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UNIVERSITY of NORTH TEXAS HEALTH SCIENCE CENTER at Fort Worth

Texas College of Osteopathic Medicine

2001-2002 Catalog



Doctor of Osteopathic Medicine
Master of Physician Assistant Studies

Texas College of Osteopathic Medicine

2001–2002 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, for medical students and physician assistant students only, in effect as of July 1, 2001.

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 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.



UNIVERSITY of NORTH TEXAS HEALTH SCIENCE CENTER *at Fort Worth*



Education, Research, Patient Care *and* Service

3500 Camp Bowie Boulevard • Fort Worth, Texas 76107-2699

www.hsc.unt.edu

Provost's Message

Welcome to our exciting health science center, where we are preparing the next generation of physicians, physician assistants, scientists and public health professionals. You've come at a great time — a time like no other in medicine's history. A time when the challenges have never been greater ... and the promises for a healthier society so close to reality.

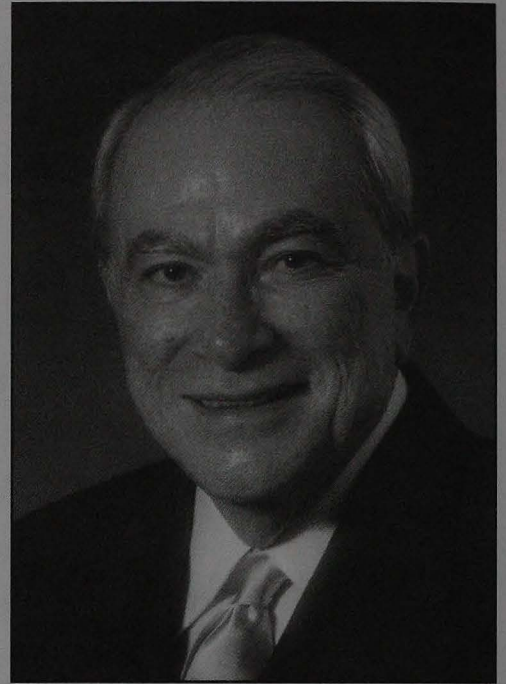
Here at the UNT Health Science Center, we educate our students in an environment that is steeped in a culture of caring for patients as whole beings, and of concentrating on the hallmarks of prevention and wellness.

We involve our students in the diagnosis and treatment of not only the patient, but also the community by interweaving public health and medicine.

We help create lifetime self-learners in an atmosphere of cutting-edge biotechnology, where scientists race for the cure for cancer, heart disease, Alzheimer's and more, while constantly asking "Why?," "Why not?" and "Can we do it better?"

From the graying of America to the stamping out of tuberculosis to the prevention of dementia, our community of scholars will help illuminate your understanding of some of our nation's most complex health issues, and they will guide you through the completion of your studies.

Your journey into 21st century health care has just begun. We pledge to do everything we can to make it interesting, successful and rewarding.



Benjamin L. Cohen D.O.

Benjamin L. Cohen, D.O.
Provost and Senior Vice President for Health Affairs

July 1, 2001

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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 (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) 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. Accreditation was granted to the University of North Texas Health Science Physician Assistant Studies Program by the Committee on Accreditation of Allied Health Education Programs in April 1999. Program graduates are eligible to sit for national certifying examinations.

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

2001-2002 Academic Calendar for D.O. Students

Fall 2001

July 30

Clinical clerkships begin for
Year 3 D.O. students

July 30-August 3

Orientation for Year 1 D.O. students

August 3

Registration for Years 1 and 2 D.O. students

August 6

First day of fall classes for
Years 1 and 2 D.O. students

August 10

Last day for Years 1 and 2 D.O. students to
register for classes

August 24

Ranchland

August 28-29

Scheduled administration of Level II:
Comprehensive Osteopathic Medical
Licensing Examination (COMLEX)

September 3

Labor Day Holiday*

September 4

Last day for Years 1 and 2 D.O. students
to withdraw with partial refund of
tuition and fees

September 14, 2001

White Coat Ceremony

September 15

Family Day

October 16-17

Scheduled administration of
Level I: COMLEX

November 22-23

Thanksgiving Holiday*

December 4-5

Scheduled administration of
Level III: COMLEX

December 20

End of Semesters 1 and 3, D.O.;
grades are due to Registrar

December 22-January 1

Winter Holiday*

Spring 2002

January 2

First day of spring classes for
Years 1 and 2 D.O. students

January 15-16

Scheduled administration of
Level II: COMLEX

January 21

Martin Luther King Jr. Holiday*

January 29

Last day for Years 1 and 2 D.O. students
to withdraw with partial refund

March 11-15

Spring Break*

April 15

Research Appreciation Day

April 26

Last day of clerkships for
Year 4 D.O. students

April 29

First day of Semester 8 classes,
Year 4 D.O. students

May 7

Manipulative Medicine Subject Exam,
Year 2 D.O. students

May 10

Comprehensive Basic Science Exam
for Year 2 D.O. students
Last day of classes for Year 4 D.O. students

May 13

First day of Board Review course
for Year 2 D.O. students

May 15

Semester 8 grades for
Year 4 D.O. students due to Registrar

May 18

Commencement, Class of 2002 D.O. students

May 25

Last day of classes for Year 2 D.O. students

May 27

Memorial Day Holiday

June 4-5

Scheduled administration of
Level I: COMLEX

June 7

Spring semester grades for
Year 2 D.O. students due to Registrar

June 11-12

Scheduled administration of
Level III: COMLEX

June 14

Comprehensive Basic Science Exam
for Year 1 D.O. students
Last day of classes for Year 1 D.O. students

June 21

Spring semester grades for
Year 1 D.O. students due to Registrar

* Holidays may vary for students on rotation
and for members of the faculty and staff.

** Examination dates are subject to change
with reasonable notice.

Our Mission

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 both individual and societal 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 1997 and revised January 1999.)

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The Health Science Center

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

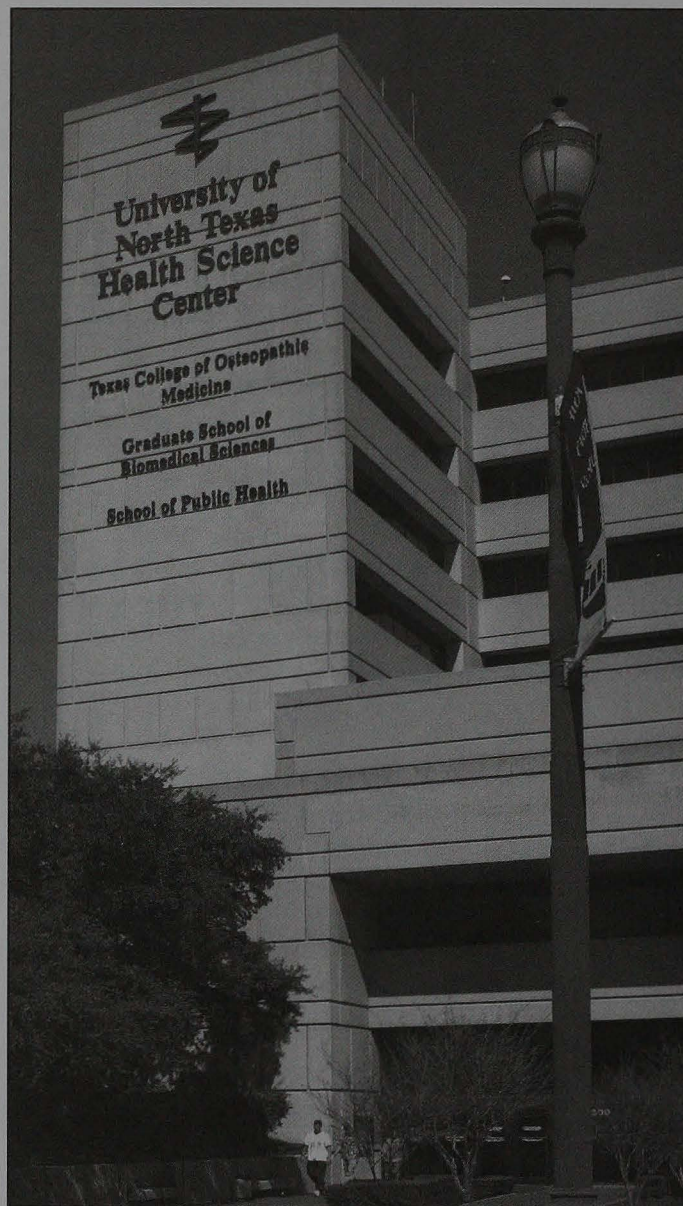
A 15-acre, \$71 million medical complex, the health science center is located in the heart of Fort Worth's Cultural Arts District. Our campus sits among parks, museums and tree-lined streets rather than in the concrete world of a central hospital district.

The health science center consists of three schools — Texas College of Osteopathic Medicine, the Graduate School of Biomedical Sciences and the School of Public Health — with a combined faculty of more than 200, a staff of 900 and a cadre of some 300 volunteer community physicians.

TCOM, founded in 1970, is the health science center's cornerstone. It is Texas' only college of osteopathic medicine, and one of only 19 in the nation. Since 1997, TCOM's Department of Family Medicine has administered the health science center's Physician Assistant Studies Program, which began as a bachelor's degree program but is now a master's-level P.A. program. 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. Beginning in Fall 2000, the graduate school offers a master's degree in forensic genetics, and also a master's in science program designed to prepare students for health careers, including medicine. The School of Public Health was established in 1999 and offers the master of public health and doctor of public health degrees. A doctor of philosophy degree in epidemiology is planned for the near future.

Faculty members in the health science center's Physicians and Surgeons Medical Group practice in all medical and surgical specialties and subspecialties. More than 188,000 patient visits are logged each year at the health science center's campus and community network of 21 clinics and laboratories. A six-story, 135,000-square-foot Patient Care Center opened on campus in 1997. A chronic care outpatient dialysis facility, a joint venture with a national renal management group, opened on campus in the fall of 2000.

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, cancer, vision, heart disease, DNA and genetics, substance abuse, wound healing, osteoporosis and tuberculosis. This growing team of experts has fostered the creation of six Institutes for Discovery.

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

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 (now the Board of Regents of the University of North Texas System).

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.

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 2,154 graduates practice primary care medicine — the highest proportion among Texas' eight medical schools and one of the highest in the nation. Other graduates 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 21 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.

TCOM Clinics

The following clinics are under the administration of the UNTHSC Physicians and Surgeons Medical Group:

- Allergy, Asthma & Immunology Clinic
- Central Family Practice Clinic
- Diamond Hill Family Pediatric Clinic*
- General Internal Medicine Clinic
- Godley Family Practice Clinic
- Hyperbaric Medicine and Wound Care*
- Internal Medicine Clinic at Plaza Medical Center*
- International Travel Medicine
- Northside Family Practice Clinic
- Obstetrics and Gynecology Clinic
- Osteopathic Manipulative Medicine Clinic
- Osteoporosis Prevention and Treatment
- Pediatric Clinic
- Plaza Family Medicine Clinic*
- Primary Care Clinic*
- Saginaw Family Practice Clinic
- Seminary Drive Family Practice Clinic
- South University Obstetrics and Gynecology Clinic
- Southside Family Practice Clinic
- Specialty Internal Medicine Clinic
- Spine Institute*
- Sports Medicine and Rehabilitation of Texas*
- Surgery Clinic
- UNTHSC Surgical and Medical Clinic
- Westside Family Practice Clinic

**Clinic which UNT Health Science Center operates under contract.*

TCOM's Laboratories include:

- DNA/Identity Laboratory
- GeneLink Storage Facility
- Pathology/Clinical Laboratory

Affiliated Clinical Teaching Sites for TCOM Students

- Bay Area Medical Center/Corpus Christi
- Dallas Southwest Medical Center/Dallas
- Doctor's Hospital/Groves
- Driscoll Children's Hospital/Corpus Christi
- Federal Medical Center/Fort Worth
- Harris Methodist Erath County/Stephenville
- John Peter Smith Hospital/Fort Worth
- Mesquite Community Hospital/Mesquite
- Osteopathic Medical Center of Texas/Fort Worth
- Plaza Medical Center/Fort Worth
- The University of Texas Health Center at Tyler/Tyler
- Walls Regional Hospital/Cleburne
- William Beaumont Army Medical Center/El Paso

Institutes for Discovery**Cardiovascular Research Institute (CRI)**

The Cardiovascular Research Institute was established in 1995 by the chairman of the Department of Integrative Physiology. The CRI promotes basic and clinical research, education, patient care and community outreach in the prevention, detection, diagnosis, and treatment of cardiovascular disease and stroke. The CRI is directly involved in the adaptation of intellectual property to meet the needs of the medical community. Divided into seven divisions, the CRI is involved in the development of pharmaceuticals, biotechnology, medical devices, and the rehabilitation of victims of stroke.

A Ph.D. degree in integrative physiology is offered through the Graduate School of Biomedical Sciences. Predoctoral and postdoctoral students receive advanced training in entrepreneurial research development through the CRI, along with studies and research through the Department of Integrative Physiology, and may qualify for stipend.

