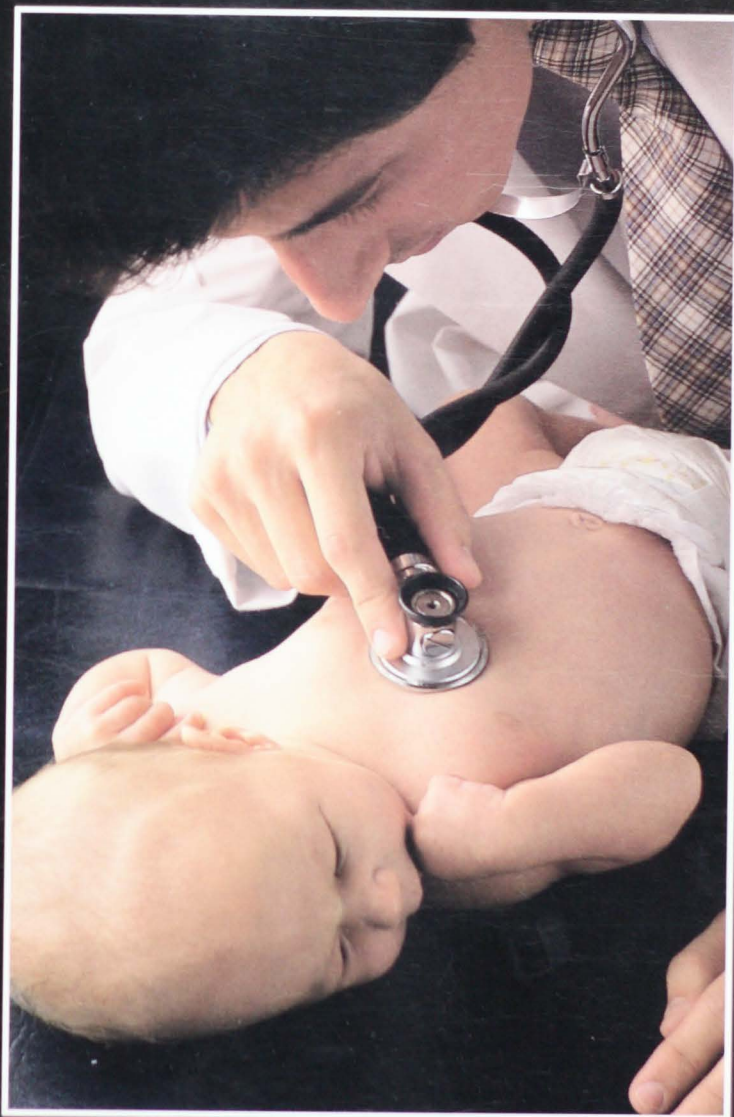




University of North Texas
Health Science Center at Fort Worth

Texas College of Osteopathic Medicine



1998-1999 Catalog



**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

1998-1999 Catalog

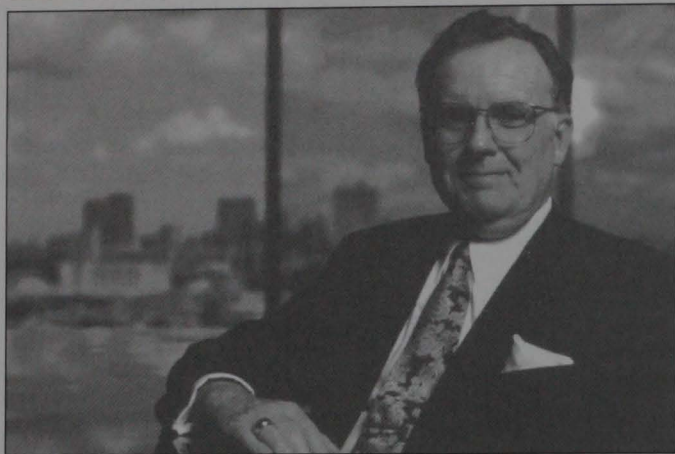
This catalog is an official bulletin of the University of North Texas Health Science Center Texas College of Osteopathic Medicine and is intended to provide general information. It contains policies, regulations, procedures and fees in effect as of July 1, 1998. The health science center reserves the right to make changes at any time to reflect current board policies, administrative regulations and procedures, amendments by state law and fee changes. Information provided by this catalog is subject to change without notice and does not constitute a contract between the University of North Texas Health Science Center 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 institutional rules, regulations and policies for which a student is responsible. Students should also consult the TCOM Student Handbook.

The health science center reserves the right to withdraw a student for cause at any time.

The University of North Texas Health Science Center at Fort Worth is an equal opportunity/affirmative action institution. It is the policy of the health science center not to discriminate on the basis of race, color, religion, sex, age, national origin, disability, or disabled veteran or veteran of the Vietnam era status, in its educational programs, activities, admissions or employment policies. Questions or complaints should be directed to the Equal Opportunity Office, 817-735-2357.

President's Message



Welcome to an institution that we believe is in the right place at the right time doing the right things.

Today, managed care priorities, the "graying of America" and genetics are some of the most powerful agents of change shaping the environment in which we teach and practice. Fortunately, we have a few advantages that put us ahead of the evolutionary curve:

- Our roots are in the century-old osteopathic traditions of primary care, disease prevention and the promotion of healthful living. Only 18 other academic institutions in the nation share this legacy.
- Our training programs are based in cost-effective, community-oriented ambulatory settings.
- Almost half our funded research projects are devoted to unlocking the biological secrets of aging, and our geriatric clinical care program is unique in this region.
- Our DNA/Identity Laboratory is a premier local and state resource for genetic testing and DNA-based diagnostics, a participant in international DNA policy-making and the world's first DNA storage bank for families.

Our goal is to assure you of a competitive edge as well, whether your future is in private practice, academia or research. We strive to provide you a supportive and stimulating atmosphere where everyone is encouraged to question, collaborate... and succeed.

Mastering the mysteries of health and science for the betterment of humankind is a lifetime effort. Thank you for joining us on the journey.

David M. Richards

David M. Richards, D.O.
President

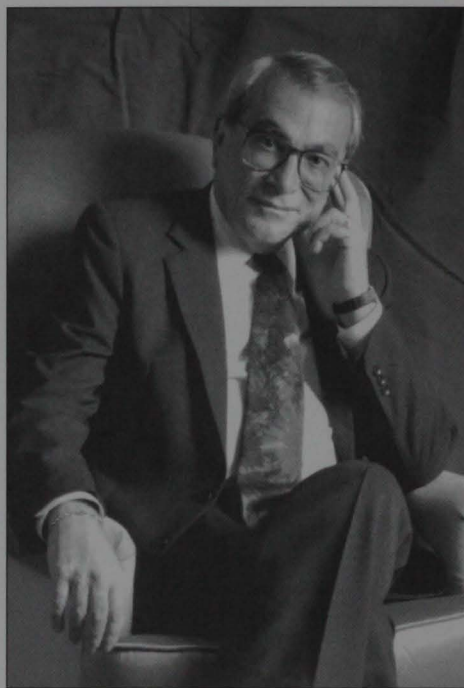
Dean's Message

As we cross the threshold of a new millennium carrying with us the values of humane, tender caregiving and a profound respect for the dignity of life, we are likewise preparing for the challenges of tomorrow.

Clinical applications of the human genome project, advances in molecular biology knocking on the secret door, the significance of primary care in health care delivery, population-based care, cost-effectiveness, the resurgence of potentially fatal infectious diseases, care of the poor, and the need to promote public health are but a few

of the items on the rich menu of food for thought for life's most interesting profession.

As we move in a continuum of the integration of sciences, medicine, public health and allied programs to meet society's needs, we gather about us a dedicated faculty: some of whom pursue the unknown through research; some of whom provide health care services to the community at large and to patients individually; but all of whom are engaged



in teaching and nurturing our most important product — you, the student physician.

We welcome your exploration of our health science center and, in particular, of our osteopathic medical school.

Together we will provide a healthier future for a changing world.

Benjamin L. Cohen D.O.

Benjamin L. Cohen, D.O.
Vice President for Health Affairs and Executive Dean, TCOM

Contents

Academic Calendar 1998-99	4	Admission, Financial Aid and Fiscal Policies	16	Academic Honors	Five/ Faculty and Health Science Center Officers and Staff	46
One/ The Health Science Center	6	Admission Requirements		Promotion Requirements		
Overview		Health and Technical Standards		Academic Probation	Faculty	
Mission Statement		Application Procedures		Withdrawal, Leaves, Dismissal	Emeritus Faculty	
Texas College of Osteopathic Medicine		Early Decision Program		Requirements for Graduation: Class of 2002	Professional Library Faculty	
North Texas Medical Education Consortium		Applicant Selection			Officers and Staff	
Institutes for Discovery		Seven-Year Programs		Three/ Curriculum		
Institutional Support Services		Student Financial Aid		Overview	Index	59
		Fiscal Policies		Teaching Methods		
		Tuition, Fees and Other Charges		Goals	Nondiscrimination and Harassment Policies	60
Two/ Student Affairs	14	Academic Policies	21	Sequence of Courses		
Student Life	14	Overview		Description of Courses	Campus Access Map	62
Division of Student Affairs		Course Syllabus		Four/ Other Training Programs		
Food Service		Attendance		Dual-Degree Programs		
Health Insurance Program		Absences for Religious Holidays		Postgraduate Programs		
Health Services		Participation in Special Environments				
Honors Day		Academic Misconduct				
Housing		Registration				
ID Cards		Records				
Liability		Grades				
Scheduling Events		Course/Instructor Evaluation				
Student Activities		Special Academic Programs				
Student Lounge		Examinations				
Student Publications						
Veterans Registration						

Accreditation

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, the Council for the Advancement and Support of Education, and the Council of Graduate Schools. The University of North Texas Health Science Center at Fort Worth is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master's and doctoral degrees. 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.

For further information regarding the institution's accreditations and state approval or to review related documents, contact the Office of Educational Planning and Development, Medical Education Building 1-864, 817-735-2510.

Academic Calendar 1998-1999

for medical students

Fall 1998			Summer 1999
August 4-6 Orientation for Year I students	October 5 Fall semester grades for Semester 5, Year III students due to Registrar	March 15-19 Spring Break for Year I and II students	June 2-3 Scheduled administration of Level I: COMLEX
August 7 Convocation/White Coat Ceremony for Year I students	October 8 Hospital Visitation Day	March 24 Research Appreciation Day	June 4 Spring semester grades for Year I students due to Registrar
August 8 Family Day	October 12-13 Administration of Step I: USMLE	April 30 Last rotation day for Year IV students	June 5 Commencement
August 10 Registration for Year I and II students First day of fall classes for Year I and II students	October 20-21 Administration of Level I: COMLEX (make-up)	May 3 First day of Semester 8 classes, Year IV students Year IV clerkship grades due to Clinical Affairs	June 8-9 Scheduled administration (tentative) of Step I: USMLE
August 14 Last day to register for Year I and II classes Ranchland	November 26-27 Thanksgiving Holiday*	May 7 Last day of classes for Year II students	June 9-10 Scheduled administration (tentative) of Level III: COMLEX
August 18-19 Administration of Level II: Comprehensive Osteopathic Medical Licensing Examination (COMLEX)	December 1-2 Administration of Step III: USMLE (on campus)	May 21 Last day of classes for Year IV students Spring semester grades for Year II students due to Registrar	June 14 Registration and first day of classes for Semester 5 classes, Year III students
August 25-26 Administration of Step II: United States Medical Licensing Exam (USMLE)	December 11 Last day of fall classes for Year I and II students	Semester 8 grades for Year IV students due to Registrar	July 9 Last day for Year III students to withdraw with partial refund of tuition
September 7 Labor Day Holiday*	December 14-January 1 Winter Holiday*	May 28 Last day of classes for Year I students	
September 9 Last day for Year I and II students to withdraw from fall semester with partial refund of tuition and fees	December 18 Fall semester grades for Years I and II due to Registrar	May 31 Memorial Day Holiday*	
September 10 Last day of Semester 5 classes for Year III students	Spring 1999		
September 21 Clinical clerkships begin for Year III students	January 4 First day of spring classes for Year I and II students		
	January 18 Martin Luther King Jr. Holiday*		
	January 29 Last day for Year I and II students to withdraw from spring semester with partial refund of tuition		

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



University of
North Texas
Health Science
Center

O N E

*The
Health
Science
Center*

Overview

The University of North Texas Health Science Center is one of the nation's distinguished academic medical centers, dedicated to the advancement of all three disciplines of medical science — education, research and patient care.

A 15-acre, \$71 million medical complex, the health science center is located in the heart of Fort Worth's Cultural Arts District. Our campus sits among parks, museums and tree-lined streets rather than in the concrete world of a central hospital district.

The health science center consists of two major institutions, Texas College of Osteopathic Medicine and the Graduate School of Biomedical Sciences, with a combined faculty of more than 190, a staff of 900 and a cadre of some 300 volunteer community physicians.

TCOM is Texas' only college of osteopathic medicine, and one of only 19 in the nation. Roughly three-fourths of the almost 2,000 physicians who have trained at TCOM since 1970 practice primary care or family medicine — the highest proportion among the state's eight medical schools and one of the highest in the country. Since primary care is the linchpin of the medical managed care system now evolving, it is likely that most of our 454 current medical students will also pursue primary care careers, although their training prepares them to aspire to any specialty, from aerospace medicine to heart transplant surgery.

Since 1993 the graduate school has offered master's and doctoral degrees in the biomedical sciences, with specializations in anatomy and cell biology, molecular biology and immunology, pharmacology and integrative physiology. It also offers one of only two master of public health degree programs in Texas.

In 1997, the health science center launched its first undergraduate program, offering a bachelor of science degree with a

major in physician assistant studies.

Faculty members in the health science center's Physicians & Surgeons Medical Group practice in all medical and surgical specialties and subspecialties. More than 176,000 patient visits are logged each year at the health science center's network of 24 clinics and laboratories. A new 135,000-square-foot Patient Care Center opened on campus in 1997.

Among the health science center's physicians and scientists are nationally respected faculty members who are leaders in areas such as the biochemistry of aging, vision, heart disease, DNA and genetics, substance abuse, wound healing, osteoporosis and tuberculosis. This growing team of experts has fostered the creation of nine Institutes for Discovery and garnered over \$25 million in cumulative active research grants.

The health science center is also home to one of the most advanced medical libraries in the Southwest and the premier DNA identity testing laboratory in Texas.

Among the score of community endeavors the health science center is involved in is Fort Worth's medical and technology business incubator, MedTech. This singular project holds promise of creating new businesses and new jobs for the city, while taking medical discoveries from concept to development.

A recent collaboration between the health science center and a development corporation will result in Fort Worth becoming the hub for one of the largest sites in the nation for research, treatment and prevention of Alzheimer's Disease. The project is expected to bring together the largest patient base for research in Alzheimer's Disease in the world.

Mission Statement

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 the Texas College of Osteopathic Medicine and a longstanding 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, biomedical scientists, public health professionals, physician assistants and other health professionals for careers in health care, teaching and research. 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 public health issues affecting the patient and society. The institution supports a culturally diverse environment and advocates mutual respect for all members of the health science center community as they strive for excellence.

Education

Undergraduate, graduate and postgraduate teaching programs provide strong foundations of knowledge and skills in the basic and clinical sciences. Their 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 serve 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. (Accepted by the UNT Health Science Center Board of Regents May 1996.)

Texas College of Osteopathic Medicine

The formation of America's seventh osteopathic medical school (there are now 19) 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.

TCOM accepted its first students in 1970. In 1972, a relationship was forged that laid the foundation for the medical school's eventual 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. TCOM's 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.

Today, TCOM is a state and national leader in 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.

TCOM students perfect their medical skills under the supervision of physicians in 24 college clinics and laboratories, over a dozen affiliated teaching clinics and hospitals across Texas, and many community outreach activities. 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
855 Montgomery, Fort Worth
Clifton Cage, D.O., Director

Godley Family Practice Clinic
101 S. Main Street, Godley
Richard Baldwin, D.O., Director

Northside Family Practice Clinic
1851 Harrington, Fort Worth
Craig Whiting, D.O., Director

Seminary Drive Family Practice Clinic
1305 East Seminary Drive, Fort Worth
Phillip Saperstein, D.O., Director

Southside Family Practice Clinic
959 E. Rosedale, Fort Worth
John Carter, D.O., Director

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

TCOM's specialty clinics/laboratories include:

Allergy, Asthma and Immunology
Choose to Lose Weight Management Program
Diabetes Clinic
DNA/Identity Laboratory
Gerontology Assessment and Planning
Internal Medicine
International Travel Medicine
Obstetrics and Gynecology
Occupational Medicine and Corporate Health
Osteopathic Manipulative Medicine
Osteoporosis Prevention and Treatment
Pathology/Clinical Laboratory
Pediatrics
Psychiatry and Human Behavior
Public Health/Preventive Medicine
Sports Medicine/Rehabilitation
Surgery
Urology Clinic
Wound Healing/Hyperbaric Medicine

Clinical Teaching Affiliates

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

Columbia Bay Area Medical Center
Corpus Christi

Columbia Medical Center-Dallas
Southwest
Dallas

Dallas/Fort Worth Medical Center
Grand Prairie

Darnall Army Community Hospital
Fort Hood

Diamond Hill Community Health Center
Fort Worth

Federal Medical Center
Fort Worth

Fort Worth Veterans Administration
Outpatient Clinic
Fort Worth

John Peter Smith Hospital
Fort Worth

Lake Worth Osteopathic
Family Medicine Clinic
Fort Worth

Osteopathic Medical Center of Texas
Fort Worth

Primary Care Clinic
Granbury

Saginaw Osteopathic
Family Medicine Clinic
Saginaw
Tri City Hospital
Dallas

University Drive Osteopathic Family
Medicine Clinic
Fort Worth

The University of Texas
Health Science Center at Tyler
Tyler

William Beaumont Army Medical Center
El Paso

North Texas Medical Education Consortium

The UNT Health Science Center is a founding member of the North Texas Medical Education Consortium, a precedent-setting effort to enhance both local health care and medical education. Other members

of this training and research alliance, which was begun in 1992, are the University of North Texas, Harris Methodist Health System, the Osteopathic Medical Center of Texas, JPS Health Network, the University of Texas Southwestern Medical Center at Dallas, Texas Woman's University Institute for Health Sciences-Dallas Center, Dallas-Fort Worth Medical Center, Baylor Medical Center at Grapevine, City of Fort Worth-Tarrant County Health Departments, Tarrant County Mental Health Mental Retardation Services, Medlife Carevision Network and the Health Industry Council of the Dallas-Fort Worth Region.

