiology

The study of the basic principles of diagnostic X-ray, CT scanning, ultrasound, nuclear medicine, magnetic resonance and interventional radiology; correlation of anatomy, physiology and pathology; and the clinical application of these methods of examination.

2 semester hours, third year, semester 5.

818. Clinical Clerkship in Radiology

An elective four-week rotation in radiology.

4 semester hours.

DEPARTMENT OF SURGERY

Sam W. Buchanan, D.O., chairman

Robert B. McFaul, D.O., vice chairman

6560. Surgery Lecture Series

A basic course covering general surgery as well as thoracic and cardiovascular surgery, orthopedic surgery, urological surgery and neurosurgery. Nutritional support, critical care and basic surgical sciences also are presented. Following completion of the course, students should be aware of common surgical problems and know the diagnostic and therapeutic regimens associated with each. Students should not only be able to correlate principles of the basic sciences to clinical conditions but also have solid foundations in the basic clinical knowledge necessary for competent patient management in their clinical rotations.

The ophthalmology section is designed to give students an understanding of ocular anatomy and physiology and their relationship to common ocular disorders; examination techniques, diagnosis and treatment methods important to family physicians are emphasized. The otorhinolaryngology-facial plastic surgery section includes clinical diagnosis and therapy of disorders of the ear, nose, paranasal sinuses and throat, bronchoesophagology, respiratory allergy and diagnosis of head and neck neoplasms, including principles of examination and the use of diagnostic instruments and screening audiometers.

7 semester hours, third year, semester 5.

710. Core Clinical Clerkship in Surgery

A required eight-week clerkship in surgery in an affiliated hospital. Students spend four weeks focusing on general surgery principles and procedures and two weeks studying orthopedics. The remaining two weeks are spent in one of the following subspecialty areas: neurosurgery, cardiovascular/thoracic surgery, ophthalmology, otorhinolaryngology/facial plastic surgery and urology.

8 semester hours.

810. Clinical Clerkship in Surgery

An elective four-week clerkship in surgery in an affiliated hospital.

4 semester hours.

816. Clinical Clerkship in Otorhinolaryngology

An elective four-week rotation in otorhinolaryngology.

4 semester hours.

832. Clinical Clerkship in Orthopedics

An elective four-week rotation in orthopedics.

4 semester hours.

833. Clinical Clerkship in Thoracic Surgery

An elective four-week rotation in thoracic surgery.

4 semester hours.

834. Clinical Clerkship in Neurosurgery

An elective four-week rotation in neurosurgery.
4 semester hours.

835. Clinical Clerkship in Urology

An elective four-week rotation in urology.
4 semester hours.

Departmental Research Highlights

The Department of Surgery is currently involved in a research program in conjunction with the Department of Biochemistry and Molecular Biology concerning wound healing and skin grown under controlled conditions. Clinical applications will be applicable to wound care in young and old patients. The department also is involved in informal studies in hemodynamics, nutrition and clinical outcomes.

Medical Scientist Training Programs

To encourage future physicians to pursue research in clinically relevant areas, TCOM offers dual-degree programs cooperatively with the health science center's Graduate School of Biomedical Sciences. In these programs, students can earn the doctor of osteopathy degree concurrently with either a doctor of philosophy or master of science degree in biomedical sciences while specializing in several areas.

Dual D.O./Ph.D. Program

This dual-degree program is an excellent education for students who wish to pursue careers in research and/or academic medicine. It introduces students to modern research techniques and methodologies, which will reinforce a basic understanding of clinical techniques and procedures. Such a combination enables each D.O./Ph.D. candidate to carry out fundamental research programs in clinically relevant areas.

The program normally takes six years. At the end of this time, the student is expected to have completed the curriculum requirements for the D.O. degree in accordance with TCOM policies and for the Ph.D. degree in accordance with policies of the Graduate School of Biomedical Sciences and the relevant departments as they apply to the second degree.

The following description is the general format of the dual-degree D.O./Ph.D. program; however, deviations from this format that meet the curriculum requirements are available.

Within the first two years of the program, the student will complete the first five semesters of the D.O. curriculum, including all basic science courses. The student also will gain admission in the graduate school, select a graduate advisory committee and file an approved graduate degree plan of 90 credit hours, of which 45 credits of TCOM coursework applies. The student will be required to pass Part I of the examination administered by the National Board of Osteopathic Medical Examiners.

Within the second two-year block of the program, the student will complete Ph.D. degree course requirements and research toward the

dissertation. The student will be required to pass the qualifying examination for the Ph.D. degree and have the approved dissertation research well on the way.

Within the last two years of the program, the student will complete the required clinical rotations and electives for the D.O. degree. The student will be required to pass Part II of the National Board examination and defend the Ph.D. dissertation.

Areas of specialization in the program are anatomy and cell biology, biochemistry and molecular biology, microbiology and immunology, pharmacology and physiology.

Students interested in the dual-degree D.O./Ph.D. program should contact the dean of the Graduate School of Biomedical Sciences.

Dual M.S./D.O. Program

Selected TCOM students who seek the M.S. degree concurrently with the D.O. degree may use summer sessions, as well as optional clinical rotations, for the necessary graduate course work and thesis research. Alternatively, the student may petition TCOM's vice president for academic affairs and dean for a withdrawal at an appropriate time in the medical curriculum to complete requirements for the M.S. degree. The withdrawal would normally follow completion of the basic science courses in the medical program. A maximum of six semester hours of acceptable transfer graduate course work from another institution may be applied to the degree plan.

The M.S./D.O. program is interdisciplinary, with the degree plan individually designed for the specific needs of the student. The M.S. degree is available with concentrations in anatomy, biochemistry, microbiology and immunology, pharmacology, toxicology and physiology.

The degree requires the following: (1) satisfactory completion of the first two years of course work at TCOM; (2) a minimum of 30 semester hours of graduate-level course work through the graduate school, including a six-hour thesis; and (3) approval of the student's advisory committee and the graduate school dean.

Prospective students should contact the Office of the Dean in the Graduate School of Biomedical Sciences during the early planning stages about specific requirements in each of the divisions.

Other Graduate Degree Programs

Health science center faculty members participate in both master of science and doctor of philosophy degree programs in the biomedical sciences for non-medical students through the Graduate School of Biomedical Sciences. Descriptions of the M.S. and Ph.D. programs in biomedical sciences can be found in the health science center's Graduate School of Biomedical Sciences catalog.

Individuals who have already earned the D.O. degree and who may be interested in pursuing the Ph.D. degree should contact the dean of the graduate school for further information. Financial support may be available through private foundations, as well as through state and federally supported stipends.

Postgraduate Programs

TCOM offers the following residency programs, which are conducted at the college, its affiliated hospitals and, where appropriate, other institutions that can provide quality educational experiences for our residents. TCOM firmly endorses the completion of more than one year of postgraduate training and supports the completion of a one-year rotating internship either as a part of a residency program (such as in general and family practice) or precursory training to be followed by residency training.

Residency Program in Anesthesiology

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of anesthesiology, as defined by the American Osteopathic Board of Anesthesiology. The TCOM program provides the educational requirements to qualify residents for membership in the American Osteopathic College of Anesthesiologists and for examination for certification by the American Osteopathic Board of Anesthesiology.

Paul A. Stern, D.O., director

Residency Program in Family Medicine

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in family practice. The TCOM program is associated with four affiliated hospitals. Certification in family practice requires a three-year program that includes a special-emphasis track as the first year of the residency. The program provides the educational requirements to qualify residents for membership in the American College of Osteopathic Family Physicians and for eventual examination by the American Board of Osteopathic Family Physicians pursuant to certification in family practice.

Samuel T. Coleridge, D.O., director

Larry S. Johnson, L.M.S.W.-A.C.P., administrative coordinator

TCOM and Osteopathic Medical Center of Texas

Irvine D. Prather, D.O., director

Larry S. Johnson, L.M.S.W.-A.C.P., administrative director

Dallas Family Hospital

Craig Yetter, D.O., director

Dallas/Fort Worth Medical Center

David Harman, D.O., director

Bay Area Medical Center (Corpus Christi)

Brian Knight, D.O., director

Residency Program in General Internal Medicine

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of general internal medicine. The TCOM program provides the educational requirements to qualify residents for membership in the American College of Osteopathic Internists and for eventual examination by the American College of Osteopathic Internists pursuant to certification in general internal medicine.

Francis X. Blais, D.O., director

Residency Program in Manipulative Medicine

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in manipulative medicine. The TCOM program provides the educational requirements to qualify residents to sit for the exam and receive certification in special proficiency in manipulative medicine offered by the American Academy of Osteopathy and eventual fellowship in manipulative medicine. Also available is a new one-year program, "Plus One," that allows residents in other specialties to earn a second certification in manipulative medicine.

Jerry L. Dickey, D.O., director

Residency Program in Obstetrics/Gynecology

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of obstetrics and gynecologic surgery. The TCOM program provides the educational requirements to qualify residents for membership in the American College of Osteopathic Obstetricians and Gynecologists and for eventual examination by the American Osteopathic Board of Obstetrics and Gynecology pursuant to certification in obstetrics and gynecology.