Institute for Aging and Alzheimer's Disease Research (IAADR)

The Institute for Aging and Alzheimer's Diseases Research was established in August 2000 under the Directorship of Dr. James W. Simpkins an internationally recognized researcher in Alzheimer's and neurodegenerative diseases. The Institute promotes basic and clinical research, focusing on early detection of Alzheimer's Disease, estrogen replacement therapy for Alzheimer's disease and Parkinson's disease, estrogen and stroke therapy and identification and characterization of the oxidative process to measure the rate of aging.

The institute serves as a focal point for interaction with private-sector biotechnology and pharmaceutical companies with interest in neurological disorders. A biweekly seminar series is co-sponsored by the Institute and the Department of Pharmacology and Neuroscience. The Institute's activities also include supporting educational and health promotion programs within the community that encourage physical, psychological and social well being. Involvement in these programs reflects the osteopathic philosophy of promoting the health and well being of individuals

Institute for Cancer Research (ICR)

The Institute for Cancer Research 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

emphasize cancer prevention and control, molecular diagnostics, clinical investigations, and cancer diagnosis and therapy. Basic and translational research areas 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.

North Texas Eye Research Institute (NTERI)

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.

Institute faculty members are multidisciplinary basic and clinical scientists who have primary appointments at the health science center, private practice or industry. Their research programs cover aspects of eye disease such as retinal degeneration, 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 eye health fairs. Institute faculty also conduct clinical trials for testing the safety and efficacy of various therapeutic drugs and devices.

Physical Medicine Institute (PMI)

The Physical Medicine Institute, established in 1998, promotes basic and clinical research, education, clinical practice and community outreach programs in the prevention, diagnosis, treatment and rehabilitation of neuromusculoskeletal disease of human beings of all ages.

The institute is a multi-disciplinary organization composed of basic and clinical science professionals whose interests and work deal with neuromusculoskeletal physiology and pathophysiology. Emphasis is on education, clinical service and research in osteopathic manipulative medicine.

Objectives of the institute include: development of a broad, universally accessible literature database related to osteopathic manipulative medicine and neuromusculoskeletal medicine; education of students, physicians, researchers and the community; provision of state-of-the-art clinical services in osteopathic manipulative medicine and neuromusculoskeletal medicine; development of an international, interdisciplinary taxonomy of manual medicine techniques; and development and publication of clinical and basic science research into the mechanism of action and clinical efficacy of osteopathic manipulative treatment of neuromusculoskeletal disease.

Institute for Public Health Research (IPHR)

The Institute for Public Health Research was established in 2000 by the UNT Health Science Center's School of Public Health, addresses the health and health care needs of the local, state and global community through applied research, communication, and professional and community training. It provides specialized training, consulting, research and technical assistance to organizations and agencies that practice health care and public health.

The goal of the IPHR is to develop public health-related solutions for communities through academic-community partnerships with health departments, community organizations, health care delivery organizations, other health-related organizations and academic units within universities.

Institute Research Scholars have expertise in several areas of Public Health including epidemiology, health management, health policy and law, environmental and occupational health, behavioral sciences, health education, community health, and biostatistics.

The model guiding the Institute's work emphasizes a collaborative approach to prevention research. IPHR Research Scholars, staff and students use an array of research methods, including intervention studies, evaluation research, field trials, and demonstration projects to affect changes in the health of targeted communities or population groups.

Substance Abuse Institute of North Texas

The Substance Abuse Institute is a consortium of professionals actively involved in research and education related to 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 development of 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 focus on the treatment of alcohol withdrawal as well as 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 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, and 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.

Institutional Support Services

Academic Information Services

Academic Information Services, a division of the Department of Medical Education, designs, develops and administers an array of academic evaluation services. Academic Information Services staff administer, score, analyze and report the results of classroom examinations, and also consult with faculty on test construction. Staff members administer procedures for student evaluation of courses and instructors, and provide online data support to academic administrators, offices and committees. They also provide information to students that helps them track their progress in the curriculum.

Biomedical Communications

The Department of Biomedical Communications provides leadership and service that supports development and implementation of health science center programs. The department is composed of Medical Arts/Photography, Print Services, Video/Distance Education, Educational Technology and Media Services, and Engineering/Instrumentation. The department's primary functions are the design and production of various forms of learning materials and the repair of equipment used by faculty, researchers, students and medical staff.

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 health 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.

Continuing Medical Education

The Office of Continuing Medical Education is nationally recognized as a leader in meeting the continuing medical education needs of physicians and other health professionals 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 the Texas Department of Health and is seeking accreditation to award pharmacists, social workers and other 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 350 one-to-five-accredited-hour conferences nationwide each year.

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 155,000 volumes and 2,200 serial titles in the basic biomedical sciences, clinical medicine and affiliated fields. Special Collections preserves historically significant materials, including over 2,400 volumes of osteopathic and nineteenth century medicine, The William G. Sutherland Collection, and institutional archives, photographs and oral histories.

The library uses the Library Information System (LIS) to provide access to the library's collections. The National Library of Medicine's MEDLINE database is provided through OVID software on the LIS menu. LIS may be accessed in the library or via 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 inter-library 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 5,900 titles, including 376 computer software programs and some 128 anatomical models. The collection includes titles with a broad appeal to both medical/scientific users and the general public. Sixteen viewing rooms are equipped with video playback and slide-tape projectors.

Two networked computer labs, with Macintosh and Windows computers, are available for student, staff and faculty use, and a third lab is reserved for classroom instruction. The Internet can be accessed

in all three labs. There are also a number of open computer workstations. A few portable computers are available for overnight and weekend checkout. Monthly computer classes are also offered.

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. Students are cautioned to be careful with food and drink in the library. Food and drink are not allowed in the computer labs.

Copy cards are available for purchase.

The library is a member in the Copyright Clearinghouse Center to ensure compliance with the copyright law.

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.

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.

Department of Medical Education

The mission of the Department of Medical Education is to provide academic leadership in curriculum development and implementation, instruction, learning and assessment focused on the improvement of

learning. The activities of the faculty and staff of the department are committed to enhancing the learning environment of the health science center. The department's divisions implement programs of teaching, research and service that help the instructional programs of the health science center to be acknowledged for excellence.

The department has five divisions. The Division of Academic Information Services focuses on the evaluation needs of the health science center. The Division of Integrative Medical Education works to ensure that the medical curriculum of the health science center focuses on the application of knowledge. The Division of Educational Development and Applied Technology focuses on the knowledge and skills of faculty in their role as educators. The Division of Curriculum Implementation focuses on the management and logistics required to implement academic programs in the health science center. The Division of Medical Humanities addresses the human context of medical care in each of the academic programs of the health science center.

The research of the faculty of the Department of Medical Education focuses on the processes of education, and the acquisition and maintenance of professional knowledge and skills.

Office of Research and Biotechnology

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

The Office of Research and Biotechnology develops policies and administers programs to enhance research and scholarly activity and to assure institutional compliance with all 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. The office manages intellectual property (patents and copyrights), institutional policies and research contractual matters.

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

Office of Clinical Trials

This office coordinates the contracting and IRB submission of institutional clinical drug trials. Clinical researchers within the Texas College of Osteopathic Medicine are actively investigating new drugs for diabetes, asthma, hypertension, and hypercholesterolemia. Active participation in clinical drug trials provides patients of the Physicians and Surgeons Medical Group access to the newest investigations in medical care.

2 Student Affairs

The Division of Student Affairs is a full institutional partner in promoting student learning. It supports co-curricular and extracurricular programming, activities and services to facilitate students' academic training, professional growth and personal development.

Through its administrative offices and the offices of Academic Support, Financial Aid, the Registrar and Student Development, the following goals are defined in support of the health science center's educational mission:

- Manage student enrollment, such that recruitment, retention and career development strategies result in graduates who portray those qualities important in the successful initiation of a professional career.
- Support the institutional culture and climate to effectively promote the professional and personal learning and growth of students.
- Support consistent development, creation and implementation of institutional policies and guidelines to promote student success.
- Promote effective and timely communication that demonstrates a professional, caring, and supportive concern for prospective students, enrolled students and alumni.

Office of Student Affairs

The Office of Student Affairs provides general counseling or general information, and assistance with all phases 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 provides policy interpretation and rights adjustment upon request, handles disciplinary and social adjustment problems, and provides self-development opportunities and enrichment activities.

The Office of Student Affairs encourages student participation in and contribution to the health science center's programs. This office also serves to establish and coordinate a system of student academic advisement, and to interpret institutional regulations on academic and non-academic matters related to students.

Personal, academic, and career counseling is available to students in the Office of Student Affairs. Counseling referrals for discussion of personal problems for students and their families are available through the Employee Assistance Program (EAP). For more information, contact the Office of Student Affairs.

Academic and Personal Support Services

The Office of Academic Support provides services to assist with the academic success of all students, and works with faculty to provide direction and support in periods of academic difficulty to plan alternate programs and to assist in reassessment of priorities. Some of the services available include counseling in learning skills, time management, test-taking skills and a peer-tutoring program. For more information, to make an appointment for study skills counseling, or to request tutoring assistance, contact Academic Support Services.

Food Service

Food is available from vending machines in the health science center buildings and the Stairway Cafe on the first floor of the library.

Health Insurance Program

As noted in the General Administrative 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.

Each student is responsible for purchasing health insurance, and for paying premiums as well as all health care costs not covered by the insurance policy.

Health Services

Health care services are available to students through Student Health Services, which is located in the health science center's Central Family Practice Clinic in the Patient Care Center on the northwest corner of campus. The student is responsible for all appropriate fees, and proof of insurance must be provided. Referrals to specialty clinics must be approved by Student Health Services or the student's primary care physician.

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. These must be worn at all times while the student is on campus, on preceptorships and on clinical rotations.

A replacement for a lost or stolen ID card can be purchased for \$5. Please contact Biomedical Communications for procedures and more information. A 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 promotion manager. Contact the health promotion manager for more information.

Student Development Services

The role of the Office of Student Development is to address student life issues that are relative to all students, from pre-enrollment through graduation.

The Office of Student Development coordinates programs and activities that promote the intellectual, professional, moral, social, physical and emotional development of all students. This office coordinates the student activity calendar, assists in student-sponsored events, assists in the registration process, and assists in fiscal management of clubs and classes. The office also assists organizations with leadership development and the planning of activities and events. Students are encouraged to participate in organizations and campus-wide events for leadership and personal development.

The Office of Student Development also provides students and prospective students information on housing, child care and employment opportunities in Fort Worth.

Student Organizations and Activities

There are many student organizations on the health science center campus that 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 the Education and Administration Building, directly across from Luibel Hall. The lounge has recreational games, vending machines and a relaxing atmosphere.

Veterans Benefits

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. The completed forms and a copy of Form DD-214 should be forwarded to the Office of the Registrar.

A student must maintain the minimum passing grade for their academic program 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 benefits should be addressed to the Office of the Registrar.

Campus Police

The UNT Health Science Center Campus Police Department operates 24-hours a day, seven days a week. Campus Police Officers are fully licensed peace officers vested with all the powers, privileges and immunities of peace officers in the state of Texas. They are authorized to function as the local law enforcement authority in all counties in which property is owned, leased, rented or otherwise under

the control of the health science center.

In compliance with The Jeanne Clery Campus Security Policy and Crime Statistics Reporting Act and the 1998 amendments to the Higher Education Act, a Campus Police Crime Log, containing all reportable crimes required by The Jeanne Clery Campus Security Policy and Crime Statistics Reporting Act is maintained and made available to the public. Such crimes are logged and open to public inspection within two business days of report. Exceptions to disclosure of statistics will be made to protect on-going investigations and victims of sensitive crimes. This information may be obtained on the Campus Police web site at <http://www.hsc.unt.edu/departments/police/stats.htm>.

General Administrative Policies

This catalog contains official academic and administrative regulations for both D.O. and Physician Assistant Studies programs. General policies that apply to both programs are in this section of the catalog; specific policies for each program are in the respective sections of this catalog. Academic policies and scholastic regulations also are presented in other official health science center documents and specific program publications.

Each student enrolled in the UNT Health Science Center 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.

The health science center 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 education, and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the changes.

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 before matriculation.

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 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 the UNT Health Science Center. 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 Office of Student Affairs.

Student Rights While Assuring Patient Care

The institution will consider the impact of a caregiver's personal cultural values, ethics, and religious beliefs on the care provided. However, in no instance will the mission of the institution be compromised. In accordance with applicable law, treatment and care will be provided to persons in need without regard to disability, race, creed, color, age, gender, religion, or national origin. For the complete policy as it pertains to students of the health science center, please see Human Resource Policy 5.13 under Policies and Procedures on the institution's homepage at www.hsc.unt.edu, or in the Human Resources policy manual located in each department.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232G, grants students in institutions of higher education the right of access to 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, except directory information, the health science center must obtain written consent from the student unless allowed by law.

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, 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 semester. Forms for submitting the written request to withhold directory information are available in the student's registration packet and in the Office of the Registrar.