The consortium's mission is to demonstrate a community health model of generalist medical education that draws on the strengths of both the osteopathic and allopathic traditions of American medicine through a commitment to dual accreditation and health services research into cost-effective models of health care delivery.

Institutes for Discovery

Cardiovascular Research Institute

The Cardiovascular Research Institute, established in 1995, provides advanced training for predoctoral and postdoctoral students in support of the basic and clinical science needs of the north Texas area. Special emphasis is on integrating basic molecular research into the development of new treatments for cardiovascular disease and then studying the outcomes of those new treatments. Institute faculty members teach graduate students, medical students and clinical fellows, as well as conduct continuing medical education and community education outreach programs. The institute also sponsors monthly research forums where faculty members and students discuss the integration of basic molecular biology with organ system physiology.

A Ph.D. degree in integrative physiology is offered through the Graduate School of Biomedical Sciences, and students training within the Cardiovascular Research Institute may qualify for stipends.

Center for Osteoporosis Prevention and Treatment

The center was established in 1993 by the Department of Internal Medicine's Division of Rheumatology to foster collaborative research between clinical and basic science faculty dedicated to fighting this debilitating affliction. Osteoporosis is an epidemic in America, resulting in widespread concern about the ability of the health care system to cope with this growing problem.

Basic science departments, the Department of Public Health and Preventive Medicine, the Department of Obstetrics and Gynecology, other departments of the medical school and other health care institutions participate in institute projects.

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 programs and service models to educate the public and health care providers about osteoporosis. Research efforts are enhanced by the use of a DEXA X-ray densitometer, which facilitates the early diagnosis of bone mineral density abnormalities.

Geriatric Education and Research Institute

The Geriatric Education and Research Institute, established in 1996, is committed to the promotion of health, quality of life and independence among the nation's elderly through scientific research, education and community service.

Activities to better understand the biology of aging will bring together basic and clinical scientists to lead biomedical research programs that will break new ground in areas such as wound healing, vision loss and memory loss.

Activities regarding health promotion and older adults will reflect the osteopathic philosophy of promoting the health and well-being of individuals and not waiting for ill patients to arrive at the door of a health care provider. The institute plans to establish and evaluate health programs within the community that promote the physical, psychological and social well-being of the elderly.

Activities in clinical geriatric care will go beyond the traditional research goals of solving acute care problems of the aged. Geriatricians, gerontologists, social workers, faculty and medical staff of the institute will address the issue of establishing new clinical programs as well as evaluating their effectiveness.

Other activities in geriatrics training will support the health science center's educational mission.

Institute for Cancer Research

The Institute for Cancer Research is a newly developed center that serves as the focus for academic leadership in all aspects of cancer research and education within the UNT Health Science Center, as well as for Fort Worth and the North Texas area. The institute serves as the focal point and coordinating organization for cancer-related educational activities at the health science center at the predoctoral, postdoctoral, undergraduate and continuing education levels.

The institute's scope includes, but is not limited to, various aspects of basic and translational research. Institute activities include an emphasis on cancer prevention and control, molecular diagnostics, clinical

investigations, and cancer diagnosis and therapy. Basic and translational research areas of emphasis include cancer cell biology, biochemistry, molecular biology, gene therapy, progression, invasion, angiogenesis/vasculature, metastasis, immunology and experimental therapeutics.

The institute serves as a focal point for interactions with private-sector biotechnology and pharmaceutical companies with interests in cancer.

Institute of Forensic Medicine

The Institute of Forensic Medicine, established in the early 1980s, is an educational and research collaboration between UNT Health Science Center's Department of Pathology and DNA/Identity Laboratory, and the Tarrant County Medical Examiner's Office. This partnership advances the forensic knowledge of medical, graduate and allied health students.

National authorities have pointed out that any community that is interested in the lives of its citizens must also be interested in their deaths. In addition to medicolegal cases, every busy, urban medical examiner's office also investigates and examines numerous cases of sudden, unexpected natural death. Therefore, the entire spectrum of these vitally important aspects of pathology are available for study. Frequently, such activities function as a stimulus for investigative endeavors that often results in increased understanding of patient care and aspects of prevention of these catastrophic diseases.

It is the goal of the institute to provide students a comprehensive training arena while building the health science center's forensic medicine research funding for the ultimate support of forensic graduate programs and research efforts.

Institute of Nutrition and Chronic Disease Prevention

The Institute of Nutrition and Chronic Disease Prevention was established in 1995 and represents the combined efforts of the Department of Internal Medicine and the Department of Biochemistry and Molecular Biology, as well as the talents of other interested faculty members.

The long-term mission of this institute is to promote good health by preventing the development and progression of chronic diseases through an emphasis on sound nutritional practices. The institute has three broad areas of focus: higher education, public education and community service, and basic and applied research.

Research activities address the role of nutrition in preventing cardiovascular disease, cancer and diabetes, and the improvement of the quality of life during aging. Efforts focus on the nutritional components and molecular mechanisms of disease processes at the cell, organ and whole organism levels.

North Texas Eye Research Institute

The North Texas Eye Research Institute was formed in 1992 to serve as an academic and research focus for basic and clinical science activities within the visual science community of Fort Worth and North Texas.

The institute faculty consists of basic and clinical scientists who have primary appointments at the health science center, private practice or industry. They are heavily involved in the training of medical students, graduate students and postdoctoral fellows. Their research programs cover aspects of eye disease such as retinal degenerations, glaucoma, diabetic complications, aging and cataracts.

The institute sponsors a monthly Distinguished Visual Scientist Seminar Series, a weekly journal club, continuing medical education courses for health

professionals and an annual eye health fair. Institute faculty also conduct clinical trials for testing the safety and efficacy of various therapeutic drugs and devices.

Substance Abuse Institute of North Texas

The Substance Abuse Institute of North Texas is housed in the Department of Pharmacology and the Department of Psychiatry and Human Behavior. The institute is a consortium of professionals actively involved in research and education in areas related to the problem of substance abuse.

The institute promotes strong interactions between its members to develop and extend research programs. Members conduct research into the physiological basis of addiction and substance abuse as well as in research aimed at developing new drug therapies that will aid in the withdrawal and abstinence from substances of abuse. Research grants from the National Institute on Alcohol Abuse and Alcoholism include studies focused on the treatment of alcohol withdrawal as well as studies focused on interactions between ethanol and nicotine. Contracts from the National Institute on Drug Abuse concentrate on developing an antagonist to block the reinforcing effects of cocaine. Other current projects include investigations on the contribution of genetic factors on the consumption of cocaine and the use of genetically-modified (knock-out) animals to determine the underlying neurochemical processes involved in cocaine self-administration.

Educational activities of institute members include graduate and postgraduate training of research professionals as well as the training of physicians and other health care professionals. The institute hosts research conferences and cosponsors seminars with area groups. International speakers and visiting scientists are attracted

to the health science center campus to interact and perform research with institute members.

Wound Healing Research Institute

A key role of the Wound Healing Research Institute, established in 1992, is to translate research results into viable treatments that minimize the pain and suffering caused by debilitating consequences of problem wounds.

Its five-fold mission includes: expanding knowledge of the process of injury and wound healing using novel *in vitro* models and molecular biology techniques; application of innovative approaches such as the use of hyperbaric medicine, growth factors, tissue replacement therapies to problem wounds to prevent amputation and permanent disability; training graduate and medical students, interns and residents in new and interdisciplinary approaches to problem wounds; disseminating knowledge and experience through courses, seminars, conferences and symposia as a part of continuing medical education; and evaluating new pharmaceuticals and devices through all phases of the FDA approval process.

Funding from federal, state and private agencies and organizations supports various projects conducted within the institute. Faculty from basic science departments and the departments of general and family practice, internal medicine, pathology, surgery and hyperbaric medicine make up the research staff of the institute.

Institutional Support Services

Office of Research and Biotechnology

The Office of Research and Biotechnology develops policies and administers programs to enhance research and scholarly

activity and to assure institutional compliance with all mandated requirements related to research. The office assists in proposal development, identification of and negotiations with potential sources of support, and post-award management of research funds, intellectual property, and patent and copyright matters.

The office coordinates all basic and applied research, clinical trials and biomedical technology programs, including the centers of research excellence. Programs that promote these activities include seminars and workshops, faculty research programs, summer research training programs, collaborative and community outreach activities and a variety of programs to encourage students to enter careers in the health sciences.

The office also plays a leadership role in establishing and nurturing new research partnerships, technology transfer, and commercialization with industry and the private sector.

Biomedical Communications

The Department of Biomedical Communications is an educational service unit that supports development and implementation of health science center programs. 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. New video conferencing technology links the health science center and the University of North Texas in Denton to teach courses and conduct meetings. The department also receives programs on a variety of medical and policy issues via satellite.

Classroom playback of instructional videos, setup of audio-visual equipment for classroom use, student equipment checkout, 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.

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, and maintains and produces an in-house telephone directory for faculty and staff. 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 is responsible for submitting the Yellow Pages and White Pages information to appropriate telephone companies.

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.

Gibson D. Lewis Health Science Library

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

Featuring the latest information technology, this spacious and attractive facility provides the physical and intellectual resources needed for study, instruction and research. The library collection contains over 150,000 volumes and 2,280 journal titles in the basic biomedical sciences, clinical medicine and affiliated fields. Special Collections preserves historically significant materials, including over 2,300 volumes of osteopathic and nineteenth century medicine, The William G. Sutherland Collection, and institutional archives, photographs and oral histories documenting the school's first 25 years.

The library uses the Library Information System (LIS) to provide access to the

library's collections and to the National Library of Medicine's MEDLINE database. LIS may be accessed in the library, via telephone modem or through the Internet. Library instruction on LIS, MEDLINE and other library services, as well as reference services and mediated computer searches, are readily available.

Materials not owned by the library may be obtained through interlibrary loan from many sources. The library has been a resource library in the National Network of Libraries of Medicine since 1991. In addition, the library is a member of the South Central Academic Medical Libraries Consortium, which provides access to all 14 academic medical/health science center libraries in Texas, Arkansas, Louisiana, Oklahoma and New Mexico.

The library's Media Resources Center houses an audio-visual collection of over 5,700 titles, including over 420 computer software programs and some 116 anatomical models. The collection includes titles with a broad appeal to both medical/scientific users and the general public. Sixteen viewing rooms and 18 carrels are equipped with video playback and slide-tape projectors.

Three networked microcomputer labs, with Macintosh and IBM-compatible computers, are available in the MRC for student, staff and faculty use. Monthly computer classes are also offered. The Internet can be accessed in all three labs by users who have registered with Information Technology Services and have received a password. Portable computers are also available for overnight and weekend checkout.

All health science center students receive the full range of library services, including borrowing privileges, individual and group study areas, photocopying, computer searches, reference help, document delivery services, print indexes, personal instruction in the use of the library and access to the

library's collections. Students must have I.D. badges to borrow materials and gain access to the library's various study rooms.

Copy cards are available for purchase. The library is a member in the Copyright Clearinghouse Center to ensure compliance with the copyright law.

Office of Multicultural Affairs

The Office of Multicultural Affairs was created to coordinate all multicultural activities of the institution. Members of the multicultural affairs office assist in the recruitment, retention and mentorship of diverse students, faculty and staff. The office also interacts with all other administrative and academic departments on issues relating to diversity such as outreach and enrichment programs, community services and institutional activities.

The Office of Multicultural Affairs sponsors several student organizations to encourage peer support, networking and community service. It also fosters interest in science and medicine by coordinating various programs for students from elementary school to college.

Continuing Medical Education

The Office of Continuing Medical Education is nationally recognized as a leader in meeting the continuing medical education needs of physicians who provide primary care. The CME Office is the only CME provider in Texas that has earned accreditation provider status from both the Accreditation Council for Continuing Medical Education and the American Osteopathic Association. The office has obtained providership status from the Texas Nurses Association and is seeking accreditation to award pharmacists, social workers and allied health professionals continuing education.

The CME Office conducts an annual, comprehensive needs survey of physicians throughout Texas and other selected regions

of the nation in an effort to enhance programming and monitor health care trends. Major CME conference locations include Dallas, Fort Worth, South Padre Island, Colorado Springs and Lake Tahoe. The CME Office also coordinates institutional grand rounds and some 200 one-to-five-accredited-hour conferences in Texas each year.



T W O

*Student
Affairs*

Student Life

Division of Student Affairs

The Division of Student Affairs 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.

Staff members are available for general counseling or information and assistance with any phase of campus life. In emergency situations (such as a death in the family) special assistance can be provided for notification of professors, medical withdrawal, etc. The office handles disciplinary and social adjustment problems, and offers self-development opportunities and enrichment activities.

The Division of Student Affairs encompasses student development, academic support, admissions, financial aid and the registrar.

Academic Assistance, Guidance and Counseling

The Academic Assistance Office conducts learning strategies workshops for incoming students during the week of orientation. Included are a learner-oriented library tour, an anatomy lab introductory activity, as well as specific study skills pertinent to fall semester courses. Follow-up workshops occur in January to help first-year students prepare for the spring semester courses. Additional workshops and services are conducted on an as-needed basis.

Other academic assistance services are available by appointment or on a walk-in basis. These services include counseling in learning skills, time management, test-taking

skills and a peer-tutoring 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 Student Affairs Administrative Office or the Student Development Office.

Food Service

A cafeteria-style breakfast and lunch service is available in the lounge on the first floor of the Gibson D. Lewis Health Science Library. Snack foods and beverages can be purchased from vending machines located throughout the health science center. There are also a variety of restaurants within walking distance of campus.

Health Insurance Program

As noted in the Academic Policies section of this catalog, it is compulsory for all students to carry medical and hospitalization insurance, and proof of insurance must be provided at each registration.

Although health insurance may be purchased from any insurance carrier, a group student health insurance plan is offered by a non-university-affiliated carrier for students enrolled at the health science center. Application forms are available in the Division of Student Affairs.

Health Services

Health care services are available to students and their immediate family members through the UNT Health Science Center's Central Family Practice Clinic,

which is in the Patient Care Center on the northwest corner of campus. This clinic is a public family practice facility, however, and you must make an appointment for every visit. You also must provide insurance information, and a claim will be filed. Students and their dependents are not charged general service fees. However, charges will be incurred for pathology, radiology and medications. Referrals to specialty areas are made as needed through the Central Family Practice Clinic.

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.

Housing

The health science center does not have on-campus student housing. However, students will find a variety of housing opportunities in the area. Every student is responsible for making his or her own housing arrangements. The Student Development Office provides information on real estate, apartments, apartment locators and temporary housing.

ID Cards

Health science center identification cards are issued during fall registration. The card entitles the bearer to access health science center facilities and serves as an identification for clinic and library services.

A replacement for a lost or stolen identification card can be purchased for \$5. Please contact Biomedical Communications for procedures and more information. Any stolen card should be reported to Campus Police.

The identification card is void upon termination or interruption of enrollment and when not properly encoded.

Fraudulent use of an ID card subjects the user to a fine of \$2,000 and up to one year in jail (Class A Misdemeanor). Anyone who uses the ID card to give false information to a police officer is subject to a fine of \$200 (Class C Misdemeanor).

Liability

The health science center is not responsible for and does not assume any liability for loss of or damage to personal property. A student may want to provide personal insurance coverage for possessions on campus.

Recreational Facilities

The Founders' Activity Center, located on the north end of campus, is open seven days a week to students, faculty and staff. The center features aerobics classes, regularly scheduled recreational sports, a multipurpose outdoor court and recreational equipment. Cardiovascular exercise equipment is also available, as well as free weights and weight machines. Exercise and nutrition programs can be tailored to the individual by the center's health promotions manager.

Scheduling Events

Student organizations are required to schedule events, seminars, programs and lectures through the Student Development Office.

Student Development Services

The primary function of the Office of Student Development is to serve the students of the health science center. The office addresses student issues from

prematriculation through graduation. The staff provides information on local housing, child care, employment and a variety of other student-related issues. The office advocates student rights and responsibilities. The Student Development Office supports all student organizations, programs and activities.

Student Organizations and Activities

There are 32 student organizations on the health science center campus. These organizations represent a variety of interests within the health professions community. In cooperation with the Student Development Office, they sponsor programs and activities that promote the intellectual, professional, social, physical and emotional development of all students. These organizations provide students with leadership opportunities at the local, regional and national levels.

The Student Development Office coordinates the student organization calendar and registration process. Students are encouraged to participate in organizations and campus events.

The health science center recognizes the right of any group of students, faculty or staff to form a voluntary organization for purposes not forbidden by the laws of the United States or the state of Texas. All campus organizations that include enrolled students as members must be registered with the Office of Student Development and the Division of Student Affairs.

Policies regulating the functioning, sponsorship and privileges of registered or recognized organizations are available in the Office of Student Affairs. For more information on student organizations and activities, contact the Student Development Office.

Student/Staff Lounge

The Student/Staff Lounge is located in Room 110 on the first floor of Medical Education Building 1, directly across from Luiibel Hall. The lounge offers recreational games, vending machines and a relaxing atmosphere. The Student Development Office and the Medical Student Government Office are housed in the lounge area.

Student Publications

The UNT Health Science Center annually publishes a student yearbook, *The Speculum*. All students are encouraged to participate in the production of the yearbook.

Veterans Registration

The health science center is approved by the Texas Workforce Commission 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.

A student must maintain a minimum cumulative weighted average of 75 to remain eligible to receive veteran's benefits. Veteran's benefit payments may not be made during any period of academic probation. All questions on veterans registration should be addressed to the Office of the Registrar.