Steve Buchanan, D.O., director

Residency Program in Psychiatry

TCOM will offer an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of psychiatry beginning in 1995. The TCOM program will provide the educational requirements to qualify residents for membership in the American College of Neuropsychiatrists and for eventual examination by the American Osteopathic Board of Neurology and Psychiatry pursuant to certification in psychiatry. American College of Graduate Medical Education approval is anticipated.

Harvey G. Micklin, D.O., F.A.C.N., director

Residency Program in Surgery

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of general surgery. The TCOM program provides the educational requirements to qualify residents for membership in the American College of Osteopathic Surgeons and for eventual examination by the American Osteopathic Board of Surgery pursuant to certification in surgery.

Sam Buchanan, D.O., director, TCOM

Robert McFaul, D.O., director, OMCT

Westley Raborn, D.O., director, Tri-City Hospital

Residency Program in Urology

TCOM offers an American Osteopathic Association-approved residency program for training qualified osteopathic physicians in the practice of urology. The TCOM program provides the educational requirements to qualify residents for membership in the American College of Osteopathic Surgeons (Urology) and for eventual examination by the American Osteopathic Board of Surgery pursuant to certification in urology.

Donald Ross, D.O., director

DEPARTMENT OF ANATOMY

Turner, James E., Ph.D.
Chairman and Professor;
B.A. Virginia Military
Institute,
M.S. University of Richmond,
Ph.D. University of Tennessee

Agarwal, Neeraj, Ph.D.
Assistant Professor;
B.S. Panjab University,
M.S. National Dairy Research
Institute,
Ph.D. The Postgraduate
Institute of Medical Education
and Research

Aschenbrenner, John E., Ph.D.
Associate Professor;
B.S. Iona College,
M.S. Rutgers University,
Ph.D. Baylor University

Berman, Michael B., Ph.D.
Research Associate Professor;
A.B. Drew University,
M.S. Medical College of
Virginia,
Ph.D. University of
Connecticut

Cammarata, Patrick R., Ph.D.
Associate Professor;
B.S. State University of New
York at Stony Brook,
Ph.D. Hunter College, City
University of New York

Chaitin, Michael H., Ph.D.
Associate Professor;
B.S. State University of New
York at Albany,
Ph.D. Florida State University

Lin, Ning, M.D., O.D.
Research Assistant Professor;
O.D. Pacific University,
M.D. Sun Yat-sen University
of Medical Sciences

Moorman, Stephen J., Ph.D.
Assistant Professor;
B.S. Cornell University,
M.S. State University of New
York at Stony Brook,
Ph.D. Colorado State
University

Orr, Edward L., Ph.D.
Associate Professor;
B.S. Cleveland State
University,
Ph.D. University of California
at Berkeley

Roque, Rouel S., M.D.
Assistant Professor;
B.S. University of the
Philippines,
M.D. University of the
Philippines

Rudick, Victoria, Ph.D.
Associate Professor;
B.A. College of Wooster,
Ph.D. Ohio State University

Sheedlo, Harold, Ph.D.
Research Assistant Professor;
B.A. and M.A. Northern
Michigan University,
Ph.D. Memphis State
University

Schunder, Mary, Ph.D.
Associate Professor;
B.A. and M.A. Texas
Christian University,
Ph.D. Baylor University

Wordinger, Robert J., Ph.D.
Associate Professor;
B.S. Pennsylvania State
University,
M.S. and Ph.D. Clemson
University

Xu, Guo-Tong, M.D., Ph.D.
Research Assistant Professor;
Ph.D. University of North
Texas Health Science Center
at Fort Worth,
M.D. Harbin Medical
University

Adjunct Faculty

Collier, Robert, Ph.D.
Adjunct Assistant Professor

Kurtz, Stanley M., Ph.D., M.D.
Adjunct Professor

Leppi, T. John, Ph.D.
Adjunct Professor

McCartney, Mitchell, Ph.D.
Adjunct Assistant Professor

DEPARTMENT OF ANESTHESIOLOGY

**Stern, Paul A., D.O.,
F.A.O.C.A.**
Chairman and Professor;
B.S. Wayne State University,
D.O. University of Health
Sciences

**Kahn, Hyman, D.O.,
F.A.O.C.A.**
Associate Professor;
D.O. Kirksville College of
Osteopathic Medicine

**Stern, Stephen, D.O.,
F.A.O.C.A.**
Associate Professor;
D.O. University of Osteopathic
Medicine and Health Sciences

Clinical Faculty

Classen, Ashley M., D.O.
Clinical Instructor

Cogdill, James M., D.O.
Clinical Assistant Professor

Graybill, David B., D.O.
Clinical Instructor

**Kebabjian, S. Stevon, D.O.,
F.A.O.C.A.**
Clinical Associate Professor

**Kelso, Elmer L., D.O.,
F.A.O.C.A.**
Clinical Associate Professor

Leech, Richard C., D.O.
Clinical Assistant Professor

Martin, Randall P., D.O.
Clinical Instructor

Neisler, Gary L., D.O.
Clinical Instructor

Ponitz, Kenneth C., D.O.
Clinical Assistant Professor

Sears, Kristin, D.O.
Clinical Assistant Professor

**Stanton, J. Michael, D.O.,
F.A.O.C.A.**
Clinical Associate Professor

Stein, Ralph G., D.O.
Clinical Instructor

DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY

McConathy, Walter J., Ph.D.
Acting Chairman and
Associate Professor;
B.A., B.S. and Ph.D.,
University of Oklahoma

Berman, Michael B., Ph.D.
Research Associate Professor;
A.B. Drew University,
M.S. Medical College of
Virginia,
Ph.D., University of
Connecticut

Cook, Paul F., Ph.D.
Professor;
B.A. Our Lady of the Lake
College,
Ph.D. University of California
at Riverside

Dimitrijevic, S. Dan, Ph.D.
Research Assistant Professor;
B.S. and Ph.D. University of
Bath

Dory, Ladislav, Ph.D.
Associate Professor;
B.S. University of Manitoba,
Ph.D. McGill University

Easom, Richard A., Ph.D.
Assistant Professor;
B.S. University of Bath,
Ph.D. University of Glasgow

Fungwe, Thomas V., Ph.D.
Research Assistant Professor;
B.S. College of Agriculture,
B.S., M.S., Ph.D. Texas Tech
University

Gracy, Robert W., Ph.D.
Professor;
B.S. California State
Polytechnic University,
Ph.D. University of California
at Riverside

Grant, Stephen R., Ph.D.
Assistant Professor;
B.A. Westmar College,
M.S. and Ph.D. University of
Tennessee

Harris, Ben G., Ph.D.
Professor;
B.S. Southwestern Oklahoma
State University,
M.S. and Ph.D. Oklahoma
State University

Kudchodkar, B. J., Ph.D.
Research Associate Professor;
B.S. University of Bombay,
M.S. University of Punjab,
M.S. and Ph.D. University of
Saskatchewan

Kulkarni, Gopal, Ph.D.
Research Assistant Professor;
B.S. Karnatak University,
Ph.D. Indian Institute of
Science

Lacko, Andras G., Ph.D.
Professor;
B.S.A. and M.S. University of
British Columbia,
Ph.D. University of
Washington

Rao, G. S. J., Ph.D.
Research Assistant Professor;
B.S. and M.S. Bangalore
University,
Ph.D. Indian Institute of
Science

Wu, Ming-Chi, Ph.D.
Professor;
B.S. National Taiwan
University,
Ph.D. University of Wisconsin

Yüksel, K. Ümit, Ph.D.
Research Assistant Professor;
B.S. Middle East Technical
University,
M.S. Bosporus University,
Ph.D. University of North
Texas

Adjunct Faculty

Alvarez-Gonzalez, Rafael, Ph.D.
Adjunct Assistant Professor

Cammarata, Patrick R., Ph.D.
Adjunct Associate Professor

Clark, Abbot F., Ph.D.
Adjunct Professor

McConathy, Walter J., Ph.D.
Adjunct Associate Professor

Nicholson, Wayne L., Ph.D.
Adjunct Assistant Professor

Rodriguez, Ricardo E., Ph.D.
Adjunct Assistant Professor

Romeo, Tony, Ph.D.
Adjunct Assistant Professor

Sims, James L., Ph.D.
Adjunct Assistant Professor

Zachariah, Nannepaga Y., Ph.D.
Adjunct Associate Professor

DEPARTMENT OF
FAMILY MEDICINE

**Coleridge, Samuel T., D.O.,
F.A.C.E.P., F.A.C.O.E.P.**
Chairman and Professor;
B.S. University of Akron,
D.O. University of Health
Sciences

**Bowling, John R., D.O.,
F.A.C.O.F.P.**
Vice Chairman and Associate
Professor;
B.S. Ohio University,
D.O. Kirksville College of
Osteopathic Medicine

Baldwin, Richard B., D.O.
Associate Professor;
B.S. University of Oklahoma,
D.O. University of Health
Sciences

Browne, Carol S., D.O.
Assistant Professor;
B.A. Southwestern University,
D.O. Texas College of
Osteopathic Medicine