Students have a right to request amendment to their educational records to ensure their accuracy. Students also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the health science center to comply with the requirements of the Family Educational Rights and Privacy Act.

Student Conduct

The health science center's primary concern is the student. It attempts to provide for all students an environment that is conducive to academic endeavor, social growth and individual self-discipline. Enrollment at the health science center is considered implicit acceptance of the rules, regulations, and guidelines governing student behavior promulgated by the institution, and the student is responsible for this information. In addition, all students are expected to familiarize themselves with the requirements of and obey all federal, state, and local laws. Any student who violates a provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation. The health science center reaffirms to each student the privilege of exercising the student's rights of citizenship under the Constitution of the United States. Special care is taken to assure due process and to identify the defined routes of appeal when students feel their rights have been violated.

For complete policy information, consult the Student Code of Conduct in the Student Handbook or the health science center web site at www.hsc.unt.edu.

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. Tuition and fees are subject to change by the Board of Regents, the Texas Legislature or legal rulings of the Texas attorney general.

Tuition Refund

A tuition refund is based on the date of withdrawal. 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.

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 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.

Nondiscrimination & 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.

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Financial Aid

The University of North Texas Health Science Center offers 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 a 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. 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 Higher Education 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 applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA). A new application is required for each school year that aid is needed.

Federal Loan Programs

Students who complete the FAFSA 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 can include:

- Primary Care Loans
- 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.

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. Some 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.

4 Doctor of Osteopathic Medicine Degree Program

Admissions

E-mail: TCOMAdmissions@hsc.unt.edu
Phone: 817-735-2204 or 800-535-TCOM
Fax: 817-735-2225
www.hsc.unt.edu

Admission into the Texas College of Osteopathic Medicine is selective. Each year, TCOM admits approximately 115 students who have demonstrated both the academic ability and personal characteristics to become skilled osteopathic physicians. The Office of Medical Student Admissions is located in Education and Administration Building-247 and provides advisement, tours, application processing and other related assistance. TCOM encourages any potential applicant to utilize these services in order to make an informed decision about pursuing a career as an osteopathic physician.

Admission Requirements

To be considered for admission to the D.O. degree program at the Texas College of Osteopathic Medicine (TCOM), an applicant should meet the following minimum academic and test score requirements:

- At least three years of college (90 semester hours or the equivalent number of quarter hours) at a regionally accredited U.S. college or university. Strong preference will be given to applicants who have earned a bachelor's degree before matriculation. The following college-level prerequisite course work is required for admission:

Biology: One academic year with laboratory experience as required for biology or premed 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 or premed majors. One academic year in general (inorganic) and one year in organic chemistry are required.

Physics: One academic year with laboratory experience is required for physics or premed majors.

English: One academic year. May be met with courses in creative writing, English or non-science courses that involve considerable expository writing. Proficiency in verbal and written communication is essential.

Credit for prerequisite courses will not be awarded for portfolio-based experiential learning. In addition to the prerequisite requirements, applicants are strongly encouraged to broaden their education by taking courses in the behavioral sciences and humanities. The choice of major field(s) of study is up to the applicant.

- The Medical College Admissions Test (MCAT). While any MCAT taken within the past five years will be considered, the Admissions Committee places greater weight on those taken within the past three years. The MCAT is administered nationwide in April and August of each year. Applicants are strongly encouraged to take the April test in the year before possible matriculation. Results from the August MCAT will delay completion of the application. To register for the MCAT, contact:

Medical College Admission Test Program Office
P.O. Box 4056
Iowa City, IA 52243-4056
Phone: 319-337-1357

The processing of an application may be delayed if either the grades from prerequisite courses or the MCAT scores are not included at the time of application.

Admission Procedures

TCOM requires both a primary and secondary application. Only completed applications are considered for admission. Applicants should carefully read all of the information about the process.

Primary Application

TCOM participates in the Texas Medical and Dental Schools Application Service (TMDSAS) located in Austin, Texas. TMDSAS accepts applications between May 1 and November 1 of each year. Early applications are strongly encouraged. The primary application can be completed and submitted electronically through the TMDSAS web site at <http://dpweb1.dp.utexas.edu/mdac/>

Official transcripts from all prior college-level course work and MCAT scores must also be submitted to the application service. In addition, TMDSAS requires that your premedical/health professions advisory committee submit a written evaluation directly to the service. Letters from two (2) people who know you well may satisfy this requirement if no advisory committee is available. The letters should be from faculty members and/or an advisor who can assess your suitability for medical school.

For more information about the primary application, please contact:

Texas Medical and Dental Schools Application Service
702 Colorado, Suite 6.400
Austin, TX 78701
Phone: 512-499-4785
Fax: 512-499-4786

<http://dpweb1.dp.utexas.edu/mdac/>

Secondary Application

TCOM has its own web-based secondary application that is required for admission. Applicants can complete it and submit it electronically through the UNTHSC web site at <http://www.hsc.unt.edu/secondary/>. There is no additional fee for processing this application.

In addition to the secondary application, applicants are strongly encouraged to submit a letter of evaluation from an osteopathic physician who knows the applicant well, but it is not required. The physician should submit this letter directly to TCOM, if it is not included in the advisory committee evaluation.

Additional Recommendations

If no advisory committee is available to submit a composite report, then a third letter of recommendation is required for admission. A third letter sent to TCOM or the letter from an osteopathic physician may fulfill this requirement.

Interviews

Only selected applicants will be invited to interview. Interviews are conducted at the health science center in Fort Worth. On the day of the interview, there is an opportunity to tour the school, have

lunch with current medical students and hear a financial aid presentation. Interviewees may also sit in on classes held that day.

Applicant Selection

Each year, the Admissions Committee looks for students who demonstrate the greatest promise of becoming skilled osteopathic physicians. Applicants will be evaluated on their personal integrity, maturity, creativity, motivation for a career in medicine, ability to work cooperatively and dedication to service of others.

These qualities and attributes will be evaluated by several means, including letters of evaluation, the scope and nature of extracurricular activities, the breadth of the applicant's undergraduate education and personal interviews. All aspects of the entire academic record, including trends in scholastic performance, will be examined. Personal experiences, job history (if applicable) and motivation to become an osteopathic physician will also be considered.

As a state-supported medical school, TCOM is required to admit 90 percent Texas residents for each entering class of 115 students. Up to 10 percent of each entering class may be filled with non-residents with outstanding credentials. An alien living in the United States under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a declaration of intention to become a citizen has the same privilege of qualifying for Texas residency as do citizens of the United States.

There is no prejudice for or against any applicant who reapplies for admission. If possible, such applicants are encouraged to identify any liabilities and rectify them before reapplying. Applicants who are not accepted have the opportunity to review their application with an admissions officer in an effort to identify ways to improve their competitiveness.

TCOM participates in the TMDSAS match process. Initial offers of admission are made on February 1 and continue on a rolling basis until all the seats are filled.

Early Decision Program

Texas residents who have outstanding credentials and have a preference for TCOM may apply through the Early Decision Program (EDP). The EDP can greatly reduce the financial costs and psychological burdens of applying to several schools. To apply for the EDP, simply check "yes" to the UNTHSC-TCOM EARLY DECISION PROGRAM and "no" for all other schools on the TMDSAS application. The deadline for EDP applications is August 1, and all supporting documents must be submitted by September 1. All EDP decisions are made by October 1.

Any applicant who is accepted through the EDP must attend TCOM. An applicant who is not accepted through the EDP is free to apply to other schools for regular admission consideration.

Physical Examination

A physical examination form is sent to each accepted applicant. This 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. The only charge for this is the cost of laboratory fees.

Deferment

Any accepted applicant can request a deferment of entry for one academic year. The applicant must make the request before June 1. A deposit is required to hold a seat in the next class.

Admission in Advanced Standing (Transfer)

Students enrolled in fully accredited medical colleges in the United States may be considered for admission in advanced standing to the third year of medical studies at the University of North Texas Health Science Center, Texas College of Osteopathic Medicine (TCOM), upon completion of the equivalent of the first two years of medical education as now offered at TCOM. The applicant must have valid personal reasons for transfer, have maintained good academic standing, be well qualified in every respect including academic performance, and have met all other requirements for admission. Applicants must be in good academic standing at the school where they are enrolled and be eligible for continuation there.

Admission is competitive and depends upon place availability in a given class. Except in extreme hardship cases, applications for admission in advanced standing will be considered only if the class enrollment has dropped 20% below the original entering class number.

Guidelines for Eligibility

- An applicant who has been dismissed from or has withdrawn from another medical college for academic reasons will NOT be considered for advanced standing.
- An applicant who had previously applied to TCOM for admission as a first year student and was not accepted will be considered for advanced standing only if academic performance in medical school has been distinguished as determined by the Admissions Committee.
- An applicant who has taken all premedical or medical studies in foreign institutions, including the medical schools of the Caribbean region, will NOT be considered for admission in advanced standing.

Applicants from related professions, such as dentistry, or those who have completed the related basic sciences as a graduate or health professional student are considered for admission only to the first year

medical class, regardless of the degree held. However, if admitted, advance placement examinations may be requested if any are available in the subject areas completed previously.

Preliminary Requirements. Before processing of any application for admission in advanced standing, an applicant must first submit the following information:

- official transcripts of all medical school coursework;
- official copies of the medical school curricula where attending (or attended, if more than one school);
- evidence of Texas residency; and,
- the dates and outcome of any previous applications to TCOM.

Applicants must demonstrate that they have or will have completed the same two-year curricular content as that required of second year medical students at TCOM, including clinical science and osteopathic clinical courses.

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

Requirements. Applicants who meet all preliminary requirements and the stated guidelines for eligibility will be invited to submit all of the required materials and information as detailed below:

The following are required for full consideration as an applicant for admission in advanced standing:

- A completed application obtained from the Office of Medical Student Admissions and filing fee of \$100. The deadline for receipt of applications is January 1 of the year of proposed matriculation. All necessary supporting documents must be received by January 15. Incomplete applications will be withdrawn from further consideration. No exceptions will be made.
- Official transcripts from all undergraduate colleges, graduate schools, and medical colleges. Official transcripts of the most recent medical school studies completed are needed first. Copies of transcripts are not acceptable.
- A letter of evaluation from the dean of students at the medical school currently attending. This letter must indicate that the dean of the school has given full approval for the application for transfer.
- Official scores from all Medical College Admissions Tests taken.
- Passing scores on all external medical examinations taken (COMLEX, USMLE). Official test results should be sent directly to the Office of Medical Student Admissions from the testing boards. Applicant should indicate when examinations are to be taken if no scores are available.
- A personal statement of reasons for applying for admission in advanced standing. This statement should be addressed to the Admissions Committee.

- A personal interview. Applicants who are under serious consideration may be invited to the health science center for personal interviews at the discretion of the Admissions Committee.

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

Dual Degree Programs

The UNT Health Science Center offers several dual-degree programs: a D.O./Ph.D. Medical Scientist Training Program and a dual D.O./M.S. in conjunction with the Graduate School of Biomedical Sciences. A dual D.O./M.P.H. degree program is also offered with the School of Public Health.

Application instructions for the D.O./Ph.D. dual degree program are posted on the TMDSAS web site. To complete a dual degree application for any of the other programs, simply complete the dual degree section of the TCOM Secondary Application.

Detailed information is available in Chapter 7, Dual Degree Programs.

Combined Bachelor's/D.O. Programs

TCOM offers a cooperative baccalaureate/osteopathic physician program with the University of North Texas in Denton, The University of Texas at Dallas and The University of Texas at Arlington wherein students can earn both their baccalaureate and D.O. degrees in seven years instead of the usual eight.

Qualified students earn a bachelor's degree after successfully completing three years at UNT, UTD, or UTA and the first year at TCOM. Upon completion of the final three years in the TCOM curriculum and all graduation requirements, students earn their doctor of osteopathic medicine degree.

The program with UTA provides for an automatic pathway into medical school for selected premedical students who complete specified requirements. For more information about any of these combined programs, contact the TCOM Office of Medical Student Admissions.

Health and Technical Standards

All candidates must meet health and technical standards to be admitted and participate in the medical education 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. Reasonable accommodations will be made as required by law. However, the candidate must be able to meet all technical standards either with or without reasonable accommodation. The use of a trained intermediary means that a candidate's judgement must be mediated by someone else's power of selection and observation and is not a permissible accommodation.

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.