Admission, 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 Office
P.O. Box 4056
Iowa City IA 52243-4056
- **Three years of college (90 semester hours or the equivalent number of quarter hours) at an accredited U.S. 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 and cellular 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 at the time of 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 doctor of osteopathic medicine (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 emergency 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, 5550 Friendship Blvd., Suite 310, Chevy Chase, MD 20815-7231).

Applicants using AACOMAS should be applying for the first year of study leading to the doctor of osteopathic medicine (D.O.) degree.

The procedures are:

1. For the entering class of 1999: Applications can be submitted to AACOMAS beginning June 1, 1998; the deadline for receipt of applications is December 1, 1998. 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 October 1, to ensure consideration for fall enrollment. Often all interview slots are filled before the applications that are submitted in late October or in November are fully processed.

2. AACOMAS applications may be obtained from the Office of Medical Student Admissions, from a health professions advisor or from AACOMAS. An applicant should mail the application and official transcripts from each college and university to AACOMAS. Please do not send applications and transcripts to TCOM unless requested by TCOM.

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.
- Letters of evaluation from a premedical/health professions advisory committee or letters from faculty members who know the applicant well.
- Letters of evaluation from the applicant's most recent employer or from another person who knows the applicant well are optional. 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. Decisions will then be made on 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 matriculation for one year and are guaranteed admission the following year. The request for deferment must be in writing.

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 June 1. Your AACOMAS application must be received by the Office of Medical Student Admissions on or before August 1. All decisions on EDP applicants are made by October 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 percent Texas residents for each entering class of 115 students. There is strong competition for the 10 percent of non-resident positions in each entering class. All applicants must be U.S. citizens or permanent residents in order to be considered.

The 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 in an alternate pool.

There is no prejudice for or against any applicant who reapplies. 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.

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. Questions regarding these requirements should be referred to the Office of Medical Student Admissions.

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.

Seven-Year Programs

TCOM offers a cooperative baccalaureate/osteopathic physician program with the

University of North Texas in Denton and The University of Texas at Dallas wherein students can earn their baccalaureate 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 or UTD and the first year at TCOM. Then, after the last three years in the TCOM curriculum and successful completion of graduation requirements, the students earn their doctor of osteopathic medicine degrees. For entrance requirements and more information, contact the Office of Medical Student Admissions.

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.

Student Eligibility

To be considered for financial assistance, a student must meet the following eligibility criteria:

- Certify that he or she does not owe refund on any grant or loan, is not in default on any loan or has made satisfactory arrangements to repay any defaulted loan, and has not borrowed in excess of the loan limits on any federal programs.
- If required to do so, must be registered with the Selective Service.
- Must maintain satisfactory academic progress.
- Must use all funds received as financial aid for educational purposes only.

Student Counseling

Individual student counseling is available and encouraged. The counselors are available to discuss budgeting and types of financial

aid awards. Students receiving federal loans are required to receive in-person counseling before the release of the first disbursement of their first loan.

Student Budgets

Student budgets are developed within federal guidelines and must meet the approval of the Texas State Coordinating Board. These budgets are re-evaluated periodically and may or may not change depending on requirements by federal law. The cost of attendance is summarized as follows and is for the student only:

- Tuition and fees
- Books and supplies
- Room and board
- Transportation
- Miscellaneous expenses

Allowances for those students with dependents requiring dependent care and allowances for handicapped students may be permitted for students meeting specific requirements. In addition, students with

unusual or extenuating school-related circumstances that may require special consideration should contact the Financial Aid Office promptly. In some instances, students may be required to supply additional information for a complete evaluation of a request.

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 Loan 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
- Federal Perkins Loans
- Federal Family Education Loan Programs

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 more information.

Tuition, Fees and Other Charges

1998-99 in-state tuition: \$6,550.

1998-99 out-of-state resident/foreign student tuition: \$19,650.

Estimated 1998-99 expenses for 10 months for a single first-year student: \$21,327 (includes in-state tuition, fees, books, supplies, room and board, transportation and personal expenses).

The following fees apply to all medical students during the 1998-99 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: \$200 per academic year.

Activity Center Fee: \$50 per academic year.

Medical Service Fee: \$75 per academic year.

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 1998-99 academic year:

ID Card Replacement Fee: \$5.

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: \$4 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.

Credit Eligibility

Due to the demanding course schedule, holding a part-time job may not be possible. This creates a greater dependence on financial aid to cover living expenses. Many students discover a need to borrow additional funds beyond what the Stafford programs will allow. The source of these additional funds is usually a private alternative educational loan.

Unlike Stafford loans, the government does not guarantee alternative loans. Therefore, lenders usually review a student's credit history before granting an alternative loan. Educational loan defaults, bankruptcies, charge-offs, foreclosures, judgments, liens or an excess of slow payments could damage the chances of receiving the alternative loans necessary to cover all educational and living expenses that a student is responsible for while attending medical school.

A good credit history is important to ensure that any student is able to take full advantage of all funding options available through financial aid.

Insurance for Alternative Loans

Unlike Stafford loans, most alternative loans do not include a death/disability clause. This means that most alternative loans are not forgiven in the event of death or total disability. We recommend that any student planning to borrow money from an alternative loan program consider securing adequate insurance coverage for the loan.

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 provided they leave before the 60-percent-completion point of the semester. After the 60-percent-completion point, the institutional refund policy described below will be followed.

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.

Academic Policies

Overview

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

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

The college reserves the right to amend or add to the academic policies and 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.

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 associate dean for clinical education. 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 senior associate dean for student affairs.

Religious Holy Day Request Policy

A student may request release from duties for observance of a religious holy day by submitting a "Religious Holy Day Request Form" to the course director within 14 days from the beginning of the course. Instructors may require a letter of verification of any observed holy days from the religious institution. The course director shall make reasonable attempts to accommodate a request where possible; however, there is no intrinsic guarantee that a request will be granted. Procedures to appeal a decision of the course director are provided in the "Grievance and Appeal Procedure" (Student

Handbook). The "Religious Holy Day Request Form" is available in the Office of the Registrar. Refer to Section 51.911 of the Texas Education Code to see applicable guidelines for this policy.

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.

Academic Misconduct

Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the health science center's Code of Student Conduct and Discipline. (See TCOM Student Handbook.)

The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; and (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the health science center.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes

the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; and assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denial of the degree, expulsion from the health science center or revocation of a degree already granted.

All students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the Code of Student Conduct and Discipline in the TCOM Student Handbook.

Registration

Registration is conducted annually during the summer for first-, second- and third-year TCOM 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 examina-

tions 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 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 Office of Medical Student Admissions before matriculating.

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.

The Texas Department of Health requires the following immunization conditions: 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 two doses of chicken pox vaccine. Students who have had chicken pox may provide a written statement from their physician or a parent. This is the only disease where a written statement from a parent can be considered proof of immunity. All students enrolled in health-related courses 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. All students will be skin tested for tuberculosis using the two-step testing procedure in accordance with Section X of the Tuberculosis Control Plan Policy 96.001.26 of the UNT Health Science Center. This will be done during the first month of classes.

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. 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.

Class rankings are established twice a year, after the end of the fall and spring semesters. Class rank will not be available by request at the Registrar's Office. Class rank will appear on the grade report that is mailed to each student following each semester.

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 \$4 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.

Open Records Policy

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 graduation, 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 released 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 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 student's 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

National Boards

All students are required to take Level I of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX, the new name 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 Level 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 Level I (per the minimums established by the National

Board of Osteopathic Medical Examiners) for promotion to the third year. Students who do not pass Level I will be allowed to remain as provisional students in the third year and will be required to retake the examination at the next regularly scheduled examination period. 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 Level II of COMLEX in the summer of their fourth year. Students requesting approval not to take the summer COMLEX must apply to the vice president for health affairs and executive dean in writing. Permission will be granted only for documented extraordinary circumstances. A student is required to pass Level II (per the minimums established by the National Board of Osteopathic Medical Examiners) for graduation.

Students who do not pass Level 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.

Subject Examination Policy

National Board of Medical Examiners Subject Examinations will be administered to all students following all basic science courses and core clinical clerkships for which these exams are available.

Courses for which a subject examination is not available may administer unit examinations, a comprehensive final (written or practical), or a combination

thereof, at the discretion of the department. No cumulative final examination will be given in a didactic course for which a subject examination is administered. Students must schedule an examination retake within 60 days of failing an examination.

All students will be allowed to take the subject examination without prior determination that the course has been passed.

Subject examinations will be graded as pass/fail and will not affect a student's numerical grade in a course or hinder the reporting of a course grade.

All subject examinations must be passed for normal progression in the academic program. Failure of an NBME Subject Examination occurs when a score is at or lower than two standard deviations below the national mean.

As with failure of the NBOME, failure of a subject examination will result in a student's referral to the Student Performance Committee for review of the student's academic record. The committee will make recommendations regarding academic progress on a case-by-case basis, depending on an overall assessment of the student's academic performance. Reexaminations are at the student's expense.

No student will be allowed to progress to clinical rotations until previous subject examination failure(s) have been successfully remedied. Passage of all subject examinations administered during clinical rotations is an academic requirement for graduation.

Licensing Examination Review

The health science center encourages all medical students to utilize programs that provide a review for the examinations administered by the National Board of Osteopathic Medical Examiners (COMLEX) and the United States Medical Licensing Examinations (USMLE).

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 at the end of each academic year 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.

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 Levels I and II of the examination administered by the National Board of Osteopathic Medical Examiners (COMLEX).

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 TCOM Student Handbook.

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.

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 all graduation requirements listed in the catalog in effect for the class with whom the individual graduates.

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.

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.

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 2002**

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 osteopathic medicine (D.O.) degree, provided they are of good moral character and that they:

1. have maintained at least a cumulative weighted average of 75, 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 Level I and Level II of the Comprehensive Osteopathic Medical Licensing Examination;
5. have complied with all legal and financial requirements of the college;
6. have exhibited the ethical, professional, behavioral and personal characteristics necessary for the practice of osteopathic medicine;
7. 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
8. 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.

** 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.*

THREE

Curriculum



Overview

The Texas College of Osteopathic Medicine curriculum is a four-year program leading to the degree of doctor of osteopathic medicine. 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 21 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.

Teaching Methods

The instructional program of 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

TCOM is dedicated to the principles of academic excellence and constantly strives to improve the quality of its 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 are committed 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.

New Curriculum Begins in 1999

TCOM is planning to revise its curriculum, beginning in the fall semester of 1999, to one in which basic science and clinical instruction is integrated in a systems format. The new curriculum will include problem-based learning activities and will take greater advantage of computer technology in both teaching and testing. While new in its organization and format, the revised curriculum will be built on the same strong

foundation of scientific and clinical knowledge that has characterized TCOM's outstanding academic program in its first quarter-century. For more information about the new curriculum, please contact the Department of Medical Education at 817-735-2632.

Sequence of Courses

Year 1, Semester 1

Biochemistry
Computer Literacy I
Developmental and Gross Anatomy
Manipulative Medicine I
Medical Interviewing

Year 1, Semester 2

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

Year 2, Semester 3

Clinical Exposure I
Computer Literacy II
Manipulative Medicine III
Medical Microbiology
Pathology
Pharmacology
Physical Diagnosis
Public Health and Preventive Medicine

Year 2, Semester 4

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

Year 3, Semester 5

Dermatology
Introduction to Emergency Medicine
Obstetrics and Gynecology
Pediatrics

Radiology
Surgery

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

Core Clerkships
Ambulatory Care (12 weeks)
Primary Care 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 (24 weeks)
Vacation (optional) (4 weeks)

Year 4, Semester 8 (2 weeks)

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.

A complete faculty roster begins on page 46.

DEPARTMENT OF ANATOMY AND CELL BIOLOGY

James E. Turner, Ph.D., chair

5101. Developmental and Gross Anatomy

A complete study of the gross morphological features of the human body including the anatomical development of the human from fertilization to full term. Lecture material and dissection are organized regionally. Lectures are presented by anatomy department faculty members supplemented by clinical faculty correlations for each region. There is a radiologic component in the laboratory consisting of representative X-rays, CAT scans and MRIs; radiology clinical faculty members present correlations. Each student is 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.

5206. Medical Neuroscience

Study of the neuroembryology, 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 glaucoma and 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 concentrate 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 American Heart Association, the American Paralysis Association and the American Health Assistance Foundation.

DEPARTMENT OF MOLECULAR BIOLOGY AND IMMUNOLOGY*

Ronald H. Goldfarb, Ph.D., chair

5110. Principles of Biochemistry

Principles of biochemical structure, molecular biology and metabolism as they apply to human health and disease states. The course consists of lectures as well as problem-solving clinical cases.

7 semester hours, first year, semester 1.

5314. Medical Microbiology and Immunology

Medical microbiology, basic and clinical immunology and infectious diseases are studied in modules consisting of lectures, laboratories and problem-solving clinical cases with laboratory demonstrations and examples. The course covers bacteria, viruses, fungi, parasites, related diseases, and the molecular and cellular basis of the immune response.

6 semester hours, second year, semester 3.

Departmental Research Highlights

Research efforts are linked to major health issues such as the decline of the immune system, failure of wounds to heal, vision problems, coronary artery disease, the role of steroids in vascular disease, abnormalities in cholesterol metabolism, diabetes, the health problems of the elderly, molecular and biochemical aspects of cancer cell biology and progression, and 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 programs in molecular parasitology that are aimed at developing drugs that target a parasite without harming its host, as well as programs in anti-cancer drug discovery.

Additional research interests include the regulation of cytokine gene expression, age-related changes in protein structure and function, endothelial cells, the arterial wall, steroid-binding proteins, and the regulation of prokaryotic and eukaryotic gene expression. Further interests include the molecular biology of microbial virulence, the regulation and molecular biology of bacterial carbohydrate metabolism, host response to respiratory infections, molecular immunology, autoimmunity, tumor immunology, mRNA decay and RNA-based regulation mechanisms, the structure and function of the human chromosome, vaccine development, and the molecular and immunological aspects of cancer biology and progression.

Molecular and biochemical studies in cancer research include the investigation of growth factors, signal transduction, matrix degradation, apoptosis, tumor invasion, angiogenesis and cancer metastasis. Many research projects involve faculty members from other basic science and clinical departments and institutes.

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

* The Department of Biochemistry and Molecular Biology and the Department of Microbiology and Immunology recently merged to form the Department of Molecular Biology and Immunology.

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, the Department of Veterans Affairs, the Department of Defense, and other public and private agencies. Faculty members also participate in editorial boards and review panels, have been selected to chair national and international meetings, and have been elected to offices in national societies.

The research facilities of the department are modern and well-equipped. Projects are funded by extramural sources such as 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 from the state of Texas.

DEPARTMENT OF FAMILY MEDICINE

Samuel T. Coleridge, D.O., F.A.C.E.P., F.A.C.O.E.P., F.A.C.O.F.P., chair

The Department of Family Medicine's clinical and educational responsibilities have been an important educational component of TCOM since its inception. The department's 14 affiliated clinics (11 urban, 3 rural) form the largest clinical and educational network of ambulatory primary care clinics within the medical school. The department's vision is to improve the health of the people of Texas and the nation through leadership in exemplary osteopathic family medicine education, clinical practice, research and community service. To fulfill this vision, the department's activities include the following:

1. Develop and maintain model osteopathic family medicine educational programs for medical students, resident physicians, and other faculty and practicing physicians who train future health care providers.
2. Provide and teach comprehensive, high-quality, cost-effective and humanistic health care in the department's network of ambulatory family medicine clinical education centers through interdisciplinary cooperation.
3. Promote the discovery and dissemination of new knowledge important to teaching, clinical practice and the organization of health care through research and other scholarly pursuits.
4. Work in partnership with individuals, urban and rural communities, organizations and government agencies to address unmet primary care needs through education, community service, and contributions to innovation and change in health care delivery systems.
5. Provide a nurturing educational and work environment where creativity is encouraged and diversity is respected.

The department faculty represents a diversity of academic, clinical, ethnic and demographic backgrounds. The core faculty is composed of 40 physicians, social scientists and physician assistants, and provides a continuous influence in the lives of TCOM students. The faculty

teaches courses in medical interviewing, physical examination, physical diagnosis, ambulatory family practice and elective courses in sports medicine and emergency medicine. The department has also developed a rural medicine track and a separate track in cultural and minority health to acquaint medical students with the unique needs of these special environments. The projects link medical education and health care resources to build and strengthen community-based education programs.

The department administratively supervises five affiliated family practice residency programs in Fort Worth, Grand Prairie, Dallas, Groves and Corpus Christi, Texas. The learning focus developed for the residents is broad in scope. In addition to teaching the management of common illnesses, the programs maintain an emphasis on problem solving, health maintenance promotion and illness prevention, and the relationship of psychosocial and environmental factors to health, illness and preparedness for the managed care market.

6101. Medical Interviewing

Medical interviewing focuses on the basic skills used by 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. Lectures are coupled with laboratory training sessions. Students interact with simulated patients in the context of physical data collections.

2 semester hours, first year, semester 2.

6301. Physical Diagnosis

Physical Diagnosis teaches students to integrate skills learned in 6101 and 6201 in actual patient encounters during clinical laboratory sessions. Students continue to develop their skills in interacting with patients while obtaining and recording information concerning patient health problems and family histories, perfecting basic interviewing techniques. Emphasis is on history and physical examination and recording. Skin, HEENT, respiratory system, cardiovascular system, reproductive system, musculoskeletal and nervous systems, and the gastrointestinal system are emphasized. In the last weeks of the course, students are expected to demonstrate competency in completing a full history and physical examination on both pediatric, adult and geriatric simulated patients.

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

6302. Clinical Exposure I

A field-based study of clinical medicine places the classroom experience of the student physician in the context of medical practice and introduces the student physician to a portion of the health care community. The program focuses on the role of the family physician in the health care community. Special emphasis is placed on the

physician's role as a contributor of health care services.

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

701. Core Clinical Clerkship in Family Medicine

A required 12-week rotation in the third or fourth year provides students with ambulatory 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 Primary Care Partnership

A required four-week rotation in ambulatory care.