Cage, Clifford, D.O.
Associate Professor;
B.S. Muhlenberg College,
D.O. Philadelphia College of
Osteopathic Medicine

**Carter, John E., Jr., D.O.,
F.A.C.G.P.**
Associate Professor;
B.S. Wayne State University,
D.O. Chicago College of
Osteopathic Medicine

Clark, William H., Jr., D.O.
Associate Professor;
B.S. Baylor University,
D.O. University of Health
Sciences

Faigin, Nancy, D.O.
Associate Professor;
B.S. Texas Wesleyan
University,
D.O. University of Health
Sciences

Falcon, Theresa, D.O.
Assistant Professor;
B.S., Texas A&M University,
D.O., Texas College of
Osteopathic Medicine

Gonzalez, Adela N., M.P.A.
Instructor;
Administrative Director,
Division of Rural and Urban
Health;
B.A., University of Corpus
Christi,
M.P.A., Southwest Texas State
University

**Johnson, Larry Steven,
L.M.S.W.-A.C.P.**
Assistant Professor;
B.A. Creighton University,
M.S.W. Our Lady of the Lake
University

Lentine, Nancy, D.O.
Assistant Professor;
B.A. LaSalle College,
D.O. University of Health
Sciences

**Marshall, Muriel, D.O.,
F.A.O.C.P.M.**
Associate Professor;
Medical Director, Urban
Health;
B.A. Taylor University,
D.O. Michigan State
University College of
Osteopathic Medicine,
M.P.H./T.M. and Dr.P.H.
Tulane University School of
Public Health & Tropical
Medicine

McNulty, Heidi, D.O.
Assistant Professor;
B.S. University of California at
Davis,
D.O. College of Osteopathic
Medicine of the Pacific

Migala, Henri, M.S.
Research Associate Professor;
Director, Division of Research;
B.A. and M.S., University of
Texas at Arlington

Palmarozzi, Elizabeth, D.O.
Assistant Professor;
B.S. Lamar University,
D.O. Texas College of
Osteopathic Medicine

**Papa, Frank J., D.O., Ph.D.,
F.A.C.E.P.**
Associate Professor;
Director, Division of
Emergency Medicine;
B.A. La Salle College,
D.O. Philadelphia College of
Osteopathic Medicine,
Ph.D. University of North
Texas

Peyton, Sarah A., M.S.S.W.
Assistant Professor;
Administrator, Urban Health;
B.A. Colorado Women's
College,
M.S.S.W. University of Texas
at Arlington

Prather, Irvine D., D.O.
Associate Professor;
B.S. Maryville College,
M.S. Virginia Polytechnic
Institute and State University
D.O. West Virginia School of
Osteopathic Medicine

**Richards, David M., D.O.,
F.A.C.G.P.**
Professor;
B.A. Baldwin Wallace College,
D.O. Kirksville College of
Osteopathic Medicine

**Saperstein, Phillip P., D.O.,
F.A.C.G.P.**
Professor;
B.A. Yale University,
D.O. Kansas City College of
Osteopathic Medicine

Stockard, Alan R., D.O.
Assistant Professor;
Director, Division of Sports
Medicine/Rehabilitation;
B.S. University of Texas at
Arlington,
D.O. Texas College of
Osteopathic Medicine

**Urban, Stephen F., D.O.,
F.A.C.G.P.**
Professor;
B.S. University of Buffalo,
D.O. Kirksville College of
Osteopathic Medicine

Whitham, John A., D.O.
Associate Professor;
B.A. Luther College,
D.O. University of Osteopathic
Medicine & Health Sciences

Whiting, Craig, D.O.
Assistant Professor;
B.S. Texas A&I University,
D.O. Texas College of
Osteopathic Medicine

**Woodworth, Robert M., D.O.,
F.A.C.P.M., F.A.A.P.,
F.A.O.C.P.M.**
Assistant Professor;
Medical Director, Rural
Health;
B.S. University of Michigan,
M.P.H. University of
Oklahoma,
D.O. Chicago College of
Osteopathic Medicine

**Zachary, T. Eugene, D.O.,
F.A.C.G.P.**
Associate Professor;
B.A. University of North
Texas,
D.O. University of Health
Sciences

Clinical/Adjunct Faculty

Ansohn, John R., D.O.
Clinical Assistant Professor

Booher, Clarence, Jr., D.O.
Clinical Associate Professor

Boyd, John H., D.O.
Clinical Professor

Bradley, Larry, D.O.
Clinical Assistant Professor

Brownstein, Morton, D.O.
Clinical Assistant Professor

Calabrese, Glenn M., D.O.
Clinical Assistant Professor

Carter, Ruth E., D.O.
Clinical Associate Professor

Castoldi, Thomas A., D.O.
Clinical Associate Professor

Czewski, James W., D.O.
Clinical Associate Professor

Degler, Frank
Clinical Instructor

DeLuca, Robert C., D.O.
Clinical Associate Professor

Eicher, Dennis, D.O.
Clinical Assistant Professor

Eve, Susan, Ph.D.
Adjunct Professor

Everett, Carl E., D.O.
Clinical Professor

Faigin, Al, D.O.
Clinical Associate Professor

Franz, Charles M., D.O.
Clinical Associate Professor

Gafford, David, D.O.
Clinical Assistant Professor

Galewaler, John E., D.O.
Clinical Associate Professor

Garner, John Ed, D.O.
Clinical Associate Professor

Guevara, Alex, Jr., D.O.
Clinical Assistant Professor

Hames, Robert B., D.O.
Clinical Associate Professor

Hayes, Lloyd G., D.O.
Clinical Associate Professor

Henley, Robert D., D.O.
Clinical Associate Professor

Henshaw, Clyde V., Jr., D.O.
Clinical Assistant Professor

Hernandez, Harry, D.O.
Clinical Associate Professor

Hill, Frederick L., D.O.
Clinical Associate Professor

Jacobs, Tad, D.O.
Clinical Associate Professor

Johnson, Dan, Ph.D.
Adjunct Professor

Johnson, Harold E., D.O.
Clinical Associate Professor

Katz, Aaron L., D.O.
Clinical Associate Professor

Kelley, Jeffrey R., D.O.
Clinical Associate Professor

Kelso, George, D.O.
Clinical Associate Professor

Kent, Robert C., D.O.
Clinical Associate Professor

Kirkwood, M. E., D.O.
Clinical Associate Professor

Kirlin, Patrick J., D.O.
Clinical Associate Professor

Kislingbury, Todd E., D.O.
Clinical Associate Professor

Kozura, John, III, D.O.
Clinical Associate Professor

Kravetz, James H., D.O.
Clinical Associate Professor

Lees, John B., D.O.
Clinical Associate Professor

Lemanski, Dennis, D.O.
Clinical Assistant Professor

Lewis, Harold D., D.O.
Clinical Associate Professor

Luibel, George J., D.O.
Clinical Professor

McLaughlin, James A., D.O.
Clinical Associate Professor

Nesbit, Stephen W., D.O.
Clinical Associate Professor

Nobles, Robert H., D.O.
Clinical Professor

O'Connor, Harriette L., D.O.
Clinical Associate Professor

Pearson, Philip E., D.O.
Clinical Associate Professor

Peden, Richard L., D.O.
Clinical Associate Professor

Poetz, Robert Paul, D.O.
Clinical Associate Professor

Post, Yvonne C., D.O.
Clinical Associate Professor

Prangle, Robert, D.O.
Clinical Assistant Professor

**Randolph, Harvey H., Jr., D.O.,
F.A.C.G.P.**
Clinical Associate Professor

Ray, David A., D.O.
Clinical Associate Professor

Redels, Lynn, D.O.
Clinical Associate Professor

Rhodes, J.W., Ph.D.
Adjunct Professor

Rhodes, Roy L., D.O.
Clinical Associate Professor

Rogers, William R., D.O.
Clinical Associate Professor

Rollins, Kari L., D.O.
Clinical Associate Professor

Ruehle, Henry, D.O.
Clinical Associate Professor

Russell, James Michael, D.O.
Clinical Associate Professor

Samuels, Michael G., D.O.
Clinical Associate Professor

Saylak, Daniel W., D.O.
Clinical Associate Professor

Schwartz, John P., D.O.
Clinical Associate Professor

Seibel, Michael, D.O.
Clinical Associate Professor

Sharp, Larry J., D.O.
Clinical Associate Professor

Shields, Robert F., D.O.
Clinical Associate Professor

Shughrue, Cynthia, D.O.
Clinical Assistant Professor

Smith, George N., D.O.
Clinical Associate Professor

Truman, Michael E., D.O.
Clinical Associate Professor

Vick, Douglas E., D.O.
Clinical Assistant Professor

Walton, John A., D.O.
Clinical Associate Professor

Winton, Kenneth R., D.O.
Clinical Assistant Professor

DEPARTMENT OF
INTERNAL MEDICINE

**Clearfield, Michael B., D.O.,
F.A.C.O.I.**
Chairman and Professor
(General Internal Medicine);
B.S. Albright College,
D.O. Chicago College of
Osteopathic Medicine