Tuition, Fees and Other Charges

Doctor of Osteopathic Medicine Degree Program 2001-2002

Tuition

Texas Resident:	\$6,550 per academic year
Non-Resident:	\$19,650 per academic year

Estimated expenses for 11 months
for a single first-year student:

\$23,396
(includes Texas-resident tuition, fees, supplies, room and board,
transportation and personal expenses)

Fees

Medical Malpractice Fee:	\$200 per academic year
Building Use Fee:	\$180 per academic year
Student Service Fee:	\$200 per academic year
Medical Service Fee:	\$150 per academic year
Activity Center Fee:	\$50 per academic year
Computer Fee:	\$125 per academic year for first-, second- and third-year students
Microscope Fee:	\$10 per academic year for first- and second-year students
Course Fee (Library laser printing):	\$50 per academic year for first- and second-year students
Course Fee	\$150 per academic year
Publication Fee	\$10 per academic year
Laboratory Fee:	\$25 per academic year for first- and second-year students
Board Review Fee:	\$750 for second-year students
Graduation Fee:	\$100 for fourth-year students
Student Identification Card:	\$5 (one-time charge)
Clinic/Lab Coat Fee	\$30 (one-time charge for first-year students)

Other Charges

Late Registration Fee:	\$25
Late Tuition Payment Fee:	\$15 per month to be applied as of the first day of the month following each beginning semester date
Installment Payment Plan Fee:	\$15
ID Card Replacement Fee:	\$10
Transcript Fee:	\$4 per copy. The first TCOM transcript is free.
Photocopy Fee for Diploma:	\$10 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):	The construction of a parking garage during 2001 will severely limit parking on campus, but off-campus accommodations are available. Contact the Office of Student Affairs for the most recent parking information.

Tuition and fees are subject to change by the Board of Regents, the Texas Legislature or legal rulings of the Texas attorney general.

ties 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.

Texas Residency

The rules and regulations for determining residency status are set forth by the Texas Higher Education Coordinating Board. Residency is based on the student's status as of registration day. Questions regarding these requirements should be referred to the Office of Student Affairs.

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 a U.S. citizen.

Curriculum

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 identification and treatment of illnesses, 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.

TCOM continues to implement a new medical school curriculum designed to help students integrate the basic and clinical sciences, further develop their ability to diagnose illness, and increase their understanding of the context within which medicine is practiced. This curriculum was phased in with the Class of 2003. While new in its organization and format, the revised curriculum is built on the same strong foundation of scientific and clinical knowledge that has characterized TCOM's outstanding academic program for more than a quarter-century.

Instructional Methods

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

Instruction in the first two years is presented according to organ systems of the body. The use of instruction based on clinical cases is increasing dramatically. 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 objective structured clinical examinations (OSCEs), competency-based assessments, observational techniques, and standard paper-and-pencil tests.

Beginning with the first semester, students are placed in a variety of clinics and agencies to help them become familiar with the many facets of community health care and the health problems that will play a role in their lives as health care providers. These assignments provide a gradual transition from classroom to clinical settings.

Instructional 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 to make decisions in the clinical setting.

TCOM's administration and faculty are committed to a curriculum that prepares graduating physicians to 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.
- 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.

The goals of TCOM's educational program are broad, and 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.

Semester Credit Hours (SCH)

One semester credit hour (SCH) is assigned to each 16 hours of scheduled student activity, including examinations. Students receive four semester credit hours for each four-week clinical clerkship period.

Course Numbers

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 7 indicates a required core 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.

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

Course of Study: Doctor of Osteopathic Medicine Class of 2005

Curriculum Overview

Semesters 1 and 2 include about 80 percent basic science and 20 percent clinical science instruction, and are devoted to learning the preclinical sciences in the context of a patient's clinical problems. The first 10 weeks address basic knowledge in cellular science, preventive medicine, information science, osteopathic manipulative medicine and clinical medicine. Students then move through a sequence of seven organ system courses, in which the content of the basic sciences is organized around normal human structure, functions and clinical problems affecting the organ system. The final course in the first year curriculum is study of the mechanisms of disease.

Semesters 3 and 4 are about 80 percent clinical science and 20 percent basic science instruction, and are devoted to learning the clinical sciences, osteopathic manipulative medicine, and their relationship to basic science. This time the focus is on abnormal structure and functions in each of the nine organ systems.

The next 23 months consist of clerkship rotations and preceptorship assignments. Each student rotates through a series of core clinical clerkships. These clinical rotations are scheduled in TCOM teaching hospitals, TCOM clinics and physicians' offices in or near the Fort Worth/Dallas area. The remaining time is spent in elective clerkships.

Please note: The length, distribution and sequencing of clerkships are subject to change from what is listed in this catalog. The most current clerkship information is available in the Office of Clinical Affairs.

Semester 8 is a two-week period of on-campus instruction that includes clinical and classroom activities to round out each student's preparation for graduation.

Sequence of Courses**Year 1, Semester 1**

Cellular Science
Preventive Medicine and Informatics
Musculoskeletal and Skin System 1
Nervous System 1
Clinical Medicine 1
Osteopathic Manipulative Medicine 1

Year 1, Semester 2

Cardiopulmonary System 1
Gastrointestinal System 1
Renal System 1
Endocrine System 1
Reproductive System 1
Mechanisms of Disease
Clinical Medicine 2
Osteopathic Manipulative Medicine 2

Year 2, Semester 3

Fundamentals of Treatment
Genitourinary System 2
Cardiovascular System 2
Respiratory System 2
Endocrine System 2
Musculoskeletal and Skin System 2
Clinical Medicine 3
Osteopathic Manipulative Medicine 3

Year 2, Semester 4

Nervous System 2
Hematopoietic System 2
Reproductive System 2
Gastrointestinal System 2
Clinical Medicine 4
Osteopathic Manipulative Medicine 4

The required Comprehensive Basic Science Examination is administered at the end of Semesters 2 and 4.

The required Licensing Examination Review Program is at the end of Semester 4.

Year 3, Semesters 5 and 6, and Year 4, Semester 7

Core Clerkships
Family Medicine (12 weeks)
Primary Care Partnership selective (4 weeks)
Internal Medicine (8 weeks)
Subspecialty Internal Medicine (4 weeks)
Manipulative Medicine (4 weeks)
Mental Health (4 weeks)
Obstetrics and Gynecology (6 weeks)
Pediatrics (6 weeks)
Surgery (8 weeks)
Clinical Skills (3 weeks)
Emergency Medicine (4 weeks)
Elective Clerkships (24 weeks)

Year 4, Semester 8 (2 weeks)

Advanced Cardiac Life Support Certification
Medical Jurisprudence

Course Descriptions

Year 1 and 2 courses are listed according to sequence, but with System Courses grouped.

Phase Directors:

David Barker, Ph.D., Basic Science

John Bowling, D.O., Integrated Clinical Experiences

Muriel Marshall, D.O, M.P.H./T.M., Dr.P.H., Prevention

Mike Martin, Ph.D., Content Integration

Year 1

9110. Cellular Science

Victoria Rudick, Ph.D., and Andras Lacko, Ph.D., Co-Course Directors

The goal of this course is for students to gain the knowledge and skills necessary to understand the structure and function of the human body's most basic constituents and the role of these components in normal body function and pathological processes.

7 SCH, Year 1, Semester 1.

9120. Preventive Medicine and Informatics

Umed Ajani, M.B.B.S., M.P.H. and Ann Brooks, M.L.S.,

Co-Course Directors

The goal of this course is for students to gain the knowledge and skills necessary to use electronic information resources. Students study the fundamental concepts of biostatistics, epidemiology, preventive medicine and public health, and critically appraise the medical literature to begin the practice of evidence-based medicine.

3 SCH, Year 1, Semester 1.

9150. Clinical Medicine 1

Craig Whiting, D.O., Course Director

This course is taught longitudinally during semester 1, with integration occurring during the systems courses. The goal of this course is to provide educational experiences that will help the student develop interviewing and physical examination skills. This is taught in a small group lab setting with practical hands-on learning experiences. In addition to this knowledge, the student will be introduced to issues of culture, ethics, faith and community as he/she explores various topics in small group situations. During this course the student is introduced to prevention in clinical practice and will learn appropriate use of medical diagnostic instruments.

5 SCH, Year 1, Semester 1.

9100. Osteopathic Manipulative Medicine 1

Jerry Dickey, D.O., Course Director

This course is an introduction to osteopathic medicine, the osteopathic model, somatic dysfunction, palpation, and direct and indirect treatment methods.

3 SCH, Year 1, Semester 1.

9280. Mechanisms of Disease

Stephen Putthoff, D.O., Course Director

Raphael Alvarez-Gonzalez, Ph.D., Content Consultant

This course provides a bridge between the Year 1 systems courses that emphasize normal physiology and the Year 2 systems courses that emphasize pathophysiology, diagnosis and treatment. The course provides an interdisciplinary approach to fundamental pathophysiologic processes such as cellular pathology, inflammation and tissue repair, diseases of immunity, hemodynamic disorders, neoplasia and genetic disorders, microbiology/infectious disease/antibiotics, environmental pathophysiology, diseases of infancy and childhood, and vascular disease.

9 SCH, Year 1, Semester 2.

9290. Clinical Medicine 2

Craig Whiting, D.O., Course Director

This course is taught longitudinally during semester 2, with integration occurring during the systems courses. The goal of this course is to provide educational experiences that will help the student develop additional interviewing and physical exam skills. This course builds on the concepts learned in Clinical Medicine 1. Like Clinical Medicine 1, this course is taught in a small group lab setting with emphasis on hands-on-learning experiences. In addition, students will participate in health promotion and ethics small group discussions as well as observe how community agencies support the health care system. During this course the student will have the opportunity to observe and participate in health care in one of our family practice community preceptor offices.

5 SCH, Year 1, Semester 2. Prerequisite: Clinical Medicine 1

9200. Osteopathic Manipulative Medicine 2

Jerry Dickey, D.O., Course Director

This course covers the diagnosis and treatment of the pelvis, the sacrum and lumbar spine, and the diagnosis of the thoracic and cervical spine.

2 SCH, Year 1, Semester 2.

System 1 Courses

The overall goal of each of the following System 1 courses is for students to gain the knowledge and skills necessary to understand the normal structure and function of the organ system and selected common and/or important illnesses associated with the organ system. Emphasis is placed on the signs and symptoms of diseases affecting the system and the biological processes with which they are associated.

9130. Musculoskeletal and Skin System 1

Patrick Cammarata, Ph.D., Course Director

6 SCH, Year 1, Semester 1.

9140. Nervous System 1

David Barker, Ph.D., Course Director

9 SCH, Year 1, Semester 1.

9215. Cardiopulmonary System 1

Mike Smith, Ph.D., Course Director

9 SCH, Year 1, Semester 2.

9240. Gastrointestinal System 1

Patricia Gwartz, Ph.D., Course Director

5 SCH, Year 1, Semester 2.

9250. Renal System 1

Xiangrong Shi, Ph.D., Course Director

3 SCH, Year 1, Semester 2.

9260. Endocrine System 1

Robert Wordinger, Ph.D., Course Director

3 SCH, Year 1, Semester 2.

9270. Reproductive System 1

Margaret Garner, Ph.D., Course Director

3 SCH, Year 1, Semester 2.

Year 2

9310. Fundamentals of Treatment

Course Director, TBA

This course introduces students to essential concepts related to the treatment of clinical problems across many different organ systems. The course presents approaches to health promotion, disease prevention and therapeutic modalities including basic principles of pharmacology and pharmacology of the autonomic nervous system; and introductory aspects of pediatric and geriatric medicine, clinical laboratory testing, radiology and psychiatry.

3 SCH, Year 2, Semester 3.

9370. Clinical Medicine 3

Vibha Patel, D.O., Course Director

This course is taught longitudinally during semester 3, with integration occurring within each system course. The goal of this course is to provide educational experiences that will help the student develop diagnostic reasoning concepts and enhance those interviewing and physical skills learned in earlier clinical medicine courses. Small group sessions involving practical application of knowledge learned are an integral part of this course. In addition, students will participate in health promotion and ethics small group discussions as well as observe how community agencies support the health care system. During this course the student will have the opportunity to participate in the delivery of health care in one of our family practice community preceptor offices.

5 SCH, Year 2, Semester 3. Prerequisite: Clinical Medicine 2

9300. Osteopathic Manipulative Medicine 3

Russell Gamber, D.O., Course Director

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

3 SCH, Year 2, Semester 3

9450. Clinical Medicine 4*Vibha Patel, D.O., Course Director*

This course is taught longitudinally during semester 4, with integration occurring within each system course. The goal of this course is to provide educational experiences that will help the student develop diagnostic reasoning concepts and enhance those interviewing and physical skills learned in earlier clinical medicine courses. Small group sessions involving practical application of knowledge learned are an integral part of this course. In addition, students will participate in health promotion and ethics small group discussions as well as observe how community agencies support the health care system. During this course the student will have the opportunity to participate in the delivery of health care in one of our family practice community preceptor offices.

5 SCH, Year 2, Semester 4. Prerequisite: Clinical Medicine 3

9400. Osteopathic Manipulative Medicine 4*Russell Gamber, D.O., Course Director*

Advanced osteopathic treatment methods.

3 SCH, Year 2, Semester 4.

System 2 Courses

The overall goal of the following System 2 courses is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system.