4 semester hours.

801. Clinical Clerkship in Family Medicine

An elective four-week rotation in family medicine.

4 semester hours.

802. Primary Care 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.

838. Clinical Clerkship in Physical Medicine and Rehabilitation

An elective four-week rotation in the sports medicine and physical therapy clinics emphasizing the principles of rehabilitation of musculoskeletal, neurologic and orthopedic conditions.

4 semester hours.

6883. ACLS and PALS Certification

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

3 semester hours, fourth year, semester 8.

Departmental Research Highlights

The Department of Family Medicine actively promotes research and scholarly activities within the department's faculty, residents

and students in the affiliated family practice residency programs and student clinics.

Current department grants include innovative projects designed to improve the quality of the educational programs provided within the student and resident clinics. Major funded projects include Information Access grants to the National Library of Medicine for the rural family medicine clinics and the affiliated residency programs. Other grants funded during the past year provide innovative training in graduate medical education for family practice residents, predoctoral training in rural and cross-cultural primary care medicine, and rural and cross-cultural training for the physician assistant program.

Department faculty members pursue research interests in a broad array of subjects relevant to family medicine. These interests include prevention and health promotion strategies, hyperbaric medicine, health care beliefs and practices of Hispanic patients, clinical outcomes management of diabetic patients, and sports-related illnesses and injuries.

DEPARTMENT OF INTEGRATIVE PHYSIOLOGY

Peter B. Raven, Ph.D., chair

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, clinical guest lectures and clinical problem-solving small groups are utilized.

8 semester hours, first year, semester 2.

Prerequisite: Biochemistry 5110 or equivalent.

Departmental Research Highlights

The Department of Integrative 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, ischemia and hypertension. 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 integration of multiple systems. 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 INTERNAL MEDICINE

Michael B. Clearfield, D.O., F.A.O.I., chair

6203. 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 2.

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.

8 semester hours, second year, semester 4.

6564. Dermatology

This course concerns the diagnosis and treatment of common disorders of the skin, hair and nails. It is designed to present a clear, logical approach to dermatological disease that will enable a practicing physician to arrive at a reasonable differential diagnosis.

1 semester hour, third year, semester 5.

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 of the following: pulmonary medicine, gastroenterology, 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.

812. Clinical Clerkship in Dermatology

An elective four-week rotation in dermatology.

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.

835. Clinical Clerkship in Hyperbaric Medicine

An elective four-week rotation in hyperbaric 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., F.A.A.O., chair

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.

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 economically disadvantaged patients. 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, the sacrum and lumbar spine. Diagnosis of the thoracic and cervical spine.

3 semester hours, first year, semester 2.

6300. Osteopathic Manipulative Medicine III

Treatment of the thoracic spine, 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.

2 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 and treat their own patients in a 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 in manipulative medicine.

4 semester hours.

Undergraduate Teaching and Research Fellowships

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

Frank Papa, D.O., Ph.D., acting chair

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, semester 1.

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, semester 3.

INTR 900. Directed Studies in Academic Medicine

An elective four-week rotation in directed studies for external exam preparation.

4 semester hours.

Departmental Research Highlights

Research in the Department of Medical Education focuses on medical decision-making. The faculty of the department have developed computer-based models and analytical tools that simulate and assess the clinical competence of physicians. Their research into the reasoning of novice and expert clinicians has received wide recognition. In keeping with the mission of the department, faculty conduct research with basic and clinical science faculty in a variety of fields.

The department also maintains a current curriculum topic database as well as an evaluation database on the courses, faculty, preceptors and teaching sites used by the health science center. In addition to conducting program evaluations and peer evaluations of health science center faculty, the department produces routine reports to monitor the operation of the overall academic program.

DEPARTMENT OF MEDICAL HUMANITIES

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

The Department of Medical Humanities embraces 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

This course offers an introduction to biomedical ethics. Through case-based laboratory workshops, students wrestle with major ethical issues in current health care. Students learn the skills of ethical analysis essential to making medical moral choices and have the opportunity for critical reflection on their personal values, as well as their obligations as physicians.

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 OBSTETRICS AND GYNECOLOGY

Robert C. Adams, D.O., F.A.O.O.G., chair

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.

3 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., chair

6332. 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 fundamentals 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 department chairman.

4 semester hours.

DEPARTMENT OF PEDIATRICS

Deborah L. Blackwell, D.O., acting chair

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, genetic and endocrine-metabolic disorders and adolescent medicine. Pediatric physical diagnosis, accidents and poisonings, child abuse, sudden infant death syndrome, nutrition, growth and development, dermatology, infectious disease and emergency medicine in pediatrics are presented.

3 semester hours, third year, semester 5.

708. Core Clinical Clerkship in Pediatrics

A required four-week rotation in pediatrics, general and special pediatrics, including hospital ward, nursery 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., chair

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, therapeutic applications and contraindications. 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: molecular mechanisms underlying neurodegenerative diseases such as schizophrenia, Alzheimer's disease and retinal degeneration; molecular mechanisms underlying hypertension and atherosclerosis; the potential role of nutrition, free radical mechanisms and immune dysfunctions in development of age-related dementias, including Alzheimer's disease; the development of medications to prevent and treat alcohol or cocaine abuse/dependence; the development of non-invasive assessments of "biological" or "functional" age in animal or human subjects; the development of safe and efficacious drug or nutritional treatments to extend the life span and prevent/treat cognitive or motor decline related to aging or Alzheimer's disease.

DEPARTMENT OF PSYCHIATRY AND HUMAN BEHAVIOR

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

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

Fernando Treviño, Ph.D., M.P.H., chair

The Department of Public Health and Preventive Medicine is a multidisciplinary academic unit concerned with the well-being of patients and the prevention of functional loss and impairment. The department has two divisions, each representing a significant aspect of the health care needs and interests of today's Americans. Department faculty members participate in the teaching of public health, preventive medicine, epidemiology and community health.

The department serves as a regional resource center for international travel medicine and occupational medicine consultation. It has faculty members board-certified in the subspecialties of preventive medicine, including general preventive medicine, public health and occupational medicine. The department is the home of the health science center's master of public health graduate degree program.

6363. Public Health and Preventive Medicine

A lecture series in preventive medicine and community health. Major content areas include epidemiology and biostatistics, communi-

cable disease control, environmental health, occupational medicine and managed care.

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

An elective four-week rotation in occupational medicine.

4 semester hours.

Departmental Research Highlights

The Department of Public Health and Preventive Medicine conducts clinical research and epidemiological studies. 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 people traveling to developing countries.

Department faculty members maintain research interests in a wide variety of topics relevant to preventive medicine, including epidemiology, international travel, occupational medicine, community health, substance abuse prevention 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 chair

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., F.A.O.S., chair

The Department of Surgery is a multi-specialty academic unit concerned with surgical intervention of various disease states. The mission of the department is to train and educate a competent family

practitioner who will be able to care for minor surgical problems and be able to recognize various disease entities and recognize the need for referral to a surgical specialist.

The function of the department is the education of undergraduate students, research, postgraduate education, and service to patients and the osteopathic profession.

The department also focuses on the healing of surgical and non-surgical wounds and is headquarters for the Wound Healing Research Institute.

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 time in the various surgical specialties.

8 semester hours.

810. Clinical Clerkship in Surgery

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

4 semester hours.

814. Clinical Clerkship in Ophthalmology

An elective four-week clerkship in ophthalmology.

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.

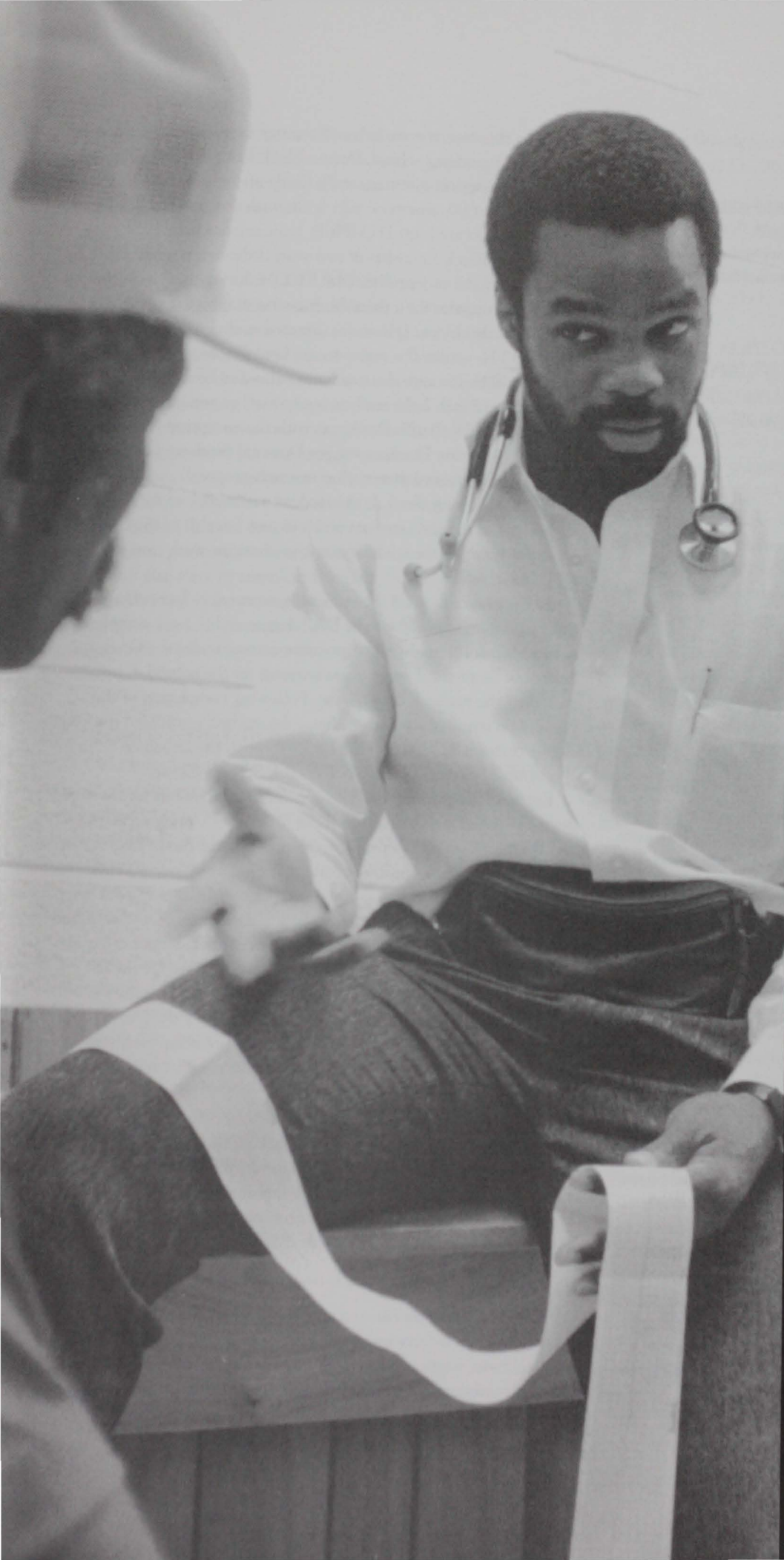
835. Clinical Clerkship in Urology

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.



FOUR

Other Training Programs

Dual-Degree Programs

The University of North Texas Health Science Center offers several dual-degree programs within the institution. Because each degree program requires the student to follow a separate curriculum in two schools, each school will have administrative authority over its specific degree program.

Application Procedures. To apply to the D.O./Ph.D., D.O./M.S. or D.O./M.P.H. degree programs, a student must first apply to the American Association of Colleges of Osteopathic Medicine Application Service according to the procedures listed elsewhere in this catalog.

Once the application is received from AACOMAS, a supplemental application is mailed from the Office of Medical Student Admissions. The applicant should indicate on the supplemental application the dual-degree program in which he or she is interested. Current students of the University of North Texas or the UNT Health Science Center may apply directly to the Office of Medical Student Admissions. Dual-degree applicants are reviewed by the Dual Program Admission Committee. It is highly recommended that applicants for the dual-degree programs apply early in the application season.

For more information on any dual-degree program, please contact the graduate school office.

D.O./Ph.D. Medical Scientist Training Program

This dual-degree program is a course of study by which a student may concurrently pursue the D.O. degree through the Texas College of Osteopathic Medicine and the Ph.D. degree through the Graduate School of Biomedical Sciences. Students may choose from a wide range of disciplines including anatomy and cell biology, biochemistry and molecular biology, microbiology and immunology, physiology and pharmacology. The program is normally six years in duration. 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 and the relevant department of the University of North Texas Health Science Center as they apply to the second degree.

The general format of the dual-degree program is explained below. While the format may be regarded as the standard working format, it is understood that deviations from this format that meet the curriculum requirements are also acceptable. A degree plan is established by the student's major professor and advisory committee and filed in the graduate office.

Block 1. Block 1 consists of the preclinical years for the D.O. degree. During Block 1, the student will complete the first five semesters of the D.O. curriculum and will pass Level I of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX). During this block the student will register only at TCOM.

An exception to this rule is if the student wishes to register for graduate courses that are not part of the D.O. curriculum during this

block. In this case, the student will register for such graduate courses through the graduate school. During Block 1 the student will select a graduate advisory committee, and will file an approved graduate degree plan of at least 90 semester credit hours with the graduate school, of which 45 hours are joint D.O./Ph.D. basic science courses.

Block 2. Block 2 consists of two years dedicated to graduate study. In order to maintain enrollment at TCOM during this block, the student will register for a three-hour course in directed studies each semester of this block. (Hours for directed studies will not apply toward the Ph.D.) However, the major course load for the student during Block 2 will be through the Graduate School of Biomedical Sciences. Thus, during Block 2 the student is expected to complete all course work required for the Ph.D. degree, with the exception of dissertation, pass the Qualifying Examination for Doctoral Students (BMSC 6010) and have an approved dissertation research proposal.

Block 3. During Block 3, the student will complete the required clinical rotations and electives and will pass Level II of the COMLEX. During this block, the student may also continue work toward the Ph.D. dissertation.

At the end of Block 3 the student is expected to have completed the curriculum required for the D.O. degree and to have completed at least 45 additional hours of graduate courses under the Graduate School of Biomedical Sciences as required for the second degree, including the research dissertation. Following completion of the curriculum required for both degrees, the student is awarded the D.O. degree through TCOM and the Ph.D. through the Graduate School of Biomedical Sciences of the UNT Health Science Center.

Entrance Requirements. The entrance requirements for the dual-degree program are identical to those for the D.O. program at TCOM and the Ph.D. program in the Graduate School of Biomedical Sciences as described in the respective catalogs, including an overall undergraduate GPA of at least 3.0 and a competitive GRE or MCAT score.

Cost. D.O./Ph.D. students pay the standard medical school tuition during each block that they are enrolled in medical school. They also pay the hourly tuition rate for all courses not required for the D.O. degree (the 45 or more semester credit hours required for the Ph.D.). Non-Texas residents selected for the D.O./Ph.D. by the Dual Program Admission Committee are awarded a small scholarship each year, allowing them to pay in-state tuition for both medical and graduate tuition for the duration of the program.

Financial Assistance. The health science center will provide financial assistance to those students seeking the D.O./Ph.D. who are selected for the Medical Scientist Training Program by the Dual Program Admission Committee. The minimal financial assistance will consist of a fellowship in an amount sufficient to pay all tuition costs during Block 2 and a graduate stipend during this time.

D.O./M.S.

Some students may elect to take a joint D.O./M.S. degree. Students in this program receive up to 24 hours of credit for their didactic medical basic science courses, six semester credit hours of electives and take six semester credit hours of thesis. The graduate office will help

the students select a major department and mentor to assist in preparing a degree program. Additional graduate courses may be required by a particular subdiscipline. Please contact the graduate school office for more information.

D.O./M.P.H.

The primary objective of the D.O./M.P.H. is to provide clinical professionals specialized public health training to develop, integrate and apply culturally competent social, psychological, and biomedical approaches to the promotion and preservation of health.

The D.O./M.P.H. is designed so that the requisite requirements could be completed during the four years of medical education if the student takes summer courses and is enrolled in the M.P.H. evening courses. Students are strongly encouraged to take 12 semester credit hours of graduate courses the summer before matriculation in the medical curriculum. Students who begin both graduate and medical coursework in the fall must devote the entire summer of the first academic year to graduate studies, in addition to evening classes. Students may also elect to complete the D.O./M.P.H. in five years, taking an additional year to complete the M.P.H. requirements. This year is typically between the second and third years of the medical curriculum, following completion of the fifth semester. Please contact the graduate school office for more information.

Residency Programs

TCOM firmly endorses the completion of at least three years 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 as precursory training to be followed by a residency.

Residency Program in Family Practice

TCOM offers an American Osteopathic Association (AOA)-approved residency program for training qualified osteopathic physicians in family practice. The TCOM program is associated with five 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., F.A.C.E.P., F.A.C.O.E.P.,

F.A.C.O.F.P., director

Larry S. Johnson, M.S.W., administrative coordinator

Osteopathic Medical Center of Texas (Fort Worth)

Irvine D. Prather, D.O., director

Columbia Medical Center Dallas Southwest

Craig Yetter, D.O., director

Dallas/Fort Worth Medical Center

David Haman, D.O., director

Columbia Bay Area Medical Center (Corpus Christi)

Brian Knight, D.O., director

Doctor's Hospital (Groves)

Rocco L. Morrell, D.O., director

Residency Program in General Internal Medicine

TCOM offers an AOA-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., F.A.C.O.I., director

Residency Programs in Manipulative Medicine

TCOM offers two AOA-approved residency programs for training qualified osteopathic physicians in manipulative medicine. The primary 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.

Richard Koss, D.O., F.A.A.O., director

Also available is a one-year program, Plus One, that allows physicians to earn a second certification in manipulative medicine after completing a primary residency in another specialty.