**Troutman, Monte, D.O.,
F.A.C.O.I.**
Vice Chairman and Associate
Professor (Gastroenterology);
B.S. Bowling Green State
University,
D.O. Chicago College of
Osteopathic Medicine

Atkinson, Barbara A., D.O.
Assistant Professor (Infectious
Disease);
B.S. Michigan State
University,
M.A. Central Michigan
University,
D.O. Michigan State
University

**Blais, Francis X., D.O.,
F.A.C.O.I.**
Professor (Infectious Disease);
B.A. Northeastern University,
D.O. Philadelphia College of
Osteopathic Medicine

Bleicher, Jeff, D.O.
Associate Professor
(Nephrology);
B.S. Muhlenberg College,
D.O. University of Osteopathic
Medicine and Health Sciences

<p>Brown, Andrew C., D.O. Assistant Professor (Pulmonary/Critical Care); B.S. State University of New York at Stony Brook, M.A. Columbia University, D.O. New York College of Osteopathic Medicine</p> <p>Fehl, Louie Mark, III, D.O. Assistant Professor (General Internal Medicine); B.S. Sam Houston State University, D.O. Texas College of Osteopathic Medicine</p> <p>Forman, Mitchell D., D.O., F.A.C.R. Assistant Professor (Rheumatology); B.A. Brooklyn College of the City University of New York, D.O. University of Health Sciences</p> <p>Foresman, Brian H., D.O. Assistant Professor (Pulmonary/Critical Care); B.S. and D.O. Michigan State University</p> <p>Godell, Chester J., D.O. Assistant Professor (General Internal Medicine); D.O. Kirksville College of Osteopathic Medicine</p> <p>Gratch, Jack O., D.O., F.A.C.O.I. Associate Professor (Nephrology); B.S. Philadelphia College of Pharmacy and Science, D.O. Philadelphia College of Osteopathic Medicine</p> <p>Knebl, Janice A., D.O. Associate Professor (Geriatrics); B.S. St. Joseph's University, D.O. Philadelphia College of Osteopathic Medicine</p> <p>Kramer, Edward L., D.O. Associate Professor (Neurology); B.A. Upsala College, M.F.A. Tulane University, D.O. Oklahoma State University</p>	<p>Mathe, Alvin J., D.O. Assistant Professor (General Internal Medicine); B.A. Texas A&M University, D.O. Texas College of Osteopathic Medicine</p> <p>Maxvill, Charles T., D.O. Assistant Professor (Geriatrics); B.S. Southern Methodist University, D.O. Chicago College of Osteopathic Medicine</p> <p>McConathy, Walter J., Ph.D. Associate Professor; B.A. and B.S. University of Oklahoma, Ph.D. University of Oklahoma School of Medicine</p> <p>McIntosh, William E., D.O. Associate Professor (Neurology); B.A. University of Cincinnati, D.O. University of Osteopathic Medicine and Health Sciences</p> <p>Monroe, Alicia D. B., D.O. Associate Professor (Dermatology); B.S. Case Western Reserve University, M.S. Texas Woman's University, D.O. Texas College of Osteopathic Medicine</p> <p>Noll, Donald R., D.O. Assistant Professor (Geriatrics); B.S. Northeast State University, D.O. Kirksville College of Osteopathic Medicine</p> <p>Pacatte, Janet B., M.S. Instructor (Geriatrics); B.A. University of Texas at Arlington, M.S. University of North Texas</p> <p>Pertusi, Raymond M., D.O. Assistant Professor (Rheumatology); B.A. New York University, D.O. New York College of Osteopathic Medicine</p>	<p>Roberts, Stockton E., D.O. Assistant Professor (Geriatrics); B.A. Texas Tech University, D.O. Texas College of Osteopathic Medicine</p> <p>Rubin, Bernard, D.O., F.A.C.P. Professor (Rheumatology); B.S. University of Illinois at Urbana-Champaign, D.O. Chicago College of Osteopathic Medicine</p> <p>Schaller, Frederick A., D.O., F.A.C.O.I. Associate Professor (Cardiology); B.A. University of Delaware, D.O. Michigan State University, College of Osteopathic Medicine</p> <p>Slocum, Philip Carroll, D.O., F.C.C.P., F.A.C.O.I. Associate Professor (Pulmonary/Critical Care); B.S. Northeast Missouri State University, D.O. Kirksville College of Osteopathic Medicine</p> <p>Spellman, Craig W., Ph.D., D.O. Associate Professor (General Internal Medicine); B.S. University of Washington, M.S. Montana State University, Ph.D. University of Utah, D.O. Texas College of Osteopathic Medicine</p> <p>Trinkle, Patrick L., D.O. Assistant Professor (Gastroenterology); B.A. University of Texas at Arlington, D.O. University of Health Sciences</p> <p>Vasenius, Keith A., D.O. Assistant Professor (General Internal Medicine); D.O. Texas College of Osteopathic Medicine</p> <p>Walder, Lon A., D.O. Assistant Professor (Cardiology); B.S. University of Tulsa, D.O. Oklahoma College of Osteopathic Medicine and Surgery</p>	<p>Weis, Stephen E., D.O. Associate Professor (Endocrinology); B.S. Iowa State University, D.O. University of Osteopathic Medicine and Health Sciences</p> <p><i>Clinical Faculty</i></p> <p>Adamo, Michael P., D.O. Clinical Assistant Professor</p> <p>Avery, Wilbur G., M.D. Clinical Professor</p> <p>Aziz, Shahid, D.O. Clinical Assistant Professor</p> <p>Barnes, Randall D., D.O. Clinical Assistant Professor</p> <p>Barry, John, M.D. Clinical Assistant Professor</p> <p>Beckwith, Jay G., D.O. Clinical Associate Professor</p> <p>Brady, Albert Michael, M.D. Clinical Associate Professor</p> <p>Brenner, John F., D.O. Clinical Assistant Professor</p> <p>Brooks, Lloyd W., D.O. Clinical Assistant Professor</p> <p>Cohen, Phillip, D.O. Clinical Assistant Professor</p> <p>Cothorn, William F., D.O. Clinical Assistant Professor</p> <p>Davis, Gail C., R.N., Ed.D. Clinical Instructor</p> <p>Fairchild, Thomas J., Ph.D. Adjunct Assistant Professor</p> <p>Faubion, Joan H., Ph.D. Clinical Associate Professor</p> <p>Feingold, Richard J., D.O. Clinical Assistant Professor</p> <p>Firstenberg, Barry A., D.O. Clinical Assistant Professor</p> <p>Friess, Gregory G., D.O. Clinical Assistant Professor</p> <p>Garmon, Robert G., D.O. Clinical Associate Professor</p> <p>Gates, Steven, D.O. Clinical Assistant Professor</p> <p>Greer, Beverly J., M.D. Clinical Assistant Professor</p> <p>Griffin, Robert S., M.D. Clinical Assistant Professor</p> <p>Johnson, E. R., D.O. Clinical Assistant Professor</p> <p>Jordan, William M., D.O. Clinical Assistant Professor</p> <p>Kageler, Woody V., M.D. Clinical Associate Professor</p>
--	---	--	--

Kopman, Norman, D.O.
Clinical Assistant Professor

Locke, John B., D.O.
Clinical Associate Professor

Mills, Jeffrey A., D.O.
Clinical Assistant Professor

Ostransky, David, D.O.
Clinical Associate Professor

O'Toole, Charles L., D.O.
Clinical Assistant Professor

Pierce, J. Rush, M.D.
Clinical Professor

Pincus, Lewis M., D.O.
Clinical Assistant Professor

Reese, I. Phillip, D.O.
Clinical Assistant Professor

Reznick, James W., D.O.
Clinical Assistant Professor

Rojas, George A., D.O.
Clinical Assistant Professor

Sellman, Jack C., M.D.
Clinical Professor

Skiba, Mary Ann, D.O.
Clinical Assistant Professor

Swanson, Jan, D.O.
Clinical Assistant Professor

Tacka, Francis, D.O.
Clinical Associate Professor

Trese, Thomas J., D.O.
Clinical Assistant Professor

Weaver, Robert E., M.D.
Clinical Assistant Professor

Widerhorn, Josef, M.D.
Clinical Associate Professor

DEPARTMENT OF MANIPULATIVE MEDICINE

Vick, David A., D.O.
Chairman and Assistant
Professor;
B.S. Northeast Missouri State
University,
D.O. University of Health
Sciences

Conte, Daniel P. III, D.O.
Assistant Professor;
B.S. Boston College,
D.O. University of Medicine &
Dentistry of New Jersey

**Dickey, Jerry L., D.O.,
F.A.A.O.**
Associate Professor;
B.S. Texas Wesleyan
University,
D.O. Kirksville College of
Osteopathic Medicine

**Dott, Gregory A., D.O.,
F.A.A.O.**
Associate Professor;
B.S. Texas Lutheran College,
D.O. Texas College of
Osteopathic Medicine

Gamber, Russell G., D.O.
Associate Professor;
B.A. West Virginia University,
D.O. Kirksville College of
Osteopathic Medicine

Koss, Richard W., D.O.
Assistant Professor;
B.S. Springfield College,
D.O. Kirksville College of
Osteopathic Medicine