9320. Genitourinary System 2*David Rittenhouse, D.O. and Robert Mallet, Ph.D., Co-Course Directors*

4 SCH, Year 2, Semester 3.

9330. Cardiovascular System 2*Frederick Schaller, D.O. and Michael Oglesby, Ph.D., Co-Course Directors.*

6 SCH, Year 2, Semester 3.

9340. Respiratory System 2*Frank Papa, D.O., Course Director**David Brickey, D.O., Content Consultant*

7 SCH, Year 2, Semester 3.

9360. Endocrine System 2*Craig Spellman, D.O., Ph.D., Course Director*

2 SCH, Year 2, Semester 3.

9350. Musculoskeletal and Skin System 2*Sankar Pemmaraju, D.O., Course Director*

4 SCH, Year 2, Semester 3.

9410. Nervous System 2*Michael Oglesby, Ph.D., Course Director,**William McIntosh, D.O., Content Consultant*

8 SCH, Year 2, Semester 4.

9420. Hematopoietic System 2*Linda Cunningham, M.D., Course Director*

4 SCH, Year 2, Semester 4.

9430. Reproductive System 2*Steve Buchanan, D.O., Course Director*

5 SCH, Year 2, Semester 4.

9440. Gastrointestinal System 2*Bruce Gilfillan, D.O., Course Director*

4 SCH, Year 2, Semester 4.

9450. Licensing Examination Preparation*Jay Shores, Ph.D., Course Director*

6 SCH, Year 2, Semester 4

Years 3 & 4

These clerkships apply to the Classes of 2005 and 2004. Length, distribution and sequencing are subject to change.

Family Medicine/Primary Care**701. Core Clinical Clerkship in Family Medicine**

This course is a required 12-week clinical rotation that must be completed during the third year. Although emphasis is on ambulatory care, the student may have the opportunity to follow their assigned patients when inpatient care is required. Students are assigned to faculty family practice clinical practices where they experience continuity of care in family practice. The student is exposed to health care systems (managed care), office management concepts, and practice guidelines with emphasis on clinical application of disease prevention. Weekly small group sessions with selected faculty require students to work as teams to study, discuss and present clinical topics. Emphasis is placed on evidence-based medicine and its application to clinical practice. Rural Track students are assigned to a designated rural community.

12 SCH.

703. Core Clerkship in Emergency Medicine

This is a required four-week rotation in Emergency Medicine.

4 SCH.

714. Core Primary Care Partnership

This course is a four-week clinical clerkship completed during the fourth year. The goal of this course is to provide educational experiences within the private sector emphasizing the totality of community-based family practice. This course utilizes community adjunct faculty offices for training sites.

4 SCH.

801. Clinical Clerkship in Family Medicine

This course is a four-week elective that is completed during the fourth year. The goal of this course is to provide educational experiences within the private sector emphasizing the totality of community-based family practice. The student is allowed considerable flexibility in choosing the preceptor for this course.

4 SCH.

803. Clinical Clerkship in Emergency Medicine

An elective four-week rotation in emergency medicine.

4 SCH.

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 SCH.

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 SCH.

9810. American Heart Association's ACLS 'PROVIDER' Training Program

Yvonne Blevins, R.N., Course Director

Frank Papa, D.O., Ph.D., Faculty Liaison

Terri Moore, M.A., Administrative Course Director

An intensive presentation following the American Heart Association's guidelines for Advanced Cardiac Life Support is presented to fourth-year students with the intention of their gaining knowledge for having completed this nationally recognized AHA program.

3 SCH. Year 4, Semester 8

Internal Medicine**704. Core Clinical Clerkships in Internal Medicine**

The clerkship is an eight-week program divided into two four-week sessions. One session is served in the general internal medicine ward service. 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 SCH each session.

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, cardiology 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 SCH.

711. Core Primary Care Partnership

A four-week clinical clerkship completed during the fourth year. The goal of this course is to provide educational experiences within the private sector that emphasize the totality of a community-based internal medicine practice.

4 SCH.

804. Clinical Clerkship in Internal Medicine

An elective four-week rotation in internal medicine.

4 SCH.

812. Clinical Clerkship in Dermatology

An elective four-week rotation in dermatology.

4 SCH.

821. Clinical Clerkship in Rheumatology

An elective four-week rotation in rheumatology.
4 SCH.

822. Clinical Clerkship in Cardiology

An elective four-week rotation in cardiology.
4 SCH.

823. Clinical Clerkship in Endocrinology

An elective four-week rotation in endocrinology.
4 SCH.

824. Clinical Clerkship in Gastroenterology

An elective four-week rotation in gastroenterology.
4 SCH.

825. Clinical Clerkship in Geriatrics

An elective four-week rotation in geriatrics.
4 SCH.

826. Clinical Clerkship in Hematology/Oncology

An elective four-week rotation in hematology/oncology.
4 SCH.

827. Clinical Clerkship in Infectious Disease

An elective four-week rotation in infectious disease.
4 SCH.

828. Clinical Clerkship in Nephrology

An elective four-week rotation in nephrology.
4 SCH.

829. Clinical Clerkship in Neurology

An elective four-week rotation in neurology.
4 SCH.

830. Clinical Clerkship in Pulmonary Medicine

An elective four-week rotation in pulmonary medicine.
4 SCH.

840. Clinical Clerkship in Hyperbaric Medicine

An elective four-week rotation in hyperbaric medicine.
4 SCH.

Manipulative Medicine**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 SCH.

712. Core Primary Care Partnership

A four-week clinical clerkship completed during the fourth year. The goal of this course is to provide educational experiences within the private sector that emphasize the totality of a community-based manipulative medicine practice.

4SCH.

815. Clinical Clerkship in Manipulative Medicine

An elective four-week rotation in manipulative medicine.
4 SCH.

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. The following courses are required for these fellowship programs:

901. Medical Education

A required course held in an independent study format that prepares osteopathic physicians for an academic career in osteopathic manipulative medicine.

Section A, Research Track, 4 SCH.

Section B, Teaching Track, 12 SCH.

902. Clinical Field Studies

A required, advanced program that prepares future physicians for clinical practice in osteopathic manipulative medicine.

12 SCH.

903. Advanced Clinical Clerkship

A required course that develops physicians to become instructors in the area of the clinical application of advanced osteopathic manipulative techniques and concepts.

8 SCH.

904. Research/Special Topics

A required course that teaches future osteopathic physicians about current research topics and opportunities in the field of osteopathic manipulative medicine. Students are expected to prepare an original research paper suitable for publication.

Section A, Research Track, 16 SCH.

Section B, Teaching Track, 8 SCH.

905. Seminar

A required course that teaches future physicians about the varied topics and techniques in osteopathic manipulative medicine with emphasis on osteopathic philosophy and clinical case management.

8 SCH.

906. Health Administration and Education

A required course that provides the competencies necessary for a career in medical administration.

4 SCH.

Medical Education**9800. Medical Jurisprudence**

William LeMaistre, J.D., Course Director

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

1 SCH, Year 4, Semester 8.

700. Core Clerkship in Clinical Skills

A required three-week rotation emphasizing preparation in clinical skills.

3 SCH.

813. Clinical Clerkship in Medical Humanities

An elective four-week rotation in medical humanities.

4 SCH.

900. Clinical Clerkship in Academic Medicine

An elective four-week directed study in Academic Medicine designed for the acquisition of test making skills and for the review of essential concepts in the clinical sciences, prior to COMLEX II.

4 SCH

9001. Literature and Medicine

Elective Seminar Series for Medical Students about the values from literature that enhance sensitivity to patients and encourages self-reflection on physician roles in health care.

Mental Health**709. Core Clinical Clerkship in Psychiatry**

A required four-week rotation in psychiatry that serves as the clinical phase of the graduated curriculum in psychiatry and human behavior. Students will perform evaluations, develop diagnostic paradigms, develop treatment plans, provide supportive psychotherapy and summarize their findings under the supervision of both regular and affiliated faculty members.

4 SCH.

809. Clinical Clerkship in Psychiatry

An elective four-week rotation in psychiatry that can be tailored to meet the student's objectives. This is especially useful to those wishing to pursue advanced training in psychiatry.

4 SCH.

Obstetrics and Gynecology**707. Core Clinical Clerkship in Obstetrics and Gynecology**

A required six-week rotation in obstetrics and gynecology.

6 SCH.

807. Clinical Clerkship in Obstetrics and Gynecology

An elective four-week rotation in obstetrics and gynecology.

4 SCH.

Pathology**817. Clinical Clerkship in Autopsy Pathology**

An elective four-week rotation in pathology and forensic medicine. This occurs at the Tarrant County Medical Examiner's Office and emphasizes toxicology, medical investigation, scene evaluation and forensic necropsy. All rotation approvals are at the discretion of the department chair.

4 SCH.

Pediatrics**708. Core Clinical Clerkship in Pediatrics**

A required six-week rotation in pediatrics, general and special pediatrics, including hospital ward, nursery and ambulatory care in a pediatric clinic.

6 SCH.

713. Core Primary Care Partnership

A four-week clinical clerkship completed during the fourth year. The goal of this course is to provide educational experiences within the private sector that emphasizes the totality of a community-based pediatric medicine practice.

4 SCH.

808. Clinical Clerkship in Pediatrics

An elective four-week rotation in pediatrics.

4 SCH.

✓ Public Health and Preventive Medicine**805. Clinical Clerkship in Public Health and Preventive Medicine**

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

4 SCH.

✓ 806. Clinical Clerkship in Occupational Medicine

An elective four-week rotation in occupational medicine.

4 SCH.

Radiology**818. Clinical Clerkship in Radiology**

An elective four-week rotation in radiology.

4 SCH.

Surgery**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 SCH.

810. Clinical Clerkship in Surgery

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

4 SCH.

811. Clinical Clerkship in Anesthesiology

An elective four-week rotation in anesthesiology.

4 SCH.

814. Clinical Clerkship in Ophthalmology

An elective four-week clerkship in ophthalmology.

4 SCH.

816. Clinical Clerkship in Otorhinolaryngology

An elective four-week rotation in otorhinolaryngology.

4 SCH.

832. Clinical Clerkship in Orthopedics

An elective four-week rotation in orthopedics.

4 SCH.

833. Clinical Clerkship in Thoracic Surgery

An elective four-week rotation in thoracic surgery.

4 SCH.

834. Clinical Clerkship in Neurosurgery

An elective four-week rotation in neurosurgery.

4 SCH.

835. Clinical Clerkship in Urology

An elective four-week rotation in urology.

4 SCH.

Academic Policies

Doctor of Osteopathic Medicine Degree Program

Each student enrolled in the UNT Health Science Center is individually responsible for knowing current academic and administrative policies, and the procedures and operational policies that apply to enrollment in his or her chosen degree program. This section of the catalog provides selected academic and administrative policies governing the Doctor of Osteopathic Medicine degree program. Other general policies are stated elsewhere in this catalog. Academic policies and guidance also are presented in other official health science center documents and specific program publications.

The health science center 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 education, and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the changes.

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 dean of TCOM. Students may not be enrolled in two or more courses meeting at the same time.

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

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

Attendance

During Years 1 and 2, medical students are expected to attend all lectures. Attendance is required at all laboratories and clinical experi-

ences. Limited excused absences may be granted with permission of the assistant vice president for student affairs. The student is responsible for obtaining and learning subject materials presented during any absence. When the period of absence is known and may be planned, the student must submit a completed excused absence request form at least two weeks before the requested date(s) of absence.

Throughout Years 3 and 4, because of the responsibility for patient care, as well as the expectations of clinical assignments, 100 percent attendance is required on all clinical clerkships.

However, it is recognized that situations beyond a student's control may arise that require absence from a clerkship. When approved by the clerkship director, a student may be absent at the rate of one day absence per two weeks on a clerkship. These approved absences should be limited to instances such as: internship/residency interviews; personal and/or immediate family illness; physician appointment; or the death of a family member.

All absences require written documentation using the Request for Absence From Clerkship Form available through the Office of Clinical Education.

Unapproved absences or absences in excess of this policy will, at the discretion of the course director and/or clinical department, either require remediation of the time missed or result in the loss of points from the final clerkship grade.

Absences in excess of five days on a four-week clerkship, or seven days on a six-week clerkship, will result in a grade of "Incomplete," and will require that the clerkship be repeated in its entirety.

Absence(s) without notification of the clinic and/or clerkship director (i.e., failure to report) will be considered neglect of duty and may result in a failing grade for the clerkship.

Students may receive approved absences for certain health science center-related activities. These absences require advanced, written approval from the assistant vice president for student affairs, and are subject to the above provisions for four- and six-week clerkships. Any exception to this policy may be made only with the approval of the assistant vice president for student affairs.

Holidays and Religious Observances

Students on clinical rotation are expected to be available during all holidays, with the exception of Thanksgiving Day, the day after Thanksgiving, and December 25 through January 1. These are the only school-approved holidays for Year 3 and Year 4 students. Please consult the official academic calendar for complete information.

For Semesters 1-4, a student may request release from duties for observance of a religious holy day by submitting a Religious Holy Day Request Form to the assistant vice president for student affairs within 14 days from the beginning of the semester. Instructors may require a letter of verification of any observed holy days from the religious institution. The assistant vice president for student affairs shall make rea-

sonable attempts to accommodate a request where possible; however, there is no intrinsic guarantee that a request will be granted. 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.