David A. Vick, D.O., F.A.A.O., director

Residency Program in Obstetrics/Gynecology

TCOM offers an AOA-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., F.A.C.O.O.G., director

Residency Program in Preventive Medicine

This residency program is currently being restructured. Contact the residency director for more information.

Muriel Marshall, D.O., M.P.H./T.M., Dr.P.H., F.A.O.C.P.M., director

Residency Program in Surgery

TCOM offers an AOA-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.

Osteopathic Medical Center of Texas (Fort Worth)

Dallas-Fort Worth Medical Center

Sam Buchanan, D.O., F.A.C.O.S., director

Fellowship Program in General Vascular Surgery

TCOM offers a general vascular surgery program for training physicians who are boardcertified or board-eligible in general surgery. The program provides training leading to certification in general vascular surgery by the AOA through the American Osteopathic Board of Surgery.

Don Peska, D.O., F.A.C.O.S., director

Residency Program in Urology

TCOM offers an AOA-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.

David Rittenhouse, D.O., director

Fellowship Programs

Fellowship Program in Critical Care Medicine

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

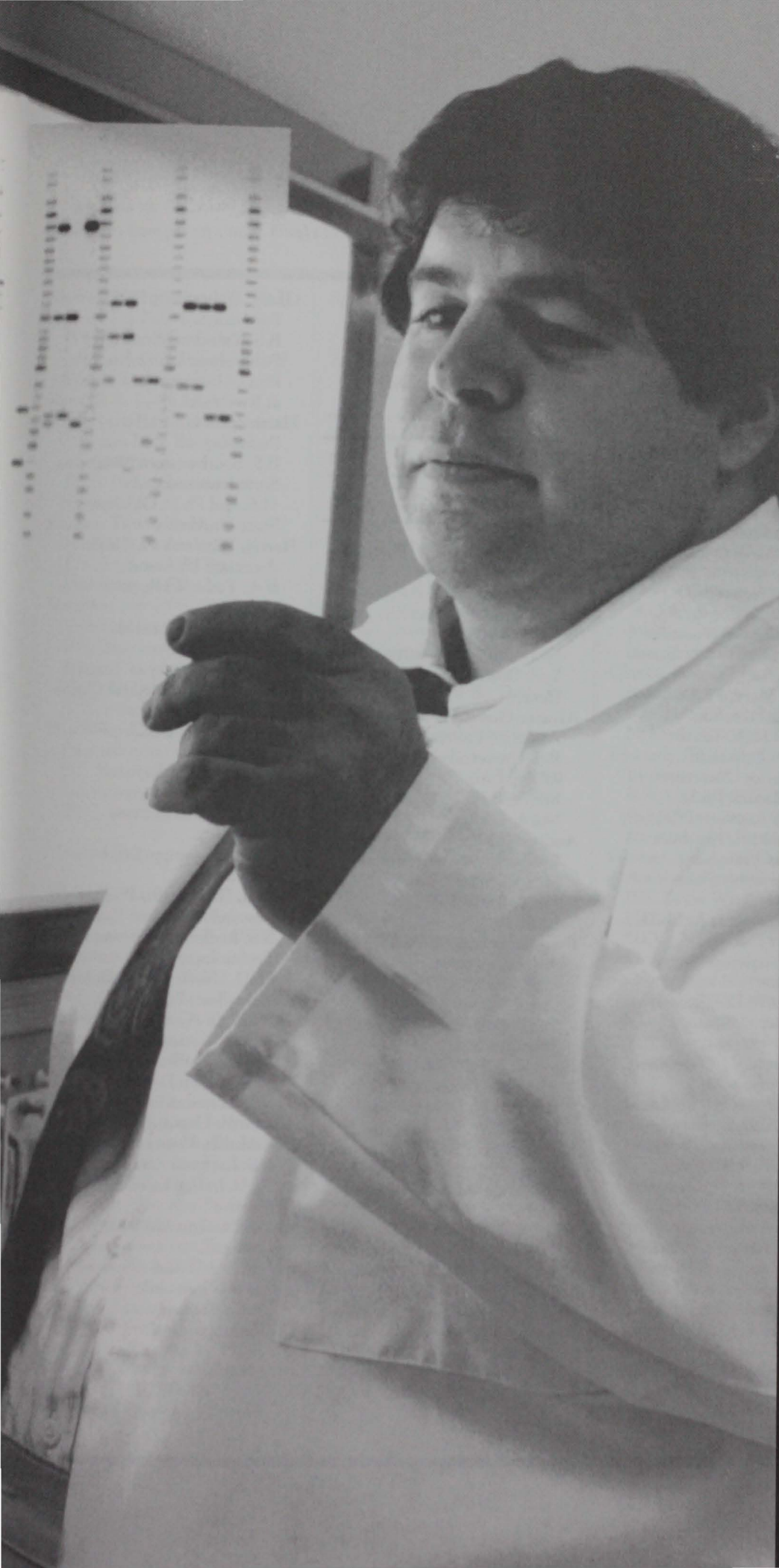
Philip Slocum, D.O., F.C.C.P., F.A.C.O.I., director

Fellowship Program in Geriatric Medicine

TCOM offers a geriatric fellowship program for training physicians who are board-certified or board-eligible in internal medicine and family medicine. Funded through the Bureau of Health Professions, Human Resource Services Administration, the program provides training through geriatric research, program administration, teaching and clinical experiences. This program is affiliated with the Baylor College of Dentistry in Dallas and also provides training in geriatric dentistry. The two-year fellowship includes participation in an Intensive Geriatric Board Review Course to prepare physicians for the Geriatric Examination for Certificate of Added Qualifications.

Janice A. Knebl, D.O., F.A.C.P., director

Donald Noll, D.O., residency director



FIVE

*Faculty
and Health
Science
Center
Officers*

This roster is compiled from July 1998 information provided by the academic departments. Please contact the Office of Health Affairs for the most current official faculty roster.

DEPARTMENT OF ANATOMY AND CELL BIOLOGY

Turner, James E., Ph.D.
Chair 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

Cammarata, Patrick R., Ph.D.
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

Garner, Margaret H., Ph.D.
Associate Professor;
B.S. Marietta College,
M.S. and Ph.D. Indiana
University

Leppi, T. John, Ph.D.
Professor;
B.A. Albion College,
Ph.D. Yale University

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. and M.D. University of
the Philippines

Rosales, Armando A., M.D.
Assistant Professor;
B.S. and M.D. University of
Santo Tomas

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

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

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

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

Affiliated Faculty

Beasley, Clifton, M.D.
Clinical Associate Professor

Clark, Abe, Ph.D.
Adjunct Assistant Professor

Collier, Robert, Ph.D.
Adjunct Assistant Professor

Cowan, Gary, M.D.
Clinical Associate Professor

Eisenberg, Arthur J., Ph.D.
Adjunct Associate Professor

Goode, Stephen, M.D.
Clinical Associate Professor

Gross, Robert, M.D.
Clinical Associate Professor

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

McCartney, Mitchell, Ph.D.
Adjunct Assistant Professor

Ranelle, Brian, D.O.
Clinical Associate Professor

Ranelle, H. William, D.O.
Clinical Professor

DEPARTMENT OF MOLECULAR BIOLOGY AND IMMUNOLOGY

Goldfarb, Ronald H., Ph.D.
Chair and Professor;
B.A. Herbert H. Lehman
College, City University of
New York,
Ph.D. State University of New
York Downstate Medical
Center

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

Andreev, Oleg A., Ph.D.
Research Assistant Professor;
M.S. and Ph.D. Moscow
Physical and Technical
Institute

Basu, Alakananda, Ph.D.
Associate Professor;
B.Sc. and M.Sc. University of
Calcutta,
Ph.D. University of Pittsburgh
School of Medicine

Borejdo, Julian, Ph.D.
Associate Professor;
B.S. and Ph.D. Macquarie
University

Dimitrijevič, S. Dan, Ph.D.
Research Associate Professor;
B.S. and Ph.D. University of
Bath

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

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

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

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

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

Hart, Mark E., Ph.D.
Assistant Professor;
B.S. Quachita Baptist
University,
M.S. Oklahoma State
University,
Ph.D. Mississippi State
University

Kitson, Richard P., Ph.D.
Research Associate Professor;
B.S. Rochester Institute of
Technology,
Ph.D. University of Michigan

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

Mathew, Porunelloor A., Ph.D.
Assistant Professor;
B.S. University of Kerala,
M.S. and Ph.D. University of
Poona

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

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

Simecka, Jerry W., Ph.D.
Assistant Professor;
B.S. University of California at
Irvine,
Ph.D. University of Alabama
at Birmingham

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

Affiliated Faculty

Atkinson, Barbara, D.O.
Adjunct Assistant Professor
Cammarata, Patrick R., Ph.D.
Adjunct Professor

Clark, Abbot F., Ph.D.
Adjunct Professor
Daniels, Egeene Q., D.V.M.
Adjunct Assistant Professor

Das, Hriday K., Ph.D.
Adjunct Associate Professor
Fling, John, M.D.
Adjunct Associate Professor

Garner, Margaret H., Ph.D.
Adjunct Associate Professor
Keller, Harold, Ph.D.
Adjunct Associate Professor

McConathy, Walter J., Ph.D.
Adjunct Associate Professor
Pertusi, Raymond, D.O.
Adjunct Associate Professor

Podgore, John, D.O.
Adjunct Professor
Rodriguez, Ricardo E., Ph.D.
Adjunct Assistant Professor

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

**Spellman, Craig W., Ph.D.,
D.O.**
Adjunct Associate 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.,
F.A.C.O.F.P., C-FP, C-EM,
DNB**

Chair and Professor;
B.S. University of Akron,
D.O. University of Health
Sciences, College of
Osteopathic Medicine

**Baldwin, Richard B., D.O., C-
FP, DNB**
Vice Chair and Associate
Professor;
B.S. University of Oklahoma,
D.O. University of Health
Sciences, College of
Osteopathic Medicine

Beals, Roberta, D.O., C-FP
Assistant Professor;
B.S. Northern Arizona
University,
M.H. Arizona State
University,
D.O. Kirksville College of
Osteopathic Medicine

**Bishop, Paul Stephen (Steve),
D.O., C-FP**
Assistant Professor;
B.S. University of Texas at
Arlington,
D.O. Texas College of
Osteopathic Medicine

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

**Cage, A. Clifton, D.O., C-FP,
DNB**
Assistant Professor;
B.S. Muhlenberg College,
D.O. Philadelphia College of
Osteopathic Medicine

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

Chaffin, Shae, D.O.
Assistant Professor;
B.S. Abilene Christian
University,
D.O. Texas College of
Osteopathic Medicine

Cintrón, Ramón A., M.D., C-FP
Assistant Professor;
B.S. University of Puerto Rico,
M.D. University of Puerto Rico
Medical Sciences Campus,
School of Medicine

Clarke, Howard F., Jr., P.A.-C
Instructor;
B.S./P.A. University of
Nebraska College of Medicine

Edwards, Thomas A., PA-C
Instructor;
B.A. Graceland College,
P.A. University of Osteopathic
Medicine and Health Sciences

Gramer, Jill A., D.O., C-FP
Assistant Professor;
B.S. Texas Wesleyan
University,
D.O., Oklahoma State
University College of
Osteopathic Medicine

Green, Michael, D.O., C-FP
Assistant Professor;
B.S. University of New
Mexico,
D.O. Texas College of
Osteopathic Medicine

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

**Johnson, Larry Steven, M.S.W.,
BCD, LMSW-ACP**
Assistant Professor;
B.A. Creighton University,
M.S.W. Our Lady of the Lake
University

Kallemeyn, Britt D., P.A.-C
Instructor;
B.S. Texas A & I,
B.S./P.A. University of Texas
Medical Branch

**Lemke, Henry R. (Hank), P.A.-
C**
Assistant Professor;
B.S./P.A. University of
Oklahoma,
M.M.S. St. Francis College

**Marshall, Muriel, D.O., M.P.H./
T.M., Dr.P.H., F.A.C.P.M.,
C-FP, C-PHPM, C-TTM,
DNB**
Associate Professor;
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 and Tropical
Medicine

Pagels, Patti, P.A.-C
Instructor;
B.A. University of Texas at El
Paso,
B.S./P.A. University of Texas
Southwestern Medical School
at Dallas,
M.P.A.S. University of
Nebraska

**Palmarozzi, Elizabeth, D.O.,
C-FP, DNB**
Assistant Professor;
B.S. Lamar University,
D.O. Texas College of
Osteopathic Medicine

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

<p>Phan, Andrew T., M.D., C-FP, SPM Assistant Professor; B.S. University of Texas at Austin, M.D. University of Texas Health Science Center at Houston</p> <p>Prather, Irvine D., D.O., F.A.C.O.F.P., C-FP, CAQ Associate Professor; B.S. Maryville College, M.S. Virginia Polytechnic Institute and State University, D.O. West Virginia School of Osteopathic Medicine</p> <p>Reed, Linda, P.A. Assistant Professor; B.S. University of Oklahoma, B.S./P.A. University of Oklahoma Health Science Center, M.Ed. University of Oklahoma</p> <p>Richards, David M., D.O., F.A.C.O.F.P., C-FP Professor; B.A. Baldwin Wallace College, D.O. Kirksville College of Osteopathic Medicine</p> <p>Richards, Robbye, D.O., C-FP Assistant Professor; B.A. University of North Texas, D.O. Texas College of Osteopathic Medicine</p> <p>Saperstein, Phillip P., D.O., F.A.C.O.F.P., C-FP Professor; B.A. Yale University, D.O. Kansas City College of Osteopathic Medicine</p> <p>Shull, Patricia L., P.A.-C Instructor; B.S./P.A. Hahnemann University School of Allied Health</p> <p>Sivoravong, Jon C., D.O., C-FP B.A., University of Missouri-Columbia, D.O. Texas College of Osteopathic Medicine</p>	<p>Smerz, Richard, D.O., A.B.O.F.P., A.B.P.M. Assistant Professor; B.S. University of Arizona, D.O. University of Health Sciences, College of Osteopathic Medicine</p> <p>Stockard, Alan R., D.O., F.A.O.A.S.M., C-FM, C-SPM Assistant Professor; Division Chief, Primary Care Sports Medicine; B.S. University of Texas at Arlington, D.O. Texas College of Osteopathic Medicine</p> <p>Urban, Stephen F., D.O., F.A.C.O.F.P., C-FP Professor; B.S. University of Buffalo, D.O. Kirksville College of Osteopathic Medicine</p> <p>Velasco, Luis A., M.D., A.B.O.F.P. Assistant Professor; B.S. Universidad de Puerto Rico, M.S. Universidad Central del Este</p> <p>Whiting, Craig, D.O., F.A.C.O.F.P., D.A.O.B.F.P., D.A.B.F.P., C-FP Assistant Professor; B.S. Texas A&I University, D.O. Texas College of Osteopathic Medicine</p> <p>Williams, Stuart, D.O., F.A.C.O.F.P., C-FP Assistant Professor; B.A. Baylor University, D.O. Texas College of Osteopathic Medicine</p> <p>Zachary, T. Eugene, D.O., F.A.C.O.F.P., C-FP Associate Professor; B.A. University of North Texas, D.O. University of Health Sciences, College of Osteopathic Medicine</p> <p><i>Affiliated Faculty</i> Anderson, Peggy, D.O. Clinical Assistant Professor</p>	<p>Angelo, Christopher, D.O. Clinical Associate Professor</p> <p>Ansohn, John, R., D.O. Clinical Assistant Professor</p> <p>Apsley-Ambriz, Sara D.O. Clinical Associate Professor</p> <p>Armour, Thomas, D.O. Clinical Assistant Professor</p> <p>Bair, Stephen, D.O. Clinical Assistant Professor</p> <p>Baird, Douglas M., Jr., D.O. Clinical Associate Professor</p> <p>Ballom, Tecora, D.O. Clinical Assistant Professor</p> <p>Bander, Steven G., D.O. Clinical Assistant Professor</p> <p>Barclay, Scott W., D.O. Clinical Assistant Professor</p> <p>Barkman, William R., D.O. Clinical Associate Professor</p> <p>Barrington, Patricia, D.O. Clinical Assistant Professor</p> <p>Barry, John, M.D. Clinical Assistant Professor</p> <p>Basped, Beauford, D.O. Clinical Assistant Professor</p> <p>Beall, Benjamin R., II, D.O. Clinical Associate Professor</p> <p>Beard, Marianne, D.O. Clinical Assistant Professor</p> <p>Beasley, George, D.O. Clinical Assistant Professor</p> <p>Behrens, Keynon, D.O. Clinical Associate Professor</p> <p>Bell, Dennis Michael, D.O. Clinical Assistant Professor</p> <p>Bereznoff, Craig, D.O. Clinical Instructor</p> <p>Bickley, Mark, D.O. Clinical Assistant Professor</p> <p>Biery, John, D.O. Clinical Instructor</p> <p>Black, Keith, D.O. Clinical Instructor</p> <p>Blakeman, Scot, D.O. Clinical Assistant Professor</p> <p>Bledsoe, Bryan E., D.O. Clinical Associate Professor</p> <p>Bowen, Ronald W., D.O. Clinical Instructor</p> <p>Bowling, Robert L., D.O. Clinical Assistant Professor</p> <p>Boyd, Teresa, D.O. Clinical Assistant Professor</p>	<p>Brooks, Sister Anne, D.O. Clinical Assistant Professor</p> <p>Brownstein, Morton, D.O. Clinical Assistant Professor</p> <p>Burke, Andrew B., D.O. Clinical Associate Professor</p> <p>Butts, Jeffrey L., D.O. Clinical Assistant Professor</p> <p>Campbell-Fox, Mary, D.O. Clinical Instructor</p> <p>Carlton, Catherine K., D.O. Clinical Professor</p> <p>Castillo, Ricardo, D.O. Clinical Instructor</p> <p>Castoldi, Thomas A., D.O. Clinical Associate Professor</p> <p>Chandler, Richard, D.O. Clinical Assistant Professor</p> <p>Childers, Charles, D.O. Clinical Instructor</p> <p>Cook, Charles R., D.O. Clinical Associate Professor</p> <p>Copeland, Jon W., D.O. Clinical Instructor</p> <p>Cowan, Michael, D.O. Adjunct Instructor</p> <p>Crow, William Thomas, D.O. Clinical Assistant Professor</p> <p>Cubine, Kathy, D.O. Clinical Assistant Professor</p> <p>Cudd, William W. III, D.O. Clinical Associate Professor</p> <p>Cunniff-Isenberg, Nelda, D.O. Clinical Associate Professor</p> <p>Daucett, Michelle, D.O. Clinical Assistant Professor</p> <p>Degler, Frank, B.S. Adjunct Instructor</p> <p>De Luca, Robert, D.O. Clinical Associate Professor</p> <p>Dennis, Sharon, D.O. Clinical Instructor</p> <p>Dott, Cynthia, D.O. Clinical Assistant Professor</p> <p>Dott, Kenneth, D.O. Clinical Instructor</p> <p>Dow, Glendal, D.O. Clinical Instructor</p> <p>Edwards, Dralves G., D.O. Clinical Assistant Professor</p> <p>Eliades, Mel, D.O. Clinical Associate Professor</p> <p>Embry, Bennie, D.O. Clinical Assistant Professor</p>
--	---	---	--