Peckham, John R., D.O.
Associate Professor;
D.O. Kirksville College of
Osteopathic Medicine

**Richards, David M., D.O.,
F.A.C.G.P.**
Professor;
B.A. Baldwin Wallace College,
D.O. Kirksville College of
Osteopathic Medicine

Clinical Faculty

Beyer, R. B., D.O.
Clinical Associate Professor

**Carlton, Catherine Kenney,
D.O., F.A.A.O.**
Clinical Professor

Samuels, Michael G., D.O.
Clinical Instructor

Sklar, John, M.D.
Clinical Assistant Professor

Taylor, Stephen, D.O.
Clinical Assistant Professor

Teitelbaum, David, D.O.
Clinical Assistant Professor

Vick, Douglas E., D.O.
Clinical Assistant Professor

DEPARTMENT OF MEDICAL EDUCATION

**Blais, Francis X., D.O.,
F.A.C.O.I.**
Acting Chairman;
B.A. Northeastern University
D.O. Philadelphia College of
Osteopathic Medicine

Shores, Jay H., Ph.D.
Vice Chairman and Associate
Professor;
Director, Faculty and
Curriculum Development;
B.S. and M.Ed. University of
Illinois at Urbana-Champaign,
Ph.D. University of Wisconsin

Alexander, Jerry, Ph.D.
Associate Professor;
B.S. Pennsylvania State
University,
M.Ed. and Ph.D. University of
Southern Mississippi

Anderson, J. Warren, Ed.D.
Associate Professor;
B.S. Iowa State University,
M.S. San Diego State
University,
Ed.D. Indiana University

Budd, M. L., Ph.D.
Assistant Professor;
B.A. Albion College,
M.S. University of Michigan,
Ph.D. Michigan State
University

**Papa, Frank J., D.O., Ph.D.,
F.A.C.E.P.**
Associate Professor;
B.A. La Salle College,
D.O. Philadelphia College of
Osteopathic Medicine,
Ph.D. University of North
Texas

Adjunct Faculty

McQueen, Gregory P.
Adjunct Instructor

DEPARTMENT OF MEDICAL HUMANITIES

**Olson, C. Raymond, D.O.,
F.A.C.O.I.**
Acting Chairman and
Professor;
B.A. Oberlin College,
D.O. Chicago College of
Osteopathic Medicine

Lurie, Sue G., Ph.D.
Assistant Professor;
B.A. University of South
Carolina,
M.A. University of North
Carolina,
Ph.D. University of Oklahoma

Clinical Faculty

Rafes, Richard S., J.D.
Clinical Instructor

Weinberg, Steven M., J.D.
Clinical Assistant Professor

DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY

**Emmett-Oglesby, Michael W.,
Ph.D.**
Acting Chairman and
Professor;
B.A. University of Chicago,
Ph.D. State University of New
York at Buffalo

Alvarez-Gonzalez, Rafael, Ph.D.
Assistant Professor;
B.S. Universidad de
Michoacan,
M.S. and Ph.D. University of
North Texas

Harris, Elizabeth F., Ph.D.
Associate Professor;
B.A. Texas Wesleyan
University,
M.A. Texas Christian
University,
Ph.D. University of Texas
Southwestern Medical Center
at Dallas

Nicholson, Wayne L., Ph.D.
Assistant Professor;
B.A. State University of New
York at Potsdam,
Ph.D. University of Wisconsin
at Madison

Romeo, Tony, Ph.D.
Associate Professor;
B.S., M.S. and Ph.D.
University of Florida

Adjunct Faculty

Daniels, Egeene Q., D.V.M.
Adjunct Assistant Professor

Keller, Harold, Ph.D.
Adjunct Associate Professor

**Spellman, Craig W., Ph.D.,
D.O.**
Adjunct Associate Professor

DEPARTMENT OF
OBSTETRICS AND
GYNECOLOGY

**Adams, Robert C., D.O.,
F.A.C.O.O.G.**
Chairman and Associate
Professor;
B.S. Northeast Missouri State
University,
D.O. Kirksville College of
Osteopathic Medicine

**Buchanan, Steve P., D.O.,
F.A.C.O.O.G.**
Associate Professor,
B.S. University of Texas at
Arlington,
D.O. Texas College of
Osteopathic Medicine

**Chapman, John M., D.O.,
F.A.C.O.O.G.**
Associate Professor;
B.S. Northeast Missouri State
University,
D.O. Kirksville College of
Osteopathic Medicine

**Meyer, Gary A., D.O.,
F.A.C.O.O.G.**
Assistant Professor;
B.S. University of Detroit,
D.O. Chicago College of
Osteopathic Medicine

Quist, Carolyn W., D.O.
Assistant Professor,
B.S. University of Texas at
Arlington,
D.O. Texas College of
Osteopathic Medicine

**Walker, Lee J., D.O.,
F.A.C.O.O.G.**
Professor;
B.S. Hillsdale College,
D.O. University of Osteopathic
Medicine and Health Sciences

Clinical Faculty

Barrett, Archie, D.O.
Clinical Assistant Professor

Champlain, Walter, D.O.
Clinical Assistant Professor

DiLena, Reynold, M.D.
Clinical Assistant Professor

Gorski, Timothy, M.D.
Clinical Assistant Professor

**Hayes, Vernon M., D.O.,
F.A.C.O.O.G.**
Clinical Associate Professor

McWherter, Joseph, M.D.
Clinical Assistant Professor

Miers, John, D.O., F.A.C.O.O.G.
Clinical Assistant Professor

Stockberger, Robert, D.O.
Clinical Assistant Professor

Wiegman, Ralph, M.D.
Clinical Assistant Professor

DEPARTMENT OF
PATHOLOGY

Putthoff, Stephen L., D.O.
Chairman and Associate
Professor;
B.S. University of Missouri,
D.O. University of Health
Sciences

Cunningham, Linda F., M.D.
Assistant Professor;
B.S. University of Alabama,
M.D. Vanderbilt University

Eisenberg, Arthur J., Ph.D.
Associate Professor;
B.S., M.S. and Ph.D. State
University of New York at
Albany

Krouse, Marc Andrew, M.D.
Assistant Professor;
B.S. Texas A&M University,
M.D. University of Texas
Southwestern Medical Center
at Dallas

Peerwani, Nizam, M.D.
Associate Professor;
B.S. and M.D. American
University of Beirut

**Shingleton, Dennis P., M.S.,
M.B.A.**

Instructor;
B.S. and M.S. Duquesne
University,
M.B.A. Texas Christian
University

Singer, Ronald L., M.S.
Instructor;
B.S. Tulane University,
M.S. Loyola University of New
Orleans

Sisler, Gary L., D.O.
Assistant Professor;
B.S. University of Toledo,
D.O. University of Health
Sciences

Springfield, Angela, Ph.D.
Assistant Professor;
A.B. Vassar College,
M.S. and Ph.D. University of
Rhode Island

Clinical Faculty

O'Brien, James M., M.D.
Clinical Associate Professor

O'Shea, John Thomas, D.O.
Clinical Associate Professor

Skinner, Myron G., D.O.
Clinical Associate Professor

Speights, V.O., D.O.
Clinical Assistant Professor

DEPARTMENT OF
PEDIATRICS

Podgore, John K., D.O.
Acting Chairman and
Professor;
B.A. University of Michigan,
D.O. University of Osteopathic
Medicine and Health Sciences

**Cohen, Benjamin L., D.O.,
F.A.C.O.P.**
Professor;
D.O. University of Health
Sciences

Blackwell, Deborah L., D.O.
Assistant Professor;
B.A. University of Texas at
Austin,
D.O. Texas College of
Osteopathic Medicine

Fling, John A., M.D.
Associate Professor;
B.S. Southwest Texas State
University,
M.D. University of Texas
Health Science Center at San
Antonio

Gilfillan, Bruce G., D.O.
Associate Professor;
B.A. University of
Pennsylvania,
D.O. Philadelphia College of
Osteopathic Medicine

Gonzalez, Fernando, D.O.
Associate Professor;
B.S. University of Texas at
Arlington,
D.O. Texas College of
Osteopathic Medicine

Levine, Alan, D.O.
Associate Professor;
B.S. Drexel University,
D.O. Philadelphia College of
Osteopathic Medicine

Clinical Faculty

Holton, Mark, D.O.
Clinical Assistant Professor

Lamb, Jan Leah, D.O.
Clinical Assistant Professor

Levine, Marianne, D.O.
Clinical Assistant Professor

Levy, Neil S., D.O.
Clinical Assistant Professor

Lund, Gregg C., D.O.
Clinical Assistant Professor

Magie, Richard, D.O.
Clinical Assistant Professor

DEPARTMENT OF PHARMACOLOGY

Lal, Harbans, Ph.D., F.A.C.C.P.
Chairman and Professor;
B.S. Punjab University,
M.S. University of Kansas,
Ph.D. University of Chicago

Das, Hriday K., Ph.D.
Associate Professor;
B.Sc. University of Calcutta,
Ph.D. University of Nebraska