Leave of Absence

A student may request or be required to take a leave of absence with the occurrence of a medical problem, substantial personal problem, or as recommended by the Student Performance Committee. Students requesting a leave of absence must apply to the dean of TCOM. In the event of a medical problem, the request must be accompanied by a letter from the treating physician or a licensed professional 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 dean of TCOM will decide whether or not the leave will be granted and the conditions under which the student may return to school.

Students must report to the Office of Student Affairs to obtain a Leave of Absence Form and complete it before they are officially placed on an approved leave.

Before a student may be readmitted, a written request for readmission must be submitted by the student to the dean of TCOM. In the case of a medical leave, a letter from the treating physician or a licensed professional must accompany the readmission request 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.

Grading

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.

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 (for example, 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 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. IP: In Progress.

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. 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 dean of TCOM.

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 (as well as any transcript) will not be released until appropriate payment is received by the health science center.

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. A student will not be promoted to clinical rotations with an incomplete grade without prior approval of the dean of TCOM.

Semester Grades

Grades are reported to the Office of the Registrar within five 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 is responsible to provide constructive evaluation of each course, clinical rotation, and instructor in the curriculum. Year 1 and Year 2 course evaluations must be completed within five business days after each course ends. Evaluations for all clinical rotations must be completed within thirty (30) calendar days following the end of the rotation. If this responsibility is not met for a given course, the grade for that course will be withheld until the evaluation is completed. All evaluations must be current before a student can register for the next semester. For clinical year students, no transcript will be released until course evaluations are up to date. For complete information, see policy number S/UNTHSC/General-20, Administrative Policy – Student Evaluation of Courses and Instructors.

Academic Honors

It is a tradition at the health science center to recognize its highest scholars and promote academic excellence. Honors for medical students are determined at the end of the academic year at graduation. Academic honors are noted on the student's official permanent record.

The Dean's List for semesters 1 through 4 recognizes those medical 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 TCOM.

Academic honors are awarded with the degree at graduation ceremonies to the medical students 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. 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, disciplinary probation or suspension.

Advanced Placement/Waivers

Requests for advanced placement or waiver for any course must be declared by the medical student on the day of first enrollment at the health science center. The student must then present all supporting documents to the Office of the Registrar. The student is required to attend all classes and take all examinations until a decision is made regarding the advanced placement request.

To be placed in advanced standing, a student must: have taken a course judged to be equivalent by the appropriate academic department or course director within two years before the first day of classes and awarded a minimum grade of "B"; or have completed a similar course and obtained a minimum grade of "B" in a written comprehensive examination given by the department or course director for this purpose before the student's program begins at the health science center.

The decision regarding a request for advanced standing will be transmitted in writing to the student by the dean of TCOM, who will also notify the registrar and the appropriate department or course director. Courses for which advanced standing is granted are assigned a transcript designation of "CR" and are not calculated in the cumulative weighted average.

Special Academic Programs

Under extenuating circumstances, a student may request the privilege of a special academic program. Requests to be considered for a special academic program will be directed to the dean of TCOM, who will act upon the request after consultation with the appropriate educational program, Student Performance Committee and the Division of Student Affairs. 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 three weeks before enrollment in the fall semester of the first year or within three weeks before 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 serious 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 at TCOM, including attending class.

Furthermore, the student should have shown indications, as evidenced by efforts at the college, that he or she has 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 standard five-year program. All of the academic and non-academic requirements of the college will apply to any student on a special program, and the student must meet the requirements for the class that he or she will graduate with.

Auditing

Students may audit classes if they have obtained permission from the 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/or department chairman or phase director.

No grades will be given for audited classes, but these courses will be shown on the academic transcript.

Transcripts and Ranking

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 ranks is recorded at the end of the spring semester. 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 at the end of the spring 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.

Alteration of academic records or transcripts with the intent to use such a document fraudulently is a crime punishable by law. The penalty is a fine of not more than \$1,000 and/or confinement in the county jail for a period not to exceed one year.

Appropriate payment of tuition and fees must be made before a transcript is released.

Examinations

Administration

Examinations are administered at the time and date established by the course director and published in the course syllabus. They begin and end as scheduled and all answers must be recorded in the manner prescribed by the Course Director within this period. No examinations will be distributed after the first student has turned in a completed examination. All written examinations will be scheduled in Luibel Hall as the first activity of the day. All other exams (i.e. practical and lab) will be scheduled as the first activity of the day when possible.

For complete information, see Policy No. S/TCOM/Exams-01 in the Academic Policy Manual available in each academic department and in the Office of Educational Affairs.

Secure Testing Policy

Test questions and keys used in written examinations that contribute to a course grade are not retained by students.

Following major written examinations, students may attend a post-exam review session to receive feedback on their examination performance.

The intent of this policy is to facilitate the long-term development of a collection (bank) of questions whose increasing number and quality permit improved assessment of students' knowledge and skills.

For complete information, see Policy No. F/TCOM/CurrMgmt-09 in the Academic Policy Manual available in each academic department and in the Office of Educational Affairs.

Final Examinations

No student may be exempt from sitting for final examinations at their scheduled time. In the case of unusual circumstances, the student may petition to the course director. Each case of this type will be considered on its individual merit.

Make-Up Examinations

A make-up examination is defined as an examination administered to a student in lieu of a regular course examination when the student has (1) arranged in advance to take an examination early or late, or (2) missed taking a regularly scheduled examination. Make-up examinations are given only in the case of an approved absence or a documented medical excuse.

Approval is required from the assistant vice president for student affairs and the course director in order to authorize a make-up examination. The assistant vice president for student affairs and the course director will confer on any request for a make-up examination and render a decision to the student.

A student who misses a scheduled examination without receiv-

ing approval by the assistant vice president for student affairs and the course director either to take an early or late examination or to make up a missed examination will receive a grade of zero for that examination.

A student who misses an examination is not permitted to participate in a post-exam review of that examination if they have not completed the make-up examination by the time the post-exam review takes place.

Procedure: Early/Late Examination

To arrange for an early or late make-up examination, a student first obtains and fills out an excused absence form requesting a make-up examination from the Office of Student Affairs, and also notifies the course director. In the case of an early examination, the completed form must be submitted to the Office of Student Affairs at least five (5) days before the date of the exam. This form documents the reason for the absence and the date the student requested the make-up examination. A copy of the completed and signed request is sent to the Office of the Registrar.

Procedure: Making Up a Missed Examination

Within five business days after the missed examination, a student obtains and fills out an excused absence form requesting a make-up examination from the Office of Student Affairs, and also notifies the course director. If approved, a make-up examination must be administered within seven (7) days following the date of the approval, except when the course director determines that additional time is needed to arrange a laboratory or clinical practical exam.

Failed Examinations

Any student who fails an examination will be required to contact the course director within five class days following notification of the failed examination in order to arrange for academic counseling and remediation. At the time of the meeting, an Academic Consultation Report must be completed indicating the remediation plan agreed to by the course director and student. A copy of the completed Academic Consultation Report must be filed in the administrative offices of the Division of Student Affairs.

External Examinations

It is the policy of Texas College of Osteopathic Medicine to promote measures that will ensure the security of testing materials from external examinations. To ensure the security of testing materials from external examinations, TCOM may require all of its medical students to sign a document whereby each student:

- Acknowledges awareness that external testing materials are owned and copyrighted by outside entities and that any form of copying these materials is prohibited.
- Acknowledges that they will not reproduce and distribute external testing materials that are owned and copyrighted by outside entities.
- Acknowledges that they will not distribute any external testing materials to students at other medical schools or to any other persons.

The college may take any other reasonable action to ensure the security of testing materials from external examinations.

Subject Examination Policy

Subject Examinations will be administered in core clinical clerkships for which these examinations are available. Assigned students must sit for the appropriate subject examination administered at the completion of each of their rotations. Any student who is unable to sit for the subject examination at the scheduled time is referred to the course director for an excused absence and reassignment of test date. Core clerkship subject examinations must be taken within 60 days of the original scheduled date.

All students are required to take the subject examination without prior determination that the course has been passed.

Required comprehensive examinations will be administered at the end of Semesters 2 and 4. For these examinations, the results will be used to assess the effectiveness of the curriculum. These comprehensive examinations will not be a component of, nor affect a student's numerical grade in a course. A student must complete all required comprehensive examinations in order to begin clinical clerkship rotations.

The COMLEX subject exam for Manipulative Medicine will be administered at the end of Year 2 and during the core rotation in Manipulative Medicine.

For all classes, Core Clerkship Subject Examinations will be graded and will represent a percentage of the grade. The scores will be scaled to TCOM performance.

National Boards

All medical students are required to take Level I of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX), the examination administered by the National Board of Osteopathic Medical Examiners (NBOME) 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 of the medical curriculum. 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.

Students will be allowed to proceed to the third year classification pending successful completion of the first examination.

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 required to retake the examination at the regularly scheduled examination period in the fall of the third year. The students will be allowed to continue in the third year classification on a provisional basis pending results of the second examination. Medical students must pass COMLEX Level I to continue in clinical clerkship rotations.

Students may audit appropriate basic science courses in order to prepare for re-examination with the approval of the dean of TCOM, department chair or phase director and the course director. A student who does not achieve a satisfactory result on the second examination will be dismissed from the University of North Texas Health Science Center.

All students are required to take Level II of COMLEX in the summer of Year 4. A student is required to pass Level II (per the minimums established by NBOME) for graduation. Students who do not pass Level II will have a second opportunity to take the test during the spring of their fourth year. Students who are unsuccessful on the second try will be dismissed from the University of North Texas Health Science Center.

Students requesting approval not to take the COMLEX Level II fall examination must apply to the dean of TCOM in writing. Permission will be granted only for documented extraordinary circumstances.

Physician Licensure

Physician licensing is a prerogative of individual states. In Texas, the Texas State Board of Medical Examiners (USMLE) currently grants licensure based upon factors including the applicant's successfully passing the COMLEX Levels I, II and III, or the United States Medical Licensing Examination Steps 1, 2 and 3, plus the Medical Jurisprudence Examination.

COMLEX Levels I, II and III are administered on campus. In Texas, the Medical Jurisprudence examination is administered only in Austin. Information on dates and fees are available in the Office of the Registrar, along with registration forms. Information on the licensing requirements of other states may be found in the annual almanac issued as a supplement to the Journal of the American Osteopathic Association, or by writing to the state's medical licensing board.

The health science center does not require that students take the United States Medical Licensing Examination.

Licensing Examination Review

All medical students will be required to complete a licensing examination review, with the review being conducted during the spring of the second year. This review is intended to assist students in preparing for licensing examinations.

Promotion and Probation

Normal progression through the curriculum requires that a student achieve a cumulative average of at least 75 (or credit) in each academic year and that there be no failing grades (below 75 or No Credit) that have not been corrected. Achievement of this standard in each academic year is required for promotion to the next academic year. It must also be met before a Year 3 student will be allowed to begin clinical rotations, and the same standard has to be achieved in the fourth year in order to graduate. In addition, the graduating student must have passed Levels I and II of the Comprehensive Osteopathic Medical Licensing Examination administered by the National Board of Osteopathic Medical Examiners.

The academic standards for successful completion of each course or clinical rotation are determined by the department or interdisciplinary unit in which the course or rotation is administered. The student has the primary responsibility for acquiring knowledge and clinical proficiency, and 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 academic or professional accomplishment.

Students must meet the minimum standards and requirements set by the institution 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 at the health science center during any and all periods of enrollment. Academic probation or other actions may be recommended for students who have an incomplete course grade. In addition, students may be placed on academic probation for ethical, professional and personal standards that fall below those established by the health science center. Students who meet any of the above criteria will be required to appear before the Student Performance Committee when notified by the Registrar's Office.

Students who do not meet the standards specified for promotion, for beginning clinical rotation, 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.

The Student Performance Committee will recommend to the dean of TCOM whether a student should be offered an opportunity to correct their deficiencies during the summer, during the next academic year or be dismissed. Decisions will be made by written notification to the student by the dean of TCOM.

It is recognized by the SPC that each student's situation should be treated as an individual case.

Academic Probation

Academic probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance during the probationary period must improve in order to remain eligible to continue at the health science center. Any student who fails to improve his or her performance in the areas identified by the Student Performance Committee during the probationary period may be continued on probation, asked to withdraw or be dismissed from the health science center. Students on academic probation may not hold any elected or appointed office, institutional or external.

Students experiencing academic difficulty or on academic probation are expected to take full advantage of their educational experience by regularly attending classes and seeking assistance from faculty, course directors and the Division of Student Affairs. Additionally, learning assessment, skill development and tutoring services are available to mediate curricular deficiencies.

Remediation

The opportunity to remedy academic deficiencies at times other than when the course is regularly scheduled may be extended to medical students who do not fall into a dismissal category provided they have made a serious effort to earn a passing grade and have sought assistance from the faculty during the regular offering of the course. Remediation is to be regarded as a privilege that must be earned by the student.

A student is expected to take an active role in attempting to pass the course or rotation by: adhering to the attendance policy of the course or rotation; attending help sessions; seeking help from the appropriate faculty; and seeking study skills help through the Office of Student Affairs. Remedial course work must be completed according to the following schedule:

A deficiency in a Semester 1 or Semester 2 course must be remedied prior to Semester 3 or as specified by the Student Performance Committee (SPC).