<p>Ensey, Jane, D.O. Clinical Assistant Professor</p> <p>Escolas, John W., D.O. Clinical Assistant Professor</p> <p>Evans, Edmond, D.O. Clinical Assistant Professor</p> <p>Eve, Susan Brown, Ph.D. Adjunct Professor</p> <p>Faigin, Al E., D.O. Clinical Associate Professor</p> <p>Farrell, James T., D.O. Clinical Assistant Professor</p> <p>Faseler, Robert, D.O. Clinical Assistant Professor</p> <p>Feldhaus, Joseph, D.O. Clinical Instructor</p> <p>Fields, George, D.O. Clinical Assistant Professor</p> <p>Franz, Charles M., D.O. Clinical Associate Professor</p> <p>Gafford, David, D.O. Clinical Assistant Professor</p> <p>Galewaler, John E., D.O. Clinical Associate Professor</p> <p>Garmon, Anesia K., D.O. Clinical Associate Professor</p> <p>Garza, David, D.O. Clinical Assistant Professor</p> <p>Gershon, J. Robert Jr., D.O. Clinical Associate Professor</p> <p>Gibson, Charles, D.O. Clinical Assistant Professor</p> <p>Giles, William, D.O. Clinical Instructor</p> <p>Glaser, Stephen A., D.O. Clinical Assistant Professor</p> <p>Gouldy, David C., D.O. Clinical Assistant Professor</p> <p>Gray, George, D.O. Clinical Assistant Professor</p> <p>Haman, David G., D.O. Clinical Assistant Professor</p> <p>Haman, Mark, D.O. Clinical Instructor</p> <p>Hames, Robert B., D.O. Clinical Associate Professor</p> <p>Hanford, Patrick, D.O. Clinical Assistant Professor</p> <p>Harris, Wayne, D.O. Clinical Assistant Professor</p> <p>Hassett, Robert, D.O. Clinical Assistant Professor</p> <p>Hawa, James T., D.O. Clinical Associate Professor</p>	<p>Hayes, Randall E., D.O. Clinical Associate Professor</p> <p>Haynes, John Harlan, M.D. Clinical Assistant Professor</p> <p>Hazelip, Sandra Jo, D.O., P.A. Clinical Assistant Professor</p> <p>Hedges, Tony, D.O. Clinical Assistant Professor</p> <p>Hempstead, Laura, D.O. Clinical Assistant Professor</p> <p>Henry, Robert Allen, D.O. Clinical Assistant Professor</p> <p>Hill, David, D.O. Clinical Assistant Professor</p> <p>Hill, Frederick L., D.O. Clinical Associate Professor</p> <p>Hinshaw, W. Duane, D.O. Clinical Associate Professor</p> <p>Hisey, Commie, D.O. Clinical Assistant Professor</p> <p>Holland, Bret H., D.O. Clinical Associate Professor</p> <p>Hood, John, D.O. Clinical Instructor</p> <p>Horton, James, M.D. Clinical Assistant Professor</p> <p>Hoyt, David, D.O. Clinical Assistant Professor</p> <p>Hubner, Richard, D.O. Clinical Assistant Professor</p> <p>Irvine, Sharon, D.O. Clinical Instructor</p> <p>Isbell, Phillip, D.O. Clinical Instructor</p> <p>Jafarian, Ali, D.O. Clinical Instructor</p> <p>Jalali, Hamid, D.O. Clinical Instructor</p> <p>Janiak, Daniel, D.O. Clinical Assistant Professor</p> <p>Johnson, Weldon, D.O. Clinical Instructor</p> <p>Jueteronke, George, D.O. Clinical Assistant Professor</p> <p>Kelley, Jeffrey R., D.O. Clinical Associate Professor</p> <p>Kelley, Robert, D.O. Clinical Assistant Professor</p> <p>Kelly, Thomas W., D.O. Clinical Instructor</p> <p>Key, Webb B., D.O. Clinical Assistant Professor</p> <p>Kincheloe, Albert, D.O. Clinical Assistant Professor</p>	<p>Kirk, Gunda, D.O. Clinical Assistant Professor</p> <p>Kislingbury, Todd E., D.O. Clinical Assistant Professor</p> <p>Knapp, George S., D.O. Clinical Assistant Professor</p> <p>Knight, Brian, D.O. Clinical Assistant Professor</p> <p>Knox, Jonathan, D.O. Clinical Assistant Professor</p> <p>Kocsis, Imre D.O. Clinical Assistant Professor</p> <p>Kravetz, James H., D.O. Clinical Associate Professor</p> <p>LaManna, Joseph, Sr., D.O. Clinical Assistant Professor</p> <p>Lang, Howard, D.O. Clinical Assistant Professor</p> <p>Le, Khanh Kim, D.O. Clinical Assistant Professor</p> <p>Leifheit, Steven, D.O. Clinical Instructor</p> <p>Leins, Edward, J., D.O. Clinical Assistant Professor</p> <p>Lewis, Harold D., D.O. Clinical Associate Professor</p> <p>Lindsey, George C., D.O. Clinical Associate Professor</p> <p>Linton, James W., D.O. Clinical Associate Professor</p> <p>Listopad, Aaron J., D.O. Clinical Associate Professor</p> <p>Lopez, Hector, D.O. Clinical Associate Professor</p> <p>Lykos, Antonio N. Clinical Assistant Professor</p> <p>Martin, Linda R., D.O. Clinical Instructor</p> <p>Martin, Luther C., D.O. Clinical Associate Professor</p> <p>Maul, R. Greg, D.O. Clinical Associate Professor</p> <p>Maxwell, Jack A., D.O. Clinical Associate Professor</p> <p>Maxwell, Ralph, D.O. Clinical Instructor</p> <p>Maynard, Daniel A., D.O. Clinical Associate Professor</p> <p>McDaniel, Ron R., D.O. Clinical Assistant Professor</p> <p>McNulty, Christopher, D.O. Clinical Assistant Professor</p> <p>McShane, Jerry, D.O. Clinical Assistant Professor</p>	<p>Merrill, James Michael, D.O. Clinical Associate Professor</p> <p>Metzger, Daniel, D.O. Clinical Assistant Professor</p> <p>Miller, Linus, D.O. Clinical Associate Professor</p> <p>Miller, Thomas, D.O. Clinical Associate Professor</p> <p>Mills, Charles, D.O. Clinical Assistant Professor</p> <p>Mohney, John, D.O. Clinical Instructor</p> <p>Monde, Debra, D.O. Clinical Assistant Professor</p> <p>Montgomery-Davis, Joseph, D.O. Clinical Associate Professor</p> <p>Mudd, Janice A., D.O. Clinical Assistant Professor</p> <p>Murnane, Thomas, D.V.M. Adjunct Professor</p> <p>Nash, Lisa, D.O. Clinical Assistant Professor</p> <p>Nelon, Craig, D.O. Clinical Associate Professor</p> <p>Nesbit, Stephen W., D.O. Clinical Associate Professor</p> <p>Nivens, Jamie, D.O. Clinical Assistant Professor</p> <p>Norris, David F., D.O. Clinical Associate Professor</p> <p>Orlov, Alexander, D.O. Clinical Assistant Professor</p> <p>Oswald, Richard, D.O. Clinical Assistant Professor</p> <p>Palmer, Hugh, D.O. Clinical Assistant Professor</p> <p>Parker, Robert, D.O. Clinical Assistant Professor</p> <p>Pasterz, James, D.O. Clinical Assistant Professor</p> <p>Paul, Robert A., D.O. Clinical Assistant Professor</p> <p>Pearson, Philip E., D.O. Clinical Assistant Professor</p> <p>Penning, Chris, D.O. Clinical Assistant Professor</p> <p>Perry, Richard Jay, D.O. Clinical Assistant Professor</p> <p>Peters, Robert Lee, Jr., D.O. Clinical Associate Professor</p> <p>Peyton, Dean, D.O. Clinical Assistant Professor</p> <p>Pharo, Arlette, D.O. Clinical Instructor</p>
---	---	---	---

Phelps, Craig, D.O.
Clinical Assistant Professor

Phillips, John, D.O.
Clinical Assistant Professor

Phipps, Joe, D.O.
Clinical Assistant Professor

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

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

Price, Morey Lee, D.O.
Clinical Assistant Professor

Randall, Gary M., D.O.
Clinical Instructor

Randell, David, D.O.
Clinical Assistant Professor

Randolph, Harvey H., D.O.
Clinical Associate Professor

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

Rettig, Jeffrey, D.O.
Clinical Assistant Professor

Reyna, Mary, M.D.
Clinical Assistant Professor

Rice, Jack W., D.O.
Clinical Associate Professor

Richard, Robert, D.O.
Clinical Assistant Professor

Rodgers, Randall, D.O.
Clinical Associate Professor

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

Rowley, Steve, D.O.
Clinical Associate Professor

Ruggiero, Michael, D.O.
Clinical Assistant Professor

Saenz, Paul, D.O.
Clinical Assistant Professor

Sandknop, Les T., D.O.
Clinical Associate Professor

Schmidt, Daniel Lee, D.O.
Clinical Assistant Professor

Schmidt, Kathryn, D.O.
Clinical Assistant Professor

Schumacker, Randall, Ph.D.
Research Associate Professor

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

Schwirtlich, Lonnie, M.D.
Clinical Assistant Professor

Scott, Karen Jane, D.O.
Clinical Assistant Professor

Scott, Randolph, D.O.
Clinical Assistant Professor

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

Sherbert, Ronald, D.O.
Clinical Instructor

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

Shue, Randall, D.O.
Clinical Assistant Professor

Simpson, Charles, M.D.
Clinical Instructor

Smith, Bobby G., D.O.
Clinical Associate Professor

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

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

Smola, Jerry, D.O.
Clinical Assistant Professor

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

Spinks, David, D.O.
Clinical Instructor

Spradlin, James, D.O.
Clinical Assistant Professor

Stahl, Kevin, D.O.
Clinical Instructor

Stark, Robert S., D.O.
Clinical Assistant Professor

Stone, Robert, D.O.
Research Instructor

Strazynski, Josef, D.O.
Clinical Associate Professor

Stroud, Joyce, D.O.
Clinical Associate Professor

Strzinek, Robert, D.O.
Clinical Assistant Professor

Stull, Robert L., D.O.
Clinical Assistant Professor

Tarver, Denise L., D.O.
Clinical Assistant Professor

Thomas, George, D.O.
Clinical Assistant Professor

Thomas, Harold, D.O.
Clinical Associate Professor

Thomas, Russell R., Jr., D.O.
Clinical Associate Professor

Thomas, William A., Jr., D.O.
Clinical Assistant Professor

Thomason, Dwayne, D.O.
Clinical Assistant Professor

Thompson, Jeffrey C., D.O.
Clinical Associate Professor

Thompson, John Paul, D.O.
Clinical Associate Professor

Thornburg, Wayne, D.O.
Clinical Assistant Professor

Todd, Jansen S., D.O.
Clinical Assistant Professor

Toledo, Rafael (Ray), D.O.
Clinical Assistant Professor

Tsui, Patrick, D.O.
Clinical Assistant Professor

Tyska, Edmund, D.O.
Clinical Assistant Professor

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

Ungerleider, Barry I., D.O.
Clinical Associate Professor

Urich, Norman, D.O.
Clinical Assistant Professor

Vanderheiden, David, D.O.
Clinical Assistant Professor

Vasquez, Jaime, D.O.
Clinical Assistant Professor

Vliet, Elizabeth (Lee), M.D.
Clinical Associate Professor

Waddleton, Beverly, D.O.
Clinical Instructor

Wagner, Alesia, D.O.
Clinical Assistant Professor

Walker, Brent, D.O.
Clinical Assistant Professor

Walker, Kent, D.O.
Clinical Instructor

Wallingford, Craig R., D.O.
Clinical Assistant Professor

Walter, Margaret H., D.O.
Clinical Assistant Professor

Wasson, Brad, D.O.
Clinical Assistant Professor

Watson, Terry R., D.O.
Clinical Instructor

Williams, Michael, D.O.
Clinical Assistant Professor

Wilson, Wesley G., D.O.
Clinical Assistant Professor

Wiseman, Rodney M., D.O.
Clinical Associate Professor

Worrell, Paul Stephen, D.O.
Clinical Associate Professor

Wysoki, Joseph, D.O.
Clinical Assistant Professor

Yeo, Nancy, D.O.
Clinical Instructor

Yeoham, Loraine, D.O.
Clinical Assistant Professor

Yetter, Craig, D.O.
Clinical Assistant Professor

Young, Michael R., D.O.
Clinical Associate Professor

Zamora, Sergio, D.O.
Clinical Assistant Professor

Zengerle, Claire, D.O.
Clinical Assistant Professor

Zimmerman, Catherine, D.O.
Clinical Assistant Professor

Zini, James E., D.O.
Clinical Associate Professor

DEPARTMENT OF INTEGRATIVE PHYSIOLOGY

Raven, Peter B., Ph.D.
Chair 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 A., Ph.D.
Assistant Professor;
B.S. Creighton University
College of Pharmacy,
Ph.D. University of Nebraska
Medical Center

Caffrey, James L., Ph.D.
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

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

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

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

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

Smith, Michael, Ph.D.
Associate Professor;
B.S. Texas Lutheran College
M.S. Southern Illinois
University
Ph.D. University of North
Texas

Affiliated Faculty

Babb, Tony, Ph.D.
Adjunct Assistant Professor

Burk, John, M.D., F.A.C.P.
Adjunct Professor

Foresman, Brian, D.O.
Adjunct Assistant Professor

Martin, William, M.D.
Adjunct Professor

Squires, William, Ph.D.
Adjunct Associate Professor

Stoll, Scott, D.O., Ph.D.
Adjunct Assistant Professor

**Wilkerson, James E., M.D.,
Ph.D.**

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

DEPARTMENT OF
INTERNAL MEDICINE

**Clearfield, Michael B., D.O.,
F.A.C.O.I.**
Chair 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 Chair 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

Aziz, Shahid, D.O.
Assistant Professor
(Gastroenterology);
B.Sc. University of Karachi,
B.A. University of Texas at
Dallas,

D.O. Texas College of
Osteopathic Medicine

Basiliadis, Margaret C., D.O.
Assistant Professor
(Geriatrics);
B.S. Ohio State University,
D.O. Ohio State University
College of Osteopathic
Medicine

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

Brown, Andrew C., D.O.
Assistant Professor
(Pulmonary/Critical Care);
B.S. State University of New
York,
D.O. New York College of
Osteopathic Medicine

Epstein, Ira M., D.O.
Assistant Professor
(Nephrology);
B.A. Rutgers University,
D.O. College of Osteopathic
Medicine and Surgery, Des
Moines

**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

Garcia, Paul, D.O.
Assistant Professor (General
Internal Medicine);
B.S. Biola University,
D.O. Texas College of
Osteopathic Medicine

Godwin, Karen, Ph.D.
Research Assistant Professor;
B.S. Pacific University,
Ph.D. Oregon State University

Harty, Barbara, M.S.N.
Instructor (Geriatrics);
B.S.N. and M.S.N. The
University of Texas at
Arlington

**Knebl, Janice A., D.O.,
F.A.C.P.**
Associate Professor
(Geriatrics);
B.S. St. Joseph's University,
D.O. Philadelphia College of
Osteopathic Medicine

Kramer, Edward L., D.O.
Assistant Professor
(Neurology);
B.A. Upsala College,
M.F.A. Tulane University,
D.O. Oklahoma State
University

Marino, Gregory G., D.O.
Associate Professor
(Oncology);
B.A. University of Notre
Dame,
D.O. Chicago College of
Osteopathic Medicine

Mathé, Alvin J., D.O.
Assistant Professor (General
Internal Medicine);
B.A. Texas A&M University,
D.O. Texas College of
Osteopathic Medicine

Maxvill, Charles T., D.O.
Assistant Professor
(Geriatrics);
B.S. Southern Methodist
University,
D.O. Chicago College of
Osteopathic Medicine

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

McDonald, John C., D.O.
Assistant Professor (General
Internal Medicine);
B.A. Florida Atlantic
University,
D.O. Southeastern University
of the Health Sciences,
College of Osteopathic
Medicine

McIntosh, William E., D.O.
Associate Professor
(Neurology);
B.A. University of Cincinnati,
D.O. University of Osteopathic
Medicine and Health Sciences

Noll, Donald R., D.O.
Assistant Professor
(Geriatrics);
B.S. Northeast State
University,
D.O. Kirksville College of
Osteopathic Medicine

Pacatte, Janet B., M.S.
Instructor (Geriatrics);
B.A. University of Texas at
Arlington,
M.S. University of North
Texas

Pertusi, Raymond M., D.O.
Assistant Professor
(Rheumatology);
B.A. New York University,
D.O. New York College of
Osteopathic Medicine

Reese, I. Philip, D.O.
Assistant Professor
(Cardiology);
B.S. Bucknell University,
D.O. Philadelphia College of
Osteopathic Medicine