DeSousa, Byron, M.D., Ph.D.
Visiting Professor;
Ph.D. Ohio State University

Elko, Edward E., Ph.D.
Professor;
B.S. University of Scranton,
Ph.D. University of Tennessee
Medical Units

Emmett-Oglesby, Michael, Ph.D.
Professor;
B.A. University of Chicago,
Ph.D. State University of New
York at Buffalo

Forster, Michael J., Ph.D.
Associate Professor;
B.A. Muhlenberg College,
M.A. and Ph.D. Bowling
Green State University

Lane, John D., Ph.D.
Professor;
B.A. Indiana University,
Ph.D. Indiana University
School of Medicine

Luedtke, Robert R., Ph.D.
Assistant Professor;
B.A. and B.S. University of
Illinois at Urbana-Champaign,
Ph.D. University of
Pennsylvania

Martin, Michael W., Ph.D.
Assistant Professor;
B.S. Colorado State
University,
Ph.D. University of Texas at
Houston

Quist, Eugene E., Ph.D.
Associate Professor;
B.S. and Ph.D. University of
British Columbia

Wallis, Cleatus J., Ph.D.
Research Assistant Professor;
B.A. Texas Christian
University,
Ph.D. University of Florida

Yorio, Thomas, Ph.D.
Professor;
B.A. H.H. Lehman College,
Ph.D. Mt. Sinai School of
Medicine

Adjunct Faculty

De Santis, Louis, Ph.D.
Adjunct Assistant Professor

Donahue, Manus, Ph.D.
Adjunct Associate Professor

Hooper, C. Dan
Adjunct Instructor

Hunter, Kenneth W., R.Ph.
Adjunct Instructor

Mahendroo, Prem P., Ph.D.
Adjunct Assistant Professor

Mia, Abdul J., Ph.D.
Adjunct Associate Professor

Page, Ray, D.O., Ph.D.
Adjunct Assistant Professor

Pang, Lok-Hou, Ph.D.
Adjunct Assistant Professor

Schafer, Rollie R., Jr., Ph.D.
Adjunct Associate Professor

Sohmer, S.H., Ph.D.
Adjunct Professor

Springfield, Angela, Ph.D.
Adjunct Assistant Professor

Verstappen, Annita, Ph.D.
Adjunct Assistant Professor

Wimbish, Gary H., Ph.D.
Adjunct Associate Professor

DEPARTMENT OF PHYSIOLOGY

Raven, Peter B., Ph.D.
Chairman and Professor;
B.S., M.S. and Ph.D.
University of Oregon

Barker, David J., Ph.D.
Associate Professor;
B.A. Hofstra University,
M.A. and Ph.D. University of
Illinois

Barron, Barbara, Ph.D.
Assistant Professor;
B.S. Creighton University
College of Pharmacy,
Ph.D. University of Nebraska
Medical Center

Caffrey, James L., Ph.D.
Associate Professor;
B.A. Rutgers University,
Ph.D. University of Virginia

Downey, H. Fred, Ph.D.
Professor;
B.S. and M.S. University of
Maryland,
Ph.D. University of Illinois at
Urbana-Champaign

Gaugl, John F., Ph.D.
Associate Professor;
B.A. and M.A. University of
North Texas,
Ph.D. University of California
at Berkeley

Gwartz, Patricia A., Ph.D.
Associate Professor,
B.S. Drexel University,
Ph.D. Thomas Jefferson
University

Kaman, Robert L., Ph.D.
Associate Professor;
A.B. University of
Pennsylvania,
M.S. and Ph.D. Virginia
Polytechnic Institute

Mallet, Robert T., Ph.D.
Assistant Professor;
B.S. Catholic University of
America,
Ph.D. George Washington
University

Scheel, Konrad W., Ph.D.
Professor;
B.S. Tulane University,
Ph.D. University of Mississippi
School of Medicine

Shi, Xiangrong, Ph.D.
Research Assistant Professor;
B.A. Shanghai Teachers
University,
M.S. Shanghai Institute of
Physical Education,
Ph.D. Yale University

Wilson, Judy R., Ph.D.
Instructor, Hyperbaric
Medicine;
B.S. Pacific Union College
M.S. California State
Polytechnic University
Ph.D. Kent State University

Adjunct Faculty

Foresman, Brian, D.O.
Adjunct Assistant Professor

Lund, Gregg C., D.O.
Adjunct Assistant Professor

Wilson, Joseph E., Ph.D.
Adjunct Professor

DEPARTMENT OF PSYCHIATRY AND HUMAN BEHAVIOR

Micklin, Harvey G., D.O., F.A.C.N.
Chairman and Associate
Professor;
B.S. Brooklyn College of
Pharmacy,
D.O. University of Osteopathic
Medicine and Health Sciences

Hall, James R., Ph.D.
Vice Chairman and Associate
Professor;
B.A. University of Iowa,
Ph.D. University of Nevada at
Reno

Colvin, David P., D.O.
Assistant Professor;
B.A. Baylor University,
M.S. University of North
Texas,
D.O. Texas College of
Osteopathic Medicine

Franks, Susan F., Ph.D.
Assistant Professor;
B.S. University of Texas at
Arlington,
M.S. and Ph.D. University of
North Texas

McGill, Jerry C., Ph.D.
Associate Professor;
B.A. Hardin-Simmons
University,
M.A. Texas Tech University,
Ph.D. University of North
Texas

Peris, Luke P., M.D.
Assistant Professor;
B.S. St. Joseph's College,
M.D. Kasturba Medical
College

Peris, Maya C., M.D.
Assistant Professor;
B.S. St. Xavier's College,
M.D. Kasturba Medical
College

Schlueter, Jeffrey M., D.O.
Assistant Professor;
B.S. Baylor University,
D.O. Texas College of
Osteopathic Medicine

Smith-Blair, Gayle, M.D.
Assistant Professor;
B.S. Texas A&M University
M.D. Texas A&M College of
Medicine

Clinical Faculty

Ahmed, Bashir, M.D.
Clinical Professor

Barker, Thomas E., M.D.
Clinical Assistant Professor

Butterman, Jay M., M.D.
Clinical Assistant Professor

Cleary, Michael F., M.D.
Clinical Associate Professor

Denney, Robert G., M.D.
Clinical Associate Professor

Etter, Gary L., M.D.
Clinical Assistant Professor

Hauser, Charles E., M.D.
Clinical Assistant Professor

Hopper, Ken C., M.D.
Clinical Assistant Professor

Houtz, Andrew W., Ph.D.
Clinical Assistant Professor

Manjunath, Prema, M.D.
Clinical Assistant Professor

Payne, Don C., M.D.
Clinical Assistant Professor

Pence, Ronald M., M.D.
Clinical Assistant Professor

Williams, Delwin, M.D.
Clinical Assistant Professor

DEPARTMENT OF PUBLIC
HEALTH AND PREVENTIVE
MEDICINE

**Mills, John G., D.O.,
F.A.O.C.P.M., F.A.C.P.M.**
Chairman and Associate
Professor (Occupational
Medicine and Personal
Health);
B.S., M.S. and D.O. Michigan
State University
M.P.H. University of Michigan

Weiss, Stanley, D.O.
Vice Chairman and Associate
Professor (Occupational
Medicine and Personal
Health);
D.O. Chicago College of
Osteopathic Medicine

**Blankenship, Ann, Ph.D., R.D.,
L.D.**
Assistant Professor
(Occupational Medicine and
Personal Health);
B.S. Texas Christian
University,
M.S. and Ph.D. Texas
Woman's University

**Chester, Thomas, J., M.D.,
F.A.C.O.E.M., F.A.C.E.,
F.A.C.P.M., F.A.C.P.**
Associate Professor
(Occupational Medicine and
Personal Health);
B.S. Massachusetts Institute of
Technology,
M.D. Stanford University
School of Medicine,
M.P.H. University of
Washington

Chng, Chwee Lye, Ph.D.
Associate Professor (Public
Health/Community Medicine);
B.A. and M.Ed. University of
Malaya,
Ph.D. University of Wisconsin-
Madison

Curry, Nick U., M.D.
Assistant Professor (Public
Health/Community Medicine);
A.B. Talladega College,
M.S. University of Georgia,
M.P.H. University of Alabama
at Birmingham,
M.D. Baylor College of
Medicine

Licciardone, John C., D.O.
Associate Professor (Public
Health/Community Medicine);
B.S. Fordham University,
M.S. Ohio State University
College of Medicine,
D.O. Kirksville College of
Osteopathic Medicine

Schneider, Daniel J., M.D.
Professor (Public Health/
Community Medicine);
B.A. California State
University,
M.P.H. University of
California at Berkeley,
M.D. University of California
at Los Angeles

Taylor, Scott C., D.O.
Associate Professor
(Occupational Medicine and
Personal Health);
Director, Division of
Occupational Medicine and
Personal Health;
B.S. University of Texas at
Arlington,
D.O. University of Health
Sciences

**Woodworth, Robert M., D.O.,
F.A.C.P.M., F.A.A.P.,
F.A.O.C.P.M.**
Associate Professor (Public
Health/Community Medicine);
Director, Division of Public
Health/Community Medicine;
B.S. University of Michigan,
M.P.H. University of
Oklahoma,
D.O. Chicago College of
Osteopathic Medicine