A deficiency in a Semester 3 or Semester 4 course must be remedied before clinical clerkships begin.

A deficiency in a clinical clerkship must be remedied prior to graduation.

For successful completion of a remedied course the student must earn a final course grade of 75 or "CR." Failure to earn at least a grade

of 75 or better or "CR" in a remedied course is grounds for dismissal from the health science center.

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.

Year I and Year II medical students taking a full course load: A Year I or Year II student with failing grades may correct deficiencies during the summer prior to either the second or third years, respectively, if the total number of credit hours failed does not exceed the value assigned to the course having the highest number of credit hours. Correction of deficiencies under these stipulations may be accomplished under one of two conditions:

A student may be reexamined in no more than one course of seven or more credit hours. A student may be reexamined in no more than three courses which together comprise a maximum of eight credit hours. The content, scope, and format of the examination will be decided upon by the appropriate department or interdisciplinary unit and this information will be forwarded to the Student Performance Committee (SPC). All examinations should be equivalent to the course's original examinations in level of difficulty. The final recorded grade for any course in which a student has been re-examined will not exceed 75.

A student may repeat in its entirety one course, at an outside institution approved by the appropriate department or interdisciplinary unit, or at the University of North Texas Health Science Center, if the full course is offered. The repeated course must be of equal depth, scope, and quality as the original course. The final recorded grade for a repeated course will be the numerical grade the student earned in the course.

The student may be re-examined in no more than two other courses which together do not exceed a total of three credit hours.

Students who fail a re-examination will be required to spend an additional academic year correcting their deficiencies by repeating the year in question. During this year the student will enroll in a full course load and must successfully complete all required courses. The final recorded grades for courses repeated during this year will be the numerical grade the student earned in each of the courses. During this period of time the student will not be allowed to register for the next year's courses and/or rotations.

Any student who earns a failing grade in a repeated course will be recommended for dismissal from the health science center.

Year I or Year II students taking a full course load who have failed less than 25 percent of the year's total credit hours but who do not or cannot fit in the category above, which allows correction of deficiencies during the summer, will add an additional year to their medical education.

The student will spend the year correcting the deficiencies by taking a full course load and repeating all courses required during the year in question. The recorded grades for courses repeated during this year will be the numerical grade the student earned in each of the courses. During this time, the student will not be allowed to register for the next year's courses and for rotations.

Year III medical students taking a full course load: The first one or more periods of the Semester 5 will be used for remediation opportunities so that the students may correct deficiencies before beginning clinical rotations. The content, scope and format of the examination(s) will be decided by the appropriate department or interdisciplinary unit, and this information will be forwarded to the SPC. All examinations should be equivalent to the course's original examinations in level of difficulty. The student's final recorded grade for any course in which the student has been reexamined will not exceed 75. The final recorded grade for a repeated course taken at an outside institution will not exceed 75.

If the student fails a re-examination, the student will have to add an additional year to their medical education as described above. Similarly, students who are not eligible or are unable to correct their deficiencies as described above will have to add an additional year to their program.

Any student who earns a failing grade in a repeated course will be recommended for dismissal from the health science center.

Medical students in clinical rotations: A student who earns failing grades in clinical rotations will be required to repeat those rotations. The student will have to add whatever time is necessary to the student's education to remove the failing grade, thus, possibly delaying graduation. Eligibility for graduation will be achieved whenever the standards have been met and do not require an entire year's delay. 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.

Any student who earns a failing grade in a repeated rotation will be recommended for dismissal from the health science center.

Medical students on extended study plans: A student who is on an extended study plan will be evaluated on the total credit hours taken for the particular year in question. All requirements and recommendations cited in this document will apply to the student on an extended study plan. However, determination of options for correcting deficiencies and determination of recommendation for dismissal for the special schedule students will depend on how many total credit hours they are taking during the year.

A student who is not promoted from one year to the next, or who earns failing grades during any year, will be placed on academic probation until all deficiencies have been corrected. No more than two years will be allowed for the completion of any one academic year and

no more than six years for completion of all requirements for graduation (exclusive of a leave of absence). A student may not advance to the next academic year until all failing and incomplete (I) grades are removed.

Withdrawal

Application of voluntary withdrawal from the health science center must be made in writing to the dean of TCOM. Except in rare and special circumstances, the application will be accompanied with a personal interview by the dean of TCOM. Students who leave the health science center without notifying the dean of TCOM, and without completing the established withdrawal procedures within 30 days, will automatically be terminated from the health science center.

At the time withdrawal is granted, an entry will be made on the official permanent record indicating the academic standing of the student. "Withdrawal in good standing" will be recorded if the student is not on academic probation and has maintained a cumulative grade of 75 or above in each enrolled course 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 maintained a cumulative grade of 74 or below in enrolled courses during the semester in which the withdrawal is requested.

In addition, students must report to the Office of Student Affairs to pick up and complete a Withdrawal Form before they can officially withdraw from the health science center. Students who do not complete this application for voluntary withdrawal will not be entitled to an official withdrawal, and consequently will not be considered for readmission at a later date.

Readmission for students withdrawing in good academic standing is not assured unless it is a part of the final decision and/or agreement made by the withdrawing student, and the dean of TCOM. This final decision and/or agreement will be in writing. Students who are granted readmission following withdrawal in good academic standing usually 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, unless so stipulated.

Students who withdraw "not in good academic standing" may request readmission through the Admissions Application process. The Admissions Committee will evaluate the student's entire academic record and make a recommendation to the dean of TCOM.

Any student who withdraws due to poor academic progress, re-enters the health science center and receives a failing grade in any course will be recommended for unconditional dismissal with no opportunity for readmission.

Dismissal

Dismissal from the health science center will be recommended if:

- A student's cumulative weighted average for any one academic year is less than 75.
- A student earns failing grades in 25 percent or more of the credit hours for any one academic year.
- A student fails a course for the second time (no readmission would be granted at a later date).
- A student exceeds the two-year 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.
- A student has not demonstrated continued academic and professional growth and achievement.
- A student has not passed the national board examinations as set forth in policies of the health science center and by the National Board of Examiners for Osteopathic Physicians and Surgeons, Inc.

The academic record of any student who has been dismissed, and reappplies for readmission, will be a part of the data reviewed for readmission. If the student seeks readmission, the student must go through the admissions process.

Any student who withdraws or is dismissed due to poor academic progress, re-enters the health science center and receives a failing grade in any course will be recommended for unconditional dismissal with no opportunity for readmission.

It should be clearly understood that the health science center, 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 2005

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 completed the Comprehensive Basic Science Examination administered at the end of Semesters 2 and 4;
5. have completed the licensing examination board review program;
6. have passed Level I and Level II of the Comprehensive Osteopathic Medical Licensing Examination;
7. have complied with all legal and financial requirements of the college;
8. have exhibited the ethical, professional, behavioral and personal characteristics necessary for the practice of osteopathic medicine;
9. 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
10. 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.

5

Master of Physician Assistant Studies Degree Program

Admissions

Phone: 817-735-2301

Fax: 817-735-2529

www.hsc.unt.edu

Admission Requirements

To be considered for admission to the Master of Physician Assistant Studies degree program, a minimum of ninety (90) transferable semester hours of college credit from a regionally accredited institution is required. All candidates must meet institutional health and technical standards to be admitted and participate in the program. The minimum overall GPA required for admission is 2.85. A standardized entrance exam is not required.

■ General Course Requirements

English Composition, 6 hours

U.S. History, 6 hours

U.S. Government, 6 hours

Psychology (General and Psych elective), 6 hours

Mathematics (Required: College Algebra, or above), 3 hours

Sociology or Anthropology, 3 hours

Statistics, 3 hours

■ Science Course Requirements

General Biology (including laboratory), 8 hours

Anatomy and Physiology, 8 hours

Chemistry (including laboratory), 8 hours

General Microbiology (with labs), 4 hours

Immunology or Genetics, 3 hours

Biochemistry, 3 hours

Electives, 23 hours

Only three semester hours can be obtained from advanced standing examinations such as CLEP or its equivalent for English Composition, U.S. History, U.S. Government and Psychology.

Hours obtained through correspondence or television courses may not be eligible.

Courses offered for non-science majors will not meet the

prerequisite requirements for General Biology, Anatomy and Physiology, Chemistry and General Microbiology.

Physical Education activity courses will not be counted toward the 90 hours.

Courses cannot be used simultaneously to meet more than one prerequisite course requirement.

In general, prerequisite course work must be completed at regionally accredited colleges and universities located within the United States. If an applicant has academic credentials from a college or university not located within the United States, that applicant must follow guidelines for transcript evaluation and submit them for evaluation through a university-approved foreign transcript evaluation service. Upon satisfying all prerequisite requirements, applicants with academic credentials from non-U.S. colleges or universities are processed with the same consideration as all others.

All previous college course work will be converted to Semester Credit Hours (SCH), and the amount of SCH required of prerequisite courses may not be waived. All prerequisite coursework must have been completed with a grade of "C" (2.0 on 4.0 scale) or higher.

Transcripts

Official transcripts must be obtained from all colleges and universities previously attended by the applicant. Transcripts are sent directly to the Centralized Application Service for Physician Assistants (see Admissions Procedures) for evaluation. Transcripts used in evaluating applicants must be received from the issuing college in envelopes sealed at the time of issuance by the originating Registrar's office.

Prerequisite Coursework Substitution

If the content of previous college course work is questionable in its ability to fulfill admissions requirements, an applicant should submit, in writing, a request for evaluation of the course, or courses, in question. The request should be accompanied with a course description and/or course syllabus from the college or university where the course was offered. A letter from the education department that offered the original course describing the content and nature of the course may be substituted for original catalog descriptions and syllabus, if not available. Coursework substitutions must represent an equivalent or comparable course of study and content hours as the prerequisite. Prerequisite coursework substitutions are approved on an individual

basis. The program reserves the right to approve/disapprove all prerequisite coursework substitutions.

Course Waivers

Prerequisite course requirements cannot be waived. The use of transfer courses for advanced placement or to waive courses in the professional curriculum is generally not available to students enrolled in the Master of Physician Assistant Studies degree program. Any request for course exemption must be initiated by the student, in writing to the P.A. Studies program director, within five class days of enrolling in the program. No course waivers will be considered after that time. Advanced placement or course waivers will be determined on a case-by-case basis by the program director. No advanced placement or course waivers will be given for clinical practicums.

Transfer Policy

The Master of Physician Assistant Studies degree program does not admit transfer students with less than the prerequisite coursework, nor does it admit transfer students from other physician assistant programs. All applicants must participate in a competitive admissions process.

Admission Procedures

Applications for the Master of Physician Assistant Studies Program are available online through the Centralized Application Service for Physician Assistants (CASPA) at www.caspaonline.org. Please contact the PA Program office for information on how to obtain a paper application if you do not have access to a computer.

The Master of Physician Assistant Studies degree program admissions process consists of four phases: application screening, screening for interviews, candidate interviews and final selection.

Recommendations for admission are made by the Physician Assistant Admissions Committee to the Dean, Texas College of Osteopathic Medicine, who has final approval.

To be considered for admission, all of the following items must be received by the announced deadline for the year in which the candidate is applying:

1. A completed application for admission.
2. Application fee, nonrefundable (check or money order).
3. Official transcript(s) from each college or university attended.
4. Three letters of evaluation. These may be solicited from an advisor, an instructor, an employer, a supervisor; a physician or P.A.; and/or a person who knows you well. (Forms are provided by CASPA.) Letters from relatives are generally not acceptable.

Transcripts are sent directly to the Centralized Application Service for Physician Assistants (CASPA). Transcripts of college courses must be received in sealed envelopes containing the official letterhead/seal of the issuing college/university attended. Transcripts listing classes taken in the fall of the application year must be received by February 1

of the following year. Transcripts listing classes taken in the spring of the entering class year must be received by June 15 of that year. Classes taken after the application deadline will not be used to calculate official grade point averages for the candidate seeking admission, but will be reviewed for selection purposes.

Applicant Selection

Completed applications are due to CASPA by November 15, 2001.

In addition to the submission of application documents, successful applicants complete a personal interview conducted at the UNT Health Science Center prior to selection. Only top competitive applicants will be offered an interview.

The Physician Assistant Admissions Committee selects applicants who are academically competent to accomplish the work necessary to progress through the curriculum. Although an applicant's entire academic record will be considered, academic excellence alone does not assure acceptance. Evidence of personal integrity, maturity, creativity, motivation, dedication and the ability to work with others are factors that will be considered. These qualities and attitudes will be evaluated by several means, including letters of evaluation, the scope and nature of extracurricular activities (including work and volunteer experience), the breadth of education and personal interviews. Although prior experience in a health care setting is not required, this experience is a preferred attribute and is viewed in a positive manner by the Physician Assistant Admissions Committee.

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

Consistent with the mission of the Master of Physician Assistant Studies degree program to serve the health care needs of Texans, the percentage of Texas residents admitted to each P.A. class will be the same as that established for the D.O. degree program of Texas College of Osteopathic Medicine, which currently is at least 90 percent Texas residents.