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

**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

**Scherger, Kathryn A., R.N.,
M.S.N., C.S.**
Instructor (Geriatrics);
B.S.N. Mount Marty College,
M.S.N. University of Texas at
Arlington

Shenk, Suzanne H., D.O.
Assistant Professor (General
Internal Medicine);
B.A. Manchester College,
D.O. Michigan State
University College of
Osteopathic Medicine

**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

**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

Trinkle, Patrick L., D.O.
Assistant Professor
(Gastroenterology);
B.A. University of Texas at
Arlington,
D.O. University of Health
Sciences

Vasenius, Keith A., D.O.
Assistant Professor (General
Internal Medicine);
D.O. Texas College of
Osteopathic Medicine

Weis, Stephen E., D.O.
Associate Professor
(Endocrinology);
B.S. Iowa State University,
D.O. University of Osteopathic
Medicine and Health Sciences

Weiss, Martin S., D.O.
Assistant Professor
(Cardiology);
B.S. Albright College,
D.O. Philadelphia College of
Osteopathic Medicine

Willis, John M., D.O.
Assistant Professor (General
Internal Medicine);
B.S. Southwestern Oklahoma
State University,
D.O. Texas College of
Osteopathic Medicine

Affiliated Faculty

Adamo, Michael P., D.O.
Clinical Assistant Professor

Adams, John W., D.O.
Clinical Assistant Professor

Barry, John, M.D.
Clinical Assistant Professor

Bleicher, Jeffrey M., D.O.
Clinical Associate Professor

Brenner, John F., D.O.
Clinical Assistant Professor

Brooks, Lloyd W., Jr., D.O.
Clinical Assistant Professor

Cohen, Phillip, D.O.
Clinical Assistant Professor

Cothorn, William F., D.O.
Clinical Assistant Professor

Davis, Gail C., R.N., Ed.D.
Clinical Instructor

Fairchild, Thomas J., Ph.D.
Adjunct Assistant Professor

Feingold, Richard J., D.O.
Clinical Assistant Professor

Firstenberg, Barry A., D.O.
Clinical Assistant Professor

Foresman, Brian H., D.O.
Clinical Assistant Professor

Frank, Arthur, M.D., Ph.D.
Clinical Professor

Friess, Gregory G., D.O.
Clinical Assistant Professor

Gates, Steven, D.O.
Clinical Assistant Professor

Gratch, Jack O., D.O.
Clinical Associate Professor

Ingraham, Daniel, D.O.
Clinical Assistant Professor

Jordan, William M., D.O.
Clinical Assistant Professor

Kageler, Woody V., M.D.
Clinical Associate Professor

Kopman, Norman, D.O.
Clinical Assistant Professor

Miller, Douglas S., M.D.
Clinical Assistant Professor

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

Nophsker, Theodore, D.O.
Clinical Assistant Professor

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

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

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

Widerhorn, Josef, M.D.
Clinical Associate Professor

DEPARTMENT OF MANIPULATIVE MEDICINE

Vick, David A., D.O., F.A.A.O.
Chair and Associate Professor;
B.S. Northeast Missouri State
University,
D.O. University of Health
Sciences

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

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

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

Rudder, Lorraine, M.D.
Assistant Professor;
B.A. Rice University,
M.D. University of Texas
Health Science Center-
San Antonio

Stoll, Scott, D.O., Ph.D.
Assistant Professor;
B.S. University of Kentucky,
Lexington,
D.O. Texas College of
Osteopathic Medicine,
Ph.D. University of
North Texas

Affiliated Faculty

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

Dott, Gregory, D.O., F.A.A.O.
Clinical Associate Professor

Sklar, John, M.D.
Clinical Assistant Professor
Taylor, Stephen, D.O.
Clinical Assistant Professor
Teitelbaum, David, D.O.
Clinical Assistant Professor

DEPARTMENT OF MEDICAL EDUCATION

**Papa, Frank J., D.O., Ph.D.,
F.A.C.E.P.**
Acting Chair and Professor;
B.A. La Salle College,
D.O. Philadelphia College of
Osteopathic Medicine,
Ph.D. University of North
Texas
Shores, Jay H., Ph.D.
Vice Chair 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
**Blais, Francis X., D.O.,
F.A.C.O.I.**
Associate Professor;
B.A. Northeastern University
D.O. Philadelphia College of
Osteopathic Medicine
Budd, M. L., Ph.D.
Assistant Professor;
B.A. Albion College,
M.S. University of Michigan,
Ph.D. Michigan State
University

Motheral, M. Susan, Ph.D.
Assistant Professor;
B.A. Grinnell College,
Ph.D. Duke University,
M.B.A. Southern Methodist
University

Affiliated Faculty

Dansereau, Margaret, M.Ed.
Adjunct Instructor
Davis, Elizabeth, M.Ed.
Adjunct Instructor
Schumacker, Randall, Ph.D.
Adjunct Associate Professor

(see also Professional Library
Faculty listing)

DEPARTMENT OF MEDICAL HUMANITIES

**Olson, C. Raymond, D.O.,
F.A.C.O.I.**
Acting Chair and Professor;
B.A. Oberlin College,
D.O. Chicago College of
Osteopathic Medicine
Budd, M. L., Ph.D.
Assistant Professor;
B.A. Albion College,
M.S. University of Michigan,
Ph.D. Michigan State
University
Lurie, Sue G., Ph.D.
Assistant Professor;
B.A. University of South
Carolina,
M.A. University of North
Carolina,
Ph.D. University of Oklahoma
McQueen, Gregory P., Ph.D.
Instructor;
B.A. Waterloo Lutheran
University,
M.S. State University of New
York at Brockport,
Ph.D. University of North
Texas

Affiliated Faculty

Isch, David, M. Div.
Adjunct Instructor

Longworth, William, Ph.D.
Clinical Assistant Professor
Rafes, Richard S., J.D.
Clinical Instructor
Weinberg, Steven M., J.D.
Clinical Assistant Professor

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

**Adams, Robert C., D.O.,
F.A.C.O.O.G.**
Chair 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.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
Papa, Tracy E., D.O.
Assistant Professor;
D.O. Texas College of
Osteopathic Medicine

Affiliated Faculty

Davis, Don, M.D.
Clinical Assistant Professor
DiLena, Reynold, M.D.
Clinical Assistant Professor
Eubank, Charles, M.D.
Clinical Assistant Professor
**Hayes, Vernon M., D.O.,
F.A.C.O.G.**
Clinical Associate Professor

Howard, Thomas, M.D.
Clinical Assistant Professor
LaStrap, Rhodesia, D.O.
Clinical Assistant Professor
Maberry, Mark, M.D.
Clinical Assistant Professor
McCullough, Michael, D.O.
Clinical Assistant Professor
**McWherter, Joseph, M.D.,
F.A.C.O.G.**
Clinical Assistant Professor
Messing, Mark, M.D.
Clinical Assistant Professor
Miers, John, D.O., F.A.C.O.G.
Clinical Assistant Professor
Stettler, William, M.D.
Clinical Assistant Professor
Stockberger, Robert, D.O.
Clinical Assistant Professor
Tabor, Bannie, M.D.
Clinical Assistant Professor
Wang, Bruce, D.O.
Clinical Assistant Professor
Wiegman, Ralph, M.D.
Clinical Assistant Professor

DEPARTMENT OF PATHOLOGY

Putthoff, Stephen L., D.O.
Chair 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

Affiliated Faculty

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

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

Sherman, J. Mark, Ph.D.
Adjunct Assistant Professor

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

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

DEPARTMENT OF PEDIATRICS

Blackwell, Deborah L., D.O.
Acting Chair and Associate Professor;
B.A. University of Texas at Austin,
D.O. Texas College of Osteopathic Medicine

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

Fling, John A., M.D., F.A.A.P.
Associate Professor (Allergy and Immunology);
B.S. Southwest Texas State University,
M.D. University of Texas Health Science Center at San Antonio

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

Gonzalez, Fernando, D.O., F.A.C.O.P.
Assistant Professor;
B.S. University of Texas at Arlington,
D.O. Texas College of Osteopathic Medicine

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

Matches, Sarah, D.O., F.A.A.P.
Assistant Professor;
B.S. and B.A. Northeast Missouri State University,
D.O. Texas College of Osteopathic Medicine

Podgore, John K., D.O., F.A.A.P.
Professor (Infectious Disease);
B.A. University of Michigan,
D.O. University of Osteopathic Medicine and Health Sciences

Vert, Deborah, D.O.
Assistant Professor;
B.S./ Texas A & M,
D.O. Texas College of Osteopathic Medicine

Affiliated Faculty

Bates, Teresa J., M.D.
Clinical Assistant Professor

Cowan, Michael, D.O.
Clinical Assistant Professor

Della-Giustina, K.L., M.D.
Clinical Assistant Professor

Dressel, Marshall V.C., M.D.
Clinical Associate Professor

George, Stephen L., M.D.
Clinical Assistant Professor

Hart, Timothy P., M.D.
Clinical Assistant Professor

Hunter, Patrick K., M.D.
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

McElroy, Luisa Gomez, M.D.
Clinical Assistant Professor

Smith, Robert A., D.O.
Clinical Assistant Professor

Wood, Franklin H. Jr., M.D.
Clinical Assistant Professor

DEPARTMENT OF PHARMACOLOGY

Lal, Harbans, Ph.D., D.Litt.
Chair and Professor;
B.S. Punjab University,
M.S. University of Kansas,
Ph.D. University of Chicago,
D.Litt. (Hon.) Guru Nanak Dev University

Bidaut-Russell, Ph.D., M.P.H., M.P.E.
Assistant Professor;
R.Ph. University of Aix-Marseille,
M.P.H. St. Louis University,
M.P.E. Washington University,
Ph.D. University of Bordeaux II

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

de Fiebre, Christopher, Ph.D.
Assistant Professor;
B.A. University of Minnesota,
Ph.D. University of Colorado

Dillon, Glenn H., Ph.D.
Assistant Professor;
B.S. Southwest Missouri State University,
M.S. and Ph.D. University of Illinois at Urbana-Champaign

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

Gatch, Michael B., Ph.D.
Research Assistant Professor;
B.A. University of Chicago
M.A. University of Houston
Ph.D. Utah State University

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

Luedtke, Robert R., Ph.D.
Associate 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

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

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

Affiliated Faculty

Bergamini, Michael Van Wie, Ph.D.

Adjunct Professor

De Santis, Louis, Ph.D.

Adjunct Assistant Professor

DeSousa, Byron, Ph.D., M.D.

Adjunct Professor

Donahue, Manus, Ph.D.

Adjunct Assistant Professor

Graybill, David B., D.O.

Adjunct Instructor

Hooper, C. Dan, R.Ph.

Adjunct Instructor

Luke Jr., Edward, D.O.

Adjunct Associate Professor

Mia, Abdul J., Ph.D.

Adjunct Associate Professor

Page, Ray, D.O., Ph.D.

Adjunct Assistant Professor

Pang, Iok-Hou, Ph.D.

Adjunct Assistant Professor

Petty, Frederick, Ph.D., M.D.

Adjunct Associate Professor

Sharif, Naj, Ph.D.

Adjunct Associate Professor

Sherman, William, Ph.D.

Adjunct Professor

Sohal, Raj, Ph.D.

Adjunct Professor

Sohmer, S.H., Ph.D.

Adjunct Professor

Stanton, J. Michael, D.O.,

F.A.O.C.A.

Adjunct Associate Professor

Verstappen, Annita, Ph.D.

Adjunct Assistant Professor

DEPARTMENT OF
PSYCHIATRY AND HUMAN
BEHAVIOR

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

Chair and Associate Professor;

B.S. Brooklyn College of

Pharmacy,

D.O. University of Osteopathic

Medicine and Health Sciences

Hall, James R., Ph.D.

Vice Chair and Associate

Professor;

B.A. University of Iowa,

Ph.D. University of Nevada at

Reno

Franks, Susan F., Ph.D.

Assistant Professor;

B.S. University of Texas at

Arlington,

M.S. and Ph.D. University of

North Texas

Keller, Stewart R., D.O.

Assistant Professor;

B.S. Oglethorpe University,

D.O. Texas College of

Osteopathic Medicine

McGill, Jerry C., Ph.D.

Associate Professor;

B.A. Hardin-Simmons

University,

M.A. Texas Tech University,

Ph.D. University of North

Texas

Smith-Blair, Gayle, M.D.

Assistant Professor;

B.S. Texas A&M University,

M.D. Texas A&M College of

Medicine

Affiliated Faculty

Ahmed, Bashir, M.D.

Clinical Professor

Barker, Thomas E., M.D.

Clinical Associate Professor

Bleker, Edward, Ph.D.

Clinical Assistant Professor

Carson, Chris, M.D.

Clinical Assistant Professor

Cleary, Michael F., M.D.

Clinical Associate Professor

Denney, Robert G., M.D.

Clinical Associate Professor

Doster, Jeanette, Ph.D.

Clinical Associate Professor

Etter, Gary L., M.D.

Clinical Assistant Professor

Faubion, Joan, Ph.D.

Clinical Associate 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

Rainville, Karen L., D.O.

Clinical Assistant Professor

Williams, Delwin, M.D.

Clinical Assistant Professor

Witschy, James K., M.D.

Clinical Assistant Professor

DEPARTMENT OF PUBLIC
HEALTH AND PREVENTIVE
MEDICINE

Treviño, Fernando M., M.P.H.,
Ph.D.

Chair and Professor;

B.S. University of Houston,

M.P.H. University of Texas,

Ph.D. University of Texas-

Galveston

Ramirez, Gilbert, Dr.P.H.

Vice Chair and Associate

Professor;

B.S. East Tennessee State

University,

M.A. Webster University,

M.P.H. University of Hawaii,

Dr.P.H. University of Texas

School of Public Health

Bidaut-Russell, Michelle, Ph.D.,
M.P.H., M.P.E.

Assistant Professor;

R.Ph. University of Aix-

Marseille,

M.P.H. St. Louis University,

M.P.E. Washington

University,

Ph.D. University of Bordeaux II,

Ph.D. St. Louis University

Clark, Sharon E., D.O., M.P.H.

Assistant Professor;

B.S. and M.A. The University

of Texas at Arlington,

M.P.H. Medical College of

Wisconsin,

D.O. Texas College of

Osteopathic Medicine

Coggin, Claudia, M.S., CHES

Instructor;

M.S. Texas Woman's

University

Gonzalez, Adela, M.P.A.

Instructor;

M.P.A. Southwest Texas State

University

Kaman, Robert L., Ph.D., J.D.

Associate Professor;

Ph.D. Virginia Polytechnic

Institute,

J.D. Texas Wesleyan

University School of Law

Licciardone, John C., D.O.,

M.S., M.B.A., F.A.C.P.M.

Associate Professor;

B.S. Fordham University,

M.S. Ohio State University

College of Medicine,

M.B.A. Texas Christian

University,

D.O. Kirksville College of

Osteopathic Medicine

Lurie, Sue G., Ph.D.

Assistant Professor;

B.A. University of South

Carolina,

M.A. University of North

Caroline,

Ph.D. University of Oklahoma

Marshall, Muriel, D.O., M.P.H./

T.M., Dr.P.H., F.A.O.C.P.M.

Associate Professor;

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 and Tropical

Medicine

Rene, Antonio A., Ph.D.,

M.P.H.