Clinical Faculty

Allen, Reginald A., Jr., M.D.
Clinical Associate Professor
(Public Health/Community
Medicine)

Blackwood, George V., D.O.
Clinical Assistant Professor
(Occupational Medicine and
Personal Health)

Dolan, Kathy J., Ph.D.
Clinical Assistant Professor
(Public Health/Community
Medicine)

**Lazurus, Karen, M.D., M.P.H.,
M.S.**
Clinical Assistant Professor
(Public Health/Community
Medicine)

**Marshall, Muriel, D.O., M.P.H./
T.M., Dr.P.H.**
Clinical Associate Professor
(Public Health/Community
Medicine)

Oke, Charles A., V.M.D.
Clinical Assistant Professor
(Public Health/Community
Medicine)

Pepper, Larry J., D.O.
Clinical Assistant Professor
(Occupational Medicine and
Personal Health)

**Piwnski, Stephen E., M.D.,
M.O.H.**
Clinical Assistant Professor
(Occupational Medicine and
Personal Health)

Pollan, William A., D.O.
Clinical Associate Professor
(Occupational Medicine and
Personal Health)

Stone, Jeffrey A., D.O.
Clinical Assistant Professor
(Occupational Medicine and
Personal Health)

DEPARTMENT OF
RADIOLOGY

Baker, Mark A., D.O.
Acting Chairman and Clinical
Associate Professor;
B.G.S. Howard Payne College,
D.O. Texas College of
Osteopathic Medicine

Clinical Faculty

Bascone, A. G., D.O.
Clinical Associate Professor

Bradley, Frank, D.O.
Clinical Associate Professor

Briney, S.R., D.O., F.A.O.C.R.
Clinical Associate Professor

Coleman, Robert, D.O.
Clinical Assistant Professor

Gabier, Wendell V., D.O.
Clinical Assistant Professor

Jagoda, Samuel Jr., M.D.
Clinical Assistant Professor

Johnson, E. Wayne, D.O.
Clinical Associate Professor

Lancaster, Jere R., D.O.
Clinical Associate Professor

Martin, Melissa, D.O.
Clinical Associate Professor

Meehan, John J., D.O.
Clinical Associate Professor

Pearson, Harris F., Jr., D.O.
Clinical Associate Professor

Podolsky, Michael, D.O.
Clinical Associate Professor

Rettig, Joshua, M.D.
Clinical Assistant Professor

Schellin, Richard A., D.O.
Clinical Assistant Professor

Sharratt, G. Pat, D.O.
Clinical Assistant Professor

Ventling, Wayne L., II, D.O.
Clinical Assistant Professor

DEPARTMENT OF SURGERY

Buchanan, Sam W., D.O.
Chairman and Associate
Professor;
B.S. Texas Christian
University,
D.O. Texas College of
Osteopathic Medicine

McFaul, Robert B., D.O.
Vice Chairman and Associate
Professor;
B.A. Texas Tech University,
D.O. Texas College of
Osteopathic Medicine

Daniels, Joseph, D.O.
Assistant Professor;
B.S. Northern Illinois
University,
D.O. Chicago College of
Osteopathic Medicine

Lowry, J. Roy, D.O.
Associate Professor;
B.A. Texas Wesleyan
University,
D.O. Texas College of
Osteopathic Medicine

Ross, Donald M., D.O.
Assistant Professor;
D.O. University of Health
Sciences

Smith, Gregory H., D.O.
Assistant Professor;
B.S. Pennsylvania State
University,
D.O. Kirksville College of
Osteopathic Medicine

Wilson, C. Terrence, D.O.
Assistant Professor;
B.S. Marshall University,
D.O. West Virginia School of
Osteopathic Medicine

Clinical Faculty

Bayles, Kenneth, D.O.
Clinical Assistant Professor

Bendel, Henry W. Jr., M.D.
Clinical Assistant Professor

Beyer, David M., D.O.
Clinical Assistant Professor

Brancel, Dale H., D.O.
Clinical Assistant Professor

Brooks, Edward M., D.O.
Clinical Associate Professor
(Otorhinolaryngology)

**Calabria, James T., D.O.,
F.A.C.O.S.**
Clinical Associate Professor

Carter, Richard A., D.O.
Clinical Assistant Professor

Crawford, Robert R., D.O.
Clinical Assistant Professor

Fisher, Roy B., D.O.
Clinical Associate Professor

Frank, Gordon D., M.D.
Clinical Assistant Professor

Glickfeld, Myron, D.O.
Clinical Associate Professor

Griffin, Glenn, D.O.
Clinical Assistant Professor

Hey, Wayne, D.O.
Clinical Assistant Professor

Hull, Christopher K., D.O.
Clinical Assistant Professor

LaManna, J.L., D.O.
Clinical Assistant Professor

Martz, Russell, D.O.
Clinical Associate Professor

Peska, Don N., D.O.
Clinical Assistant Professor

Otero, Angelo L., M.D.
Clinical Professor

Raborn, Westley, D.O.
Clinical Assistant Professor

Ranelle, Brian, D.O.
Clinical Associate Professor
(Ophthalmology)

Ranelle, H. William, D.O.
Clinical Professor
(Ophthalmology)

Ranelle, Robert, D.O.
Clinical Assistant Professor

Schuster, Dennis L., M.D.
Clinical Assistant Professor

Smith, John Houston, M.D.
Clinical Assistant Professor

Stone, David, D.O.
Clinical Assistant Professor

Stroud, Robert, D.O.
Clinical Assistant Professor

Sufian, David, D.O.
Clinical Assistant Professor

Swords, Frank, D.O.
Clinical Assistant Professor

Turner, Thomas R., D.O.
Clinical Associate Professor

Walker, Tero, D.O.
Clinical Assistant Professor

Wallace, William E., D.O.
Clinical Assistant Professor

Yollick, Bernard, M.D.
Clinical Assistant Professor

EMERITUS FACULTY

**Coy, Marion E., D.O.,
F.A.C.G.P.**
Professor Emeritus,
Manipulative Medicine;
B.S. Eureka College,
D.O. Kirksville College of
Osteopathic Medicine

Ellis, Virginia P., D.O.
Professor Emeritus,
Public Health and Preventive
Medicine (Public Health and
Community Medicine);
D.O. Kirksville College of
Osteopathic Medicine

**Jenkins, William R., D.O.,
F.A.C.O.S.**
Professor Emeritus, Surgery;
B.S. Texas Wesleyan
University,
D.O. Kirksville College of
Osteopathic Medicine

Korr, Irvin M., Ph.D.
Professor Emeritus,
Manipulative Medicine;
B.A. and M.A. University of
Pennsylvania,
Ph.D. Princeton University

**Ogilvie, Charles D., D.O.,
F.A.O.C.R., F.A.C.O.S.**
Professor Emeritus, Medical
Humanities;
D.O. Kirksville College of
Osteopathic Medicine

**Wilkins, Frederick M., D.O.,
F.A.O.C.R.**
Professor Emeritus, Radiology;
B.S. Elizabethtown College,
D.O. Philadelphia College of
Osteopathic Medicine

PROFESSIONAL LIBRARY FACULTY/STAFF

Brooks, Ann
Associate Director, Public
Services;
Assistant Professor, Medical
Education;
B.S. California Polytechnic
University,
M.L.S. University of
Pittsburgh,
M.B.A. Texas Christian
University

Carter, Bobby R.
Director, Library Services;
Associate Professor, Medical
Education;
B.S. University of Houston,
M.S. Louisiana State
University

Elam, Craig S.
Associate Director, Technical
Services;
Assistant Professor, Medical
Education;
A.B. Stanford University,
M.L.S. University of California
at Berkeley

Lee, Regina

Reference Librarian;
Coordinator of Interlibrary
Loan;
B.A. Angelo State University,
M.L.S. University of Texas at
Austin

Martin, Dohn H.

Systems Librarian;
M.S. and M.S.L.S. University
of North Carolina, Chapel Hill

Mason, Timothy D.

Technical Services/Cataloging
Librarian;
Instructor, Medical Education;
B.A. University of Cincinnati,
M.L.S. University of North
Texas

McInroy-Hocevar, Moira

Learning Resource Center
Librarian;
Assistant Professor, Medical
Education;
B.Ed. Nottingham University,
M.A. Glasgow University,
M.L.S. University of North
Texas

Porter, Sherry

Serials Librarian;
Instructor, Medical Education;
B.A. Southwest Texas State
University,
M.L.S. University of Texas at
Austin

Raymond, Sue

Coordinator of Instructional
Services;
Instructor, Medical Education;
B.A. Georgetown College,
M.L.S. University of Missouri
at Columbia

Taber, Gay

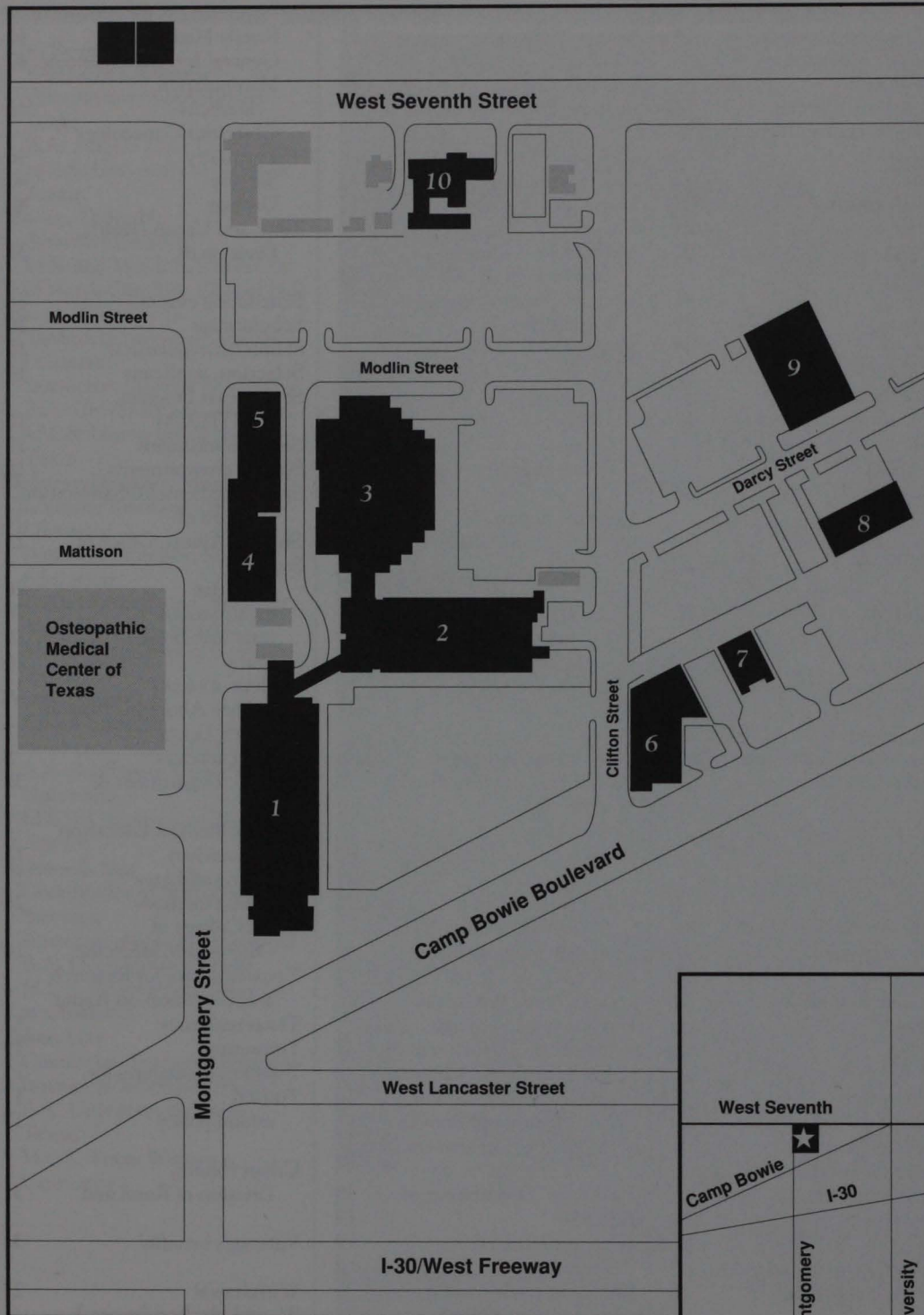
Circulation Services Librarian;
Instructor, Medical Education;
B.A. University of North
Texas,
M.L.S. Texas Woman's
University



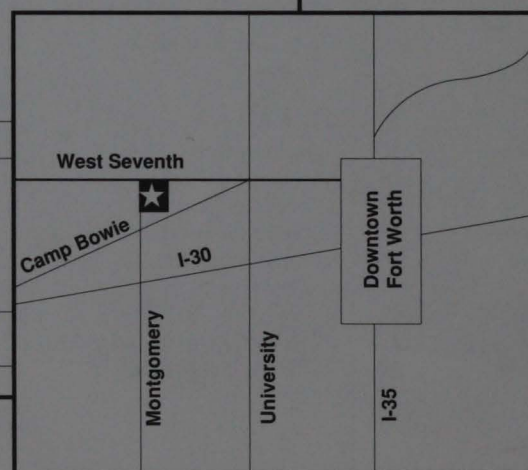
Index

Academic		Early Decision Program	14	Leaves of absence	24	Family Medicine	40
advisement	25	Emergency Medicine,		Library	8	General Internal Medicine	40
honors	22	Division of	31	Library faculty	49	Manipulative	
probation	23	Environments, special	18	Loan programs, federal	16	Medicine	40
programs, special	21	Evaluation, course/instructor	21			Obstetrics/Gynecology	
Accreditations	3	Examinations	22	Manipulative Medicine,		Psychiatry	40
Administrative		final	22	Department of	33	Surgery	40
officers	4	review program	22	Map, campus access	52	Urology	40
staff	4	senior	22	MCAT	12	Rural and Urban Health,	
Admission		subject	22	Medical Education,		Division of	31
requirements	12			Department of	34		
Advanced placement	21	Faculty	41	Medical Humanities,		Scheduling events	26
Americans with Disabilities		emeritus	49	Department of	35	Scholarships	16
Act	27	library	49	Medical Scientist Training		Scholastic regulations	18
Anatomy and Cell Biology,		Family Medicine,		Programs	39	Selection, applicant	14
Department of	30	Department of	31	Microbiology and Immunology,		Seven-Year Program,	
Anesthesiology,		Fees	17	Department of	35	UNT/TCOM	16
Department of	30	Financial aid	16	Military affairs	26	Sexual harassment	27
Applicant selection	14	Fiscal policies	17	Mission statement	2	Special environments	18
Application procedures	13	Food service	26			Sports Medicine/Rehabilitation,	
Attendance	18			National boards	22	Division of	31
Auditing	21	Grades	20	North Texas Eye Research		Student Affairs, Office of	25
		incomplete	20	Institute	6	Student	
Basic Science and Research,		numerical course	20			activities	26
Office of	8	recording	20	Obstetrics and Gynecology,		organizations	26
Biochemistry and		remedied	20	Department of	36	responsibilities	18
Molecular Biology,		semester	20	Occupational Medicine and		sports	26
Department of	30	Graduate degree programs	39	Personal Health,		Student diversity	15
Biomedical Communications	9	Graduation,		Division of	37	Substance Abuse Institute of	
Board of Regents	4	Requirements for	24			North Texas	7
		Guidance, counseling and		Pathology, Department of	36	Support services	8
Calendar	5	academic advisement	25	Pediatrics, Department of	36	Surgery, Department of	38
Campus access map	52			Pharmacology,			
Center for Osteoporosis		Health and technical		Department of	36	Tarrant Medical Education	
Prevention and Treatment	6	standards	12	Physiology,		Consortium	11
Child care	25	Health science center,		Department of	37	Teaching affiliates	11
Clinics, TCOM	10	overview	6	Policy for Licensing Examination		Teaching methods	28
Continuing Medical Education	9	Health services	12	Review Program	22	Texas College of	
Counseling	25	Honors, Academic	22	Postgraduate programs	40	Osteopathic Medicine	10
Course/instructor		Honors Day	26	Probation, Academic	23	Texas Institute for Research	
evaluation	21	Hospitalization insurance	19	Promotion requirements	23	and Education on Aging	7
Courses, description of	30	Housing	25	Psychiatry and Human		Texas residency	15
Course syllabus	18			Behavior, Department of	37	Transcripts	19
Curriculum	28	ID cards	26	Public Health and Community		Transfer, Procedures for	15
description of courses	30	Immunizations	19	Medicine, Division of	37	Tuition	17
goals	28	Information Technology		Public Health and Preventive		refund policy	17
overview	28	Services	9	Medicine, Department of	37		
sequence of courses	29	Institute for Forensic Medicine	6			Urban Health,	
teaching methods	28	Internal Medicine,		Radiology, Department of	38	Division of Rural and	31
		Department of	32	Records	19		
Dismissal	24			accessibility of	19	Veteran's benefits	36
Diversity statement	27	Job-hunting assistance		Registration	18		
Dual-degree programs	39	for student spouses	26	Research, Division of		Withdrawal	23
M.S./D.O.	39			(Family Medicine)	31	Wound Healing Research	
Ph.D./D.O.	39			Residency programs	40	Institute	7
				Anesthesiology	40		

Campus Access Map



- N**
↑
1. Medical Education Building 1
 2. Medical Education Building 2
 3. Gibson D. Lewis Health Science Library
 4. Central Family Practice Clinic
 5. Surgery Clinic
 6. Pediatric Clinic
 7. Psychiatry and Human Behavior Clinic
 8. Physical Plant
 9. General Services Building
 10. Founders' Activity Center





**University of North Texas
Health Science Center at Fort Worth**

Texas College of Osteopathic Medicine

3500 Camp Bowie Boulevard
Fort Worth, Texas 76107-2699
817-735-2204 1-800-535-TCOM

An equal opportunity/affirmative action institution