Health and Technical Standards

All candidates must meet certain health and technical standards to participate in the physician assistant educational programs. Graduation signifies the graduate is prepared for entry into the practice of medicine as a physician assistant with the requisite knowledge and skills to function in a broad variety of clinical situations and provide a wide spectrum of patient care.

A candidate for the physician assistant degree must have abilities and skills in five areas: Observation, Communication, Motor, Conceptual, Intellectual, and Behavioral. Technological compensation can be made for some disabilities in certain areas, but for the majority, the candidate should be able to perform in a reasonably

Tuition, Fees and Other Charges

Master of Physician Assistant Studies Degree Program 2001-2002

Tuition

Texas Resident	\$40 per semester credit hour
Non-Resident	\$255 per semester credit hour

Fees

Medical Malpractice Fee:	\$200 per academic year
Building Use Fee:	\$180 per academic year
Student Service Fee:	\$200 per academic year
Medical Service Fee:	\$150 per academic year
Microscope Fee:	\$10 per academic year
Computer Fee:	\$125 per academic year
Activity Center Fee:	\$50 per academic year
Laboratory Fee:	\$25 per academic year
Clinic/Lab Coat Fee	\$30 (one-time charge at matriculation)
Publication Fee	\$10 per academic year
Graduation Fee:	\$100
Student Identification Card:	\$5 (one-time charge)
Course Fees:	\$235, Year 1; \$215 Year 2; \$150 Year 3 (approximate, based on \$25-\$50 per course)

Other Charges

Late Registration Fee:	\$25
Late Tuition Fee:	\$15 per month, to be applied as of the first day of the month following each beginning semester date
Installment Payment Plan Fee:	\$15
ID Card Replacement Fee:	\$10
Transcript Fee:	\$4 per copy. The first TCOM transcript is free.
Returned Check Service Charge:	Any check returned to the health science center must be redeemed by the person writing the check. A service charge of \$5 must be paid. These are based on the charge of the examining body or agency at the time of the examination.
Special Examinations:	
Parking Fee (optional):	The construction of a parking garage during 2001 will severely limit parking on campus, but off-campus accommodations are available. Contact the Office of Student Affairs for the most recent parking information.

Tuition and fees are subject to change by the Board of Regents, the Texas Legislature and legal rulings of the Texas attorney general.

independent manner. The use of a trained intermediary requires a candidate's judgment to be mediated by someone else's power of selection and observation.

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

2. Communication: A candidate should be able to speak, hear and observe in order to elicit information, describe changes in moods, activity and posture, and perceive nonverbal communications.

A candidate must be able to communicate effectively and sensitively with patients. 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 by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. This includes performance of basic laboratory tests (urinalysis, CBC, etc.) and may also include diagnostic procedures (proctoscopy, paracentesis, etc.) and reading EKGs and X-rays. A candidate should be able to execute movements which are reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required include the application of pressure to stop bleeding, the opening of obstructed airways, 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: Candidates should possess Conceptual, Integrative and Quantitative Abilities. These include obtaining measurements and performing calculations, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand spatial relationships of structure.

5. Behavioral: Candidates must have sufficient emotional health required for full use of their intellectual abilities in the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients in a mature, sensitive and effective relationship to patients. Candidates must be able 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 which are assessed during the admission and education process.

Texas Residency

The rules and regulations for determining residency status are set forth by the Texas Higher Education Coordinating Board. Residency is based on the student's status as of registration day. Questions regarding these requirements should be referred to the Office of Student Affairs.

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 a U.S. citizen.

Curriculum

The Master of Physician Assistant Studies program at the University of North Texas Health Science Center at Fort Worth provides an exemplary education to physician assistant students planning for careers in primary health care, teaching and research. As members of the health care team, our graduates are academically and clinically prepared to provide preventive and primary health care services to patients, particularly those in underserved rural and urban settings.

Established in 1997 and accredited by the Commission on Accreditation of Allied Health Educational Programs, the UNT Health Science Center program became the first state-funded physician assistant master's program in Texas, approved by the Texas Higher Education Coordinating Board.

The program is based on a medical model of education, and physician assistant students share courses with medical students enrolled at the health science center. Important to this program is the intention to foster early physician-PA teamwork through the judicious integration of scientific and clinical education in a setting that brings together PA students and medical students.

In addition to the basic clinical competencies required to practice as a physician assistant, the masters-level program increases the emphasis on prevention and public health, with additional study in epidemiology, biostatistics, health care systems and clinically-related research. In the masters program, physician assistants will be trained with advanced clinical knowledge and skills, such as designing and implementing clinical research, analyzing outcomes, and making clinical decisions that are based on population-based studies.

Teaching Goals

The overall goals of the Master of Physician Assistant Studies program are to:

- Educate physician assistants who are qualified by academic and clinical training to provide patient care services with the appropriate supervision of a licensed physician.
- Provide a course of professional study that will provide graduates with appropriate knowledge of physical and mental disease, and the skills to accurately and reliably perform the range of health care procedures and duties customarily ascribed to the PA profession.
- Foster development of the intellectual, ethical, and professional attitudes and behaviors that generate trust and respect from the patient population served by the physician assistant.
- Prepare physician assistants with the knowledge, technical capabilities and judgment necessary to perform in a professional capacity.

- Prepare physician assistants to serve in expanded roles, which meet developing needs in society's health care environment.
- Prepare physician assistants through curriculum, clinical experiences and role models to provide medical services to underserved patient populations where the supervising physician may be physically located at the practice site or at a site remote from the physician assistant.
- Provide instruction that stresses the role of the physician assistant in health maintenance and preventive medicine while also taking into consideration the social, economic and ethical aspects of health care delivery.
- Provide didactic and clinical experiences that prepare the physician assistant for dealing with cultural diversity in the patient population.
- Provide educational experiences that promote understanding of the interdependence of health professionals and foster an interdisciplinary team approach to the delivery of primary health care.
- Prepare the physician assistant for expanded roles in clinical site supervision, including resource management.
- Prepare the physician assistant with the knowledge and skills needed to perform clinical research activities and projects.
- Prepare physician assistants with knowledge and skills needed to enter roles as faculty in medical education.
- Provide educational experiences that stimulate active learning in the science and art of medicine and that foster a desire for continued learning as a practicing professional.

Basic professional competencies represent the majority of the course of study for all PA students. Students enrolled in the Master of Physician Assistant Studies program choose between two tracks of specialization. The tracks are Underserved Primary Care and Medical Education. The objectives for these tracks are met through specific courses designed especially for the master's curriculum.

Course of Study: Master of Physician Assistant Studies 2001-2002

Year/Semester (Approximate Time)

Course # Course Name SCH Hours

Year 1, Fall 1 (Aug. 6, 2001 through Dec. 21, 2001)

PA 4104	Basic Human Sciences	11
PA 4105	Medical Terminology	1
PA 4203	PA Professional Issues I	1
PA 4211	Medical Interviewing	2
PA 4212	Physical Exam Skills with lab	3
Total		18

Year 1, Spring 1 (Jan. 2, 2002 through June 14, 2002)

PA 4532	Health Promotion/Disease Prevention in Practice	2
PA 4222	Physical Diagnosis with lab	3
PA 5107	Principles of Epidemiology/EBM	3
PA 5200	Osteopathic Principles	1
PA 5201	Clinical Research Tools/Biostats	1
PA 5212	Special Patient Populations in Practice	
or		
PA 5222	Instructional Strategies and Curriculum Design	3
PA 5213	Community Health Needs	
or		
PA 5223	Educational Evaluation Methods	3
PA 5300	Mechanisms of Disease (shared)	9
PA 5303	Research Design/Project (Independent Study)	
Total		26

25

Year 2, Fall 2 (Aug. 5, 2002 through Dec. 20, 2002)

PA 4441	Supervised Practice I with practicum	2
PA 5303	Research Design/Project (Independent Study)	1
PA 5400	Fundamentals of Treatment (shared)	4
PA 5403	Cardiovascular System (shared)	6
PA 5404	Respiratory System (shared)	7
PA 5405	Hematopoietic System (shared)	3
PA 5503	Endocrine System (shared)	2
PA 5401	Musculoskeletal/Integument Systems (shared)	4
Total		29

Year 2, Spring 2 (Jan. 2, 2003 through May 23, 2003)

PA 4542	Supervised Practice II with practicums	2
PA 4450	PA Professional Issues II	3
PA 5303	Research Design/Project (Independent Study)	1
PA 5501	Genitourinary System (shared)	3
PA 5402	Nervous System (shared)	8
PA 5502	Reproductive System (shared)	6
PA 5504	Gastrointestinal System (shared)	4
Total		27

Year 3 (May 2003 through May 2004)

PA 5303	Research Design/Project (Independent Study)	1
PA 650	Elective	4
PA 651	Master's Clinical Practicum (in area of "track")	4
PA 652	Orthopedics	4
PA 653	Internal Medicine	8
PA 654	Pediatrics	4
PA 655	Family Medicine	8
PA 656	Psychiatry	4
PA 657	Surgery	4
PA 658	Obstetrics/Gynecology	4
PA 659	Emergency Medicine	4
Total		49

Grand Total

149
148

Note: Courses with (shared) by their name are courses that are shared with the medical students in their integrated, systems-based curriculum.

All other courses are P.A.-only courses.

Course Descriptions

Year 1

PA 4104. Basic Human Science

Basic Human Science is an integrated course offered by the departments of Pathology and Anatomy, Integrative Physiology, and Molecular Biology and Immunology. The course content includes human anatomy, biochemistry and physiology. The approach used in this course is the study of body systems, relating structure and biochemical processes to the function of each system as it strives to maintain homeostasis.

PA 4105. Medical Terminology

This course is designed to introduce the student to the structure of words used in the practice of medicine and health care provision. Included in this self-study course are the identification of word parts, the definition of medical terms, and the knowledge necessary to build medical terms used in verbal and written communications within health care systems with practical applications to the patient record and organized by systems. The medical terminology course is integrated with the systems taught in the basic human science course and the physical exam skills course.

PA 4203. PA Professional Issues I

This is an introductory course to the physician assistant profession, examining the roles of physician assistants in healthcare delivery and the historical development of the profession. Lectures focus on professional, legal, and social issues related to PA professional practice.

PA 4211. Medical Interviewing

This course is based upon a series of lectures and application exercises designed to teach medical interviewing techniques and communication skills. The course is supplemented by video feedback experiences. Lectures focus on patient-centered and provider-centered interviewing processes useful in obtaining information, defining symptoms, organizing data, and documenting the patient chart.

PA 4212. Physical Exam Skills

This is a lecture and laboratory course that emphasizes inspection, palpation, percussion, and auscultation in a screening physical exam of the normal patient. Psychomotor skills for a given exam and verbal descriptions of the normal exam are equally emphasized. Accuracy, efficiency, thoroughness and reliability of a complete screening physical exam are stressed and carefully evaluated in this course. The physical exam course is integrated with the basic human science course as a practical application to the anatomy portion of the course.

PA 4222. Physical Diagnosis

This course is designed to expand on the Medical Interviewing and Physical Exam Skills courses taken previously in the curriculum. Physical Diagnosis will focus on common disease processes and the specific historical information and physical findings typically encountered in practice with these problems. Disease scripting and clinical decision-making will be introduced here.

PA 4532. Health Promotion and Disease Prevention in Practice

This is an interactive course that stresses the role of the physician assistant in health promotion and preventive medicine. Students are encouraged to consider the social, psychological, spiritual, economic, cultural and ethical aspects of health promotion and challenges of the modern health care delivery system. Emphasis is added in the practical application of health promotion and preventive medicine principles and goals.

PA 5107. Principles of Epidemiology and Evidence-Based Medicine

This is an introductory course in epidemiology. This course includes the principles and methods of epidemiological investigation regarding health and disease in patient populations. Portions of this course will be dedicated to the critical analysis of clinically related journal articles and the practice of medicine as it relates to the evidence in the literature.

PA 5200. Osteopathic Principles

This course is designed as an introduction to the principles of osteopathic medicine, the osteopathic model, somatic dysfunction, palpation, and direct and indirect treatment methods.

PA 5201. Clinical Research Tools & Statistics

This course is designed as an introduction to the principles of research design, including the literature search, methodology, data management and reporting of results and conclusions. Portions of this course will be dedicated to the critical analysis and interpretation of clinically related journal articles based upon the statistical data presented in the literature.

PA 5212 or 5222. Master's Elective 1

Underserved Primary Care Track: PA 5212. Special Patient Populations in Practice. A course designed to prepare the physician assistant for underserved primary care practice by examining issues specific to special patient populations.

Medical Education Track: PA5222. Instructional Strategies and Curriculum Design. A course designed to prepare the physician assistant for careers in medical education by examining different methods of instruction and course design features, with emphasis on teaching

and learning styles, how to design and organize an individual course, writing course and lecture objectives and syllabus construction.

PA 5213 or 5223. Master's Elective 2

Underserved Primary