Assistant Professor;

M.P.H. and Ph.D. The

University of Texas School of

Public Health

Urrutia-Rojas, Ximena, Dr. P.H.
Assistant Professor;
R.N. Universidad de
Concepcion, Chile,
M.P.H. and Dr.P.H. The
University of Texas School of
Public Health

Affiliated Faculty

**Allen, Clarence R., M.D.,
M.P.H.**
Clinical Associate Professor
Chng, Chwee Lye, Ph.D.
Courtesy Associate Professor
Doyle, Eva I., Ph.D.
Clinical Assistant Professor
**Hathaway, Alecia, M.D.,
M.P.H.**
Clinical Assistant Professor
Hutcheson, Lonn, Ph.D.
Adjunct Assistant Professor
Lazurus, Karen, M.D., M.P.H.,
Clinical Assistant Professor
Limpert, Scott, M.D.
Adjunct Assistant Professor
**Niessen, Linda, D.M.D.,
M.P.H., M.P.P.**
Clinical Professor
Pepper, Larry J., D.O.
Clinical Assistant Professor
**Piwinski, Stephen E., M.D.,
M.O.H.**
Clinical Assistant Professor
Shelley, Philip E., Ph.D.
Clinical Associate Professor
Smith, David R., M.D.
Clinical Professor

**DEPARTMENT OF
RADIOLOGY**

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

Affiliated Faculty

Caffrey, Mary H., D.O.
Clinical Assistant Professor

Jagoda, Samuel Jr., M.D.
Clinical Assistant Professor
Johnson, E. Wayne, D.O.
Clinical Associate Professor
Leonard, Morton H., Jr., M.D.
Clinical Associate Professor
Marsh, Paul T., D.O.
Clinical Assistant Professor
Martin, Melissa, D.O.
Clinical Associate Professor
Meehan, John J., D.O.
Clinical Associate Professor
Mobley, David B., D.O.
Clinical Assistant Professor
Pearson, Harris F., Jr., D.O.
Clinical Associate Professor
Rettig, Joshua, M.D.
Clinical Assistant Professor
Schellin, Richard A., D.O.
Clinical Associate Professor
Sharratt, G. Pat, D.O.
Clinical Assistant Professor

**DEPARTMENT OF
SURGERY**

**Buchanan, Sam W., D.O.,
F.A.C.O.S.**
Chair and Associate Professor;
B.S. Texas Christian
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
DeLange, Burke, D.O.
Assistant Professor;
B.S. Idaho State University,
D.O. Nova Southeastern
University of the Health
Sciences
Dimitrijevič, S. Dan, Ph.D.
Research Associate Professor;
B.S. and Ph.D. University of
Bath
Lowry, J. Roy, D.O.
Associate Professor;
B.A. Texas Wesleyan
University,
D.O. Texas College of
Osteopathic Medicine
Peska, Don, D.O., F.A.C.O.S
Associate Professor;
B.S. Brooklyn College,
D.O. College of Osteopathic
Medicine and Surgery
Phillips, Randall R., D.O.
Assistant Professor;
B.S. Southwestern Union
College,
D.O. Texas College of
Osteopathic Medicine
Rittenhouse, David R., D.O.
Associate Professor;
B.S. University of Oklahoma,
D.O. Oklahoma State
University, College of
Osteopathic Medicine
Smith, Adam B., D.O.
Assistant Professor;
B.S. University of Oklahoma,
D.O. Oklahoma State
University College of
Osteopathic Medicine
Smith, Gregory H., D.O.
Assistant Professor;
B.S. Pennsylvania State
University,
D.O. Kirksville College of
Osteopathic Medicine
Wilkinson, E.J., D.O.
Assistant Professor;
B.S. University of Kansas,
D.O. University of Health
Sciences, College of
Osteopathic Medicine
Wilson, C. Terrence, D.O.
Assistant Professor;
B.S. Marshall University,
D.O. West Virginia School of
Osteopathic Medicine

Affiliated 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.,
F.A.C.O.S.**
Clinical Assistant Professor
Brooks, Edward M., D.O.
Clinical Associate Professor
(Otorhinolaryngology)

Carter, Richard A., D.O.
Clinical Assistant Professor
Glickfeld, Myron, D.O.
Clinical Associate Professor
Gonzalez-Davila, Adolfo, D.O.
Clinical Assistant 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
**Laughlin, James E., D.O.,
F.A.C.O.S.**
Clinical Assistant Professor
Olivencia-Yurvati, Albert, D.O.
Clinical Associate 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 I., M.D.
Clinical Assistant Professor
**Smith, H. Gerhart, D.O.,
F.A.O.A.O.**
Clinical Associate Professor
Smith, John Houston, M.D.
Clinical Assistant Professor
Snow, Robert G., D.O.
Clinical Assistant Professor
Stone, David, D.O.
Clinical Assistant Professor
Stroud, Robert, D.O.
Clinical Assistant Professor
Swords, Frank, D.O.
Clinical Assistant Professor
Syrquin, M.D., Abraham F.
Clinical Assistant Professor
Wallace, William E., D.O.
Clinical Assistant Professor
Washak, Ronald, D.O.
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
- Elko, Edward E., Ph.D.**
Professor Emeritus,
Pharmacology;
B.S. University of Scranton,
Ph.D. University of Tennessee
- 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**

- Brooks, Ann, M.L.S., M.B.A.,
A.H.I.P.**
Associate Director, Public
Services;
Assistant Professor, Medical
Education;
B.S. California State
Polytechnic University,
M.L.S. University of
Pittsburgh,
M.B.A. Texas Christian
University
- Carter, Bobby R., M.S.**
Director, Library Services;
Associate Professor, Medical
Education;
B.S. University of Houston,
M.S. Louisiana State
University
- Elam, Craig S., M.L.S.,
A.H.I.P.**
Associate Director, Technical
Services;
Assistant Professor, Medical
Education;
A.B. Stanford University,
M.L.S. University of California
at Berkeley
- Johnson, Lynn F., M.I.S.**
Osteopathic Literature
Indexer;
Instructor, Medical Education;
B.S. Arkansas Tech
University,
M.I.S. University of North
Texas
- Lee, Regina, M.L.S.**
Coordinator, Public Access
Services;
Instructor, Medical Education;
B.A. Angelo State University,
M.L.S. University of Texas at
Austin
- Martin, Dohn H., M.S.,
M.S.L.S.**
Associate Director, Biomedical
Informatics;
Instructor, Medical Education;
M.S. and M.S.L.S. University
of North Carolina, Chapel Hill

- Mason, Timothy D., M.L.S.**
Technical Services Librarian;
Instructor, Medical Education;
B.A. University of Cincinnati,
M.L.S. University of North
Texas
- McInroy-Hocevar, Moira, M.A.,
M.L.S.**
Audiovisual Librarian;
Assistant Professor, Medical
Education;
B.Ed. Nottingham University,
M.A. Glasgow University,
M.L.S. University of North
Texas
- Porter, Sherry, M.L.S.**
Serials Librarian;
Instructor, Medical Education;
B.A. Southwest Texas State
University,
M.L.S. University of Texas at
Austin
- Raymond, Sue, M.L.S.**
Instructional Services
Librarian;
Instructor, Medical Education;
B.A. Georgetown College,
M.L.S. University of Missouri
at Columbia
- Taber, Gay, M.L.S.**
Reference Librarian;
Instructor, Medical Education;
B.A. University of North
Texas,
M.L.S. Texas Woman's
University

Health Science Center Officers and Staff

Board of Regents	Administration		Administrative Staff
Jerry Farrington, Dallas, Chair	David M. Richards, D.O., President	T. John Leppi, Ph.D., Associate Dean for Medical Student Admissions	Don Beeson, Police Chief
Joe Kirven, Dallas	Benjamin L. Cohen, D.O., Vice President for Health Affairs and Executive Dean	Greg McQueen, Ph.D., Associate Vice President for Institutional Planning and Health Affairs	Betty Belton, Registrar
Lucille Murchison, Dallas	Adela N. Gonzalez, M.P.A., Interim Vice President for Administrative Affairs and Associate Vice President for Multicultural Affairs	Diane Williams, J.D., Senior Associate Dean for Student Affairs and Admissions	Bobby R. Carter, Director of Library Services
George Pepper, Fort Worth	Daniel M. Jensen, Vice President for Governmental Affairs	Woody V. Kageler, M.D., Assistant Dean for Clinical Affairs - Tarrant County Hospital District	Pat Casey, Director of Institutional Budgets and Grants Management
Burle Pettit, Lubbock	Richard Rafes, J.D., Ph.D., Vice Chancellor and General Counsel	Henry R. Lemke, P.A.-C., M.M.S., Director of Physician Assistant Studies Program	David Gibson, Ph.D., Director of Clinical Research
Bobby Ray, Plano	Steve R. Russell, Vice President for Fiscal Affairs		Luther Hall, Deputy Director of Medical Services Research and Development Plan
Gayle Strange, Argyle	Robert Gracy, Ph.D., Dean for Research and Biotechnology		W. Rand Horsman, Director of Human Resource Services
Martha Turner, Houston	Thomas Yorio, Ph.D., Dean of the Graduate School of Biomedical Sciences		Mark R. Jackson, Acting Director of Biomedical Communications
Chancellor	J. Warren Anderson, Ed.D., Associate Dean for Educational Planning and Development		Harry J. Marek, Director of Physical Plant
Alfred F. Hurley, Ph.D.	Deborah Blackwell, D.O., Associate Dean for Clinical Education and Health Affairs		Raymond Medina, Executive Director and Chief Operating Officer of Medical Services Research and Development Plan
	Thomas P. Gore II, Associate Vice President for Advancement		M. Susan Motheral, Ph.D., Director of Institutional Research
			Lane Nestman, Director of Purchasing and Central Services
			Robert Nimocks, Director of Information Technology Services
			Steve Oeffner, C.P.A., Controller and Information Resource Manager
			Douglas Shriner, Director of Financial Aid
			James Sims, Ph.D., Safety Officer
			Glenn Sparks, R.N., Director of Quality Assurance

Information is current as of July 1, 1998

Index

Academic		Early Decision Program	18	ID cards	14	Psychiatry and Human	
advisement	14	Environments, special	21	Immunizations	22	Behavior, Department of	38
calendar	4	Evaluation, course/instructor	24	Information Technology		Public Health and Preventive	
honors	26	Examinations		Services	11	Medicine, Department of	39
misconduct	21	final	26	Institute for Cancer Research	9	Radiology, Department of	39
probation	27	national boards	25	Institute of Forensic Medicine	9	Records, open	23
programs, special	24	review program	26	Institute of Nutrition and		Recreational Facilities	15
Accreditations	3	subject exam policy	25	Chronic Disease Prevention	10	Registration	22
Administrative				Institutional Support Services	10	Religious Holy Day	21
officers	58	Faculty	46	Integrative Physiology,		Request Policy	
staff	58	emeritus	57	Department of	34	Research and	
Admission		library	57	Internal Medicine,		Biotechnology, Office of	10
requirements	16	Family Medicine,		Department of	35	Residency programs	
Advanced placement	25	Department of	33	Leaves of absence	27	Family Practice	43
Americans with Disabilities		Fees	19	Library	11	General Internal Medicine	43
Act	60	Fellowship programs		Library faculty	57	Manipulative	
Anatomy and Cell Biology,		Critical Care	44	Loan programs, federal	16	Medicine	43
Department of	32	General Vascular Surgery	44	Manipulative Medicine,		Obstetrics/Gynecology	43
Applicant selection	18	Geriatric Medicine	44	Department of	36	Preventive Medicine	43
Application procedures	17	Financial aid	18	MCAT	14	Surgery	44
Attendance	21	Fiscal policies	20	Medical Education,		Urology	44
Auditing	25	Food service	14	Department of	37	Scheduling events	15
		Geriatric Education and		Medical Humanities,		Selection, applicant	18
Biomedical Communications	11	Research Institute	9	Department of	37	Seven-Year Program	18
Board of Regents	58	Grades	23	Mission statement	6	Sexual harassment	60
Calendar	4	incomplete	24	Molecular Biology and		Special environments	21
Cardiovascular Research		numerical course	23	Immunology, Department of	32	Student Affairs, Division of	14
Institute	8	recording	24	Multicultural Affairs,		Student	
Center for Osteoporosis		remedied	24	Office of	12	activities	15
Prevention and Treatment	9	semester	24	National boards	25	development services	15
Clinics, TCOM	7	Graduation,		New Curriculum		organizations	15
Continuing Medical		Requirements for	28	Nondiscrimination		Substance Abuse Institute of	
Education	12	Guidance, counseling and		and Harassment Policies	60	North Texas	10
Counseling	14	academic advisement	14	North Texas Eye Research		Surgery, Department of	39
Course/instructor		Health and technical		Institute	10	Teaching affiliates	8
evaluation	24	standards	16	North Texas Medical		Teaching methods	30
Courses, description of	32	Health science center,		Education Consortium	8	Texas College of	
Courses, sequence of	31	overview	6	Obstetrics and Gynecology,		Osteopathic Medicine	7
Curriculum		map	62	Department of	37	Texas residency	18
goals	30	Health insurance	14	Officers and staff	58	Transcripts	23
new	31	Health services	14	Pathology, Department of	38	Tuition, fees, other charges	19
overview	30	Honors, Academic	26	Pediatrics, Department of	38	refund policy	20
teaching methods	30	Honors Day	14	Pharmacology,		Veteran's registration	15
Dismissal	28	Hospitalization insurance	22	Department of	38	Withdrawal	27
Diversity, Respect for	60	Housing	14	Probation, Academic	27	Wound Healing Research	
Dual-degree programs				Promotion requirements	26	Institute	10
D.O./Ph.D.	42						
D.O./M.S.	42						
D.O./M.P.H.	43						

Nondiscrimination and Harassment Policies

Respect for Diversity

The Nondiscrimination/Equal Employment Opportunity and Affirmative Action policy affirms the requirement for every member of the UNT Health Science Center community to comply with existing federal and state equal opportunity laws and regulations.

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 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 on their 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.

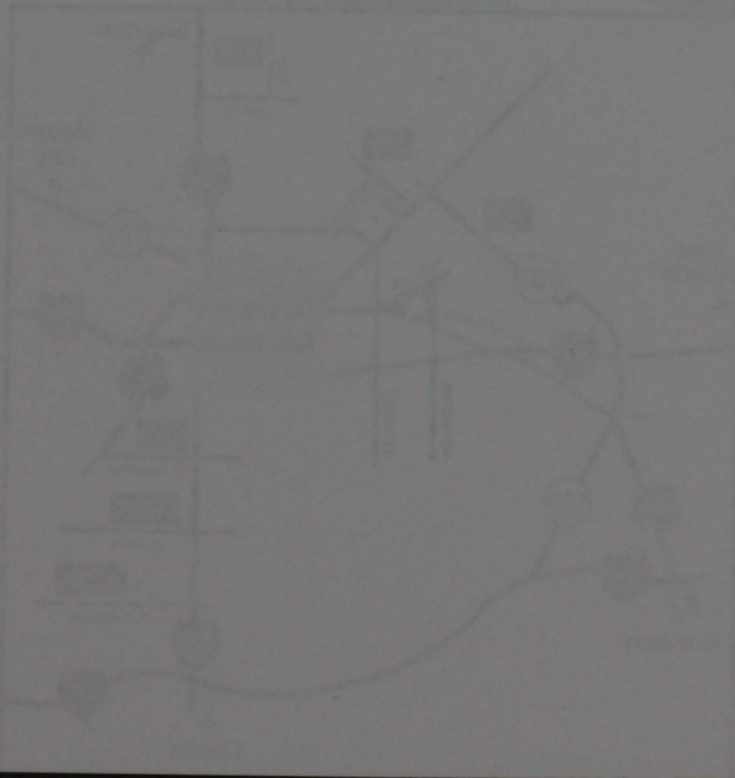
Americans with Disabilities Act

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.

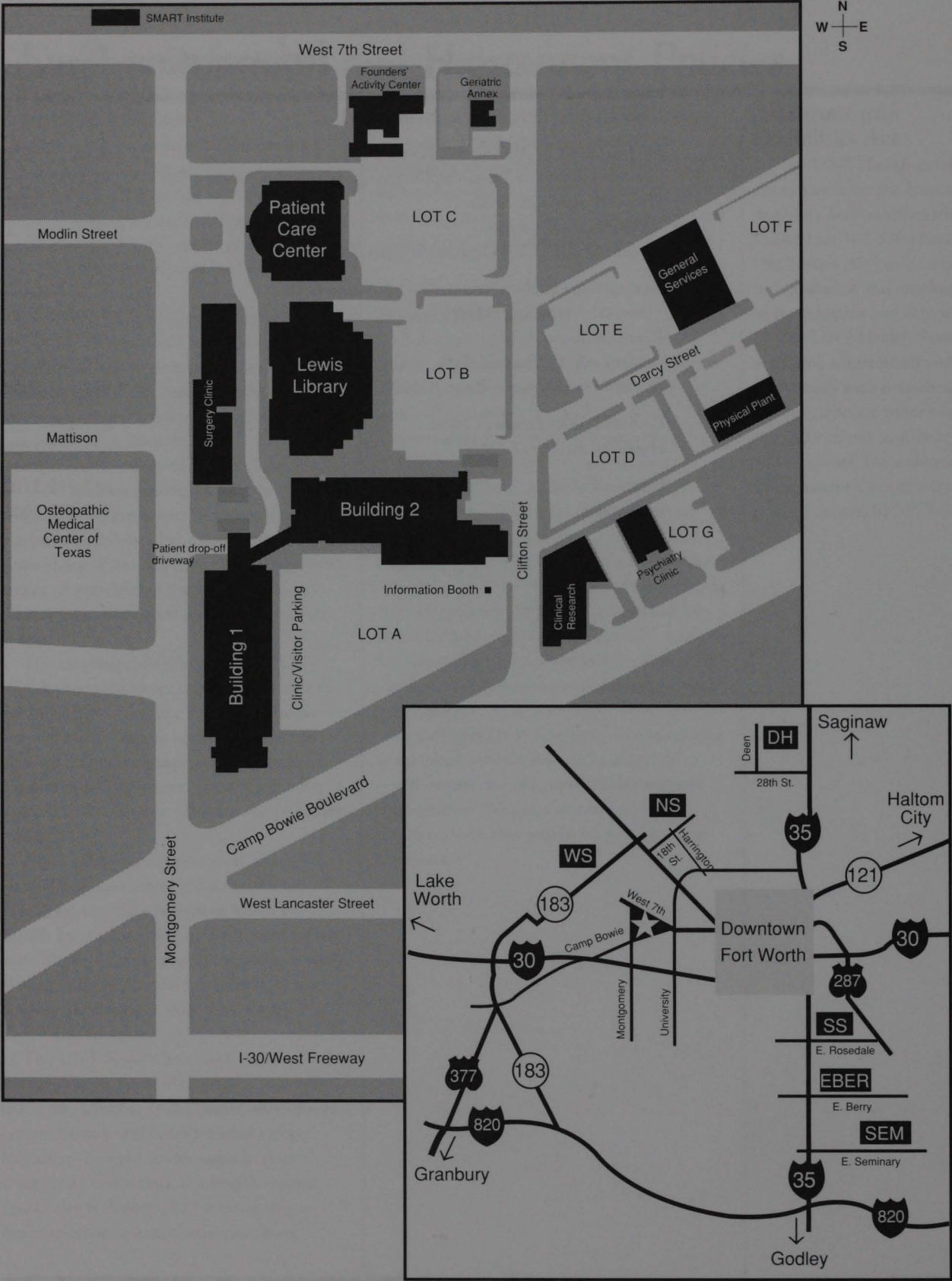
The UNT Health Science Center provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. For assistance contact the Equal Employment Opportunity Office at the health science center, 817-735-2357.

Information Guide

UNT Health Science Center Switchboard	817-735-2000
Medical Student Admissions, Room 1-707	817-735-2204
Graduate School of Biomedical Sciences Admissions, Room 1-804	817-735-2560
Physician Assistant Studies	817-735-2301
Public Health Program	817-735-2401
Health Affairs/TCOM Executive Dean, Room 1-840	817-735-2506
Accounting (Student Receivables), Room 1-832B	817-735-2548
Financial Aid, Room 1-116	817-735-2520
Registrar, Room 1-502	817-735-2201
Student Affairs, Room 1-116	817-735-2505
Student Development, Room 1-110B	817-735-5006
Central Family Practice Clinic	817-735-2228
Founders' Activity Center	817-735-2209
Campus Police	817-735-2210
Emergencies	817-735-2600



Campus Access Map





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

Texas College of Osteopathic Medicine

3500 Camp Bowie Boulevard

Fort Worth, Texas 76107-2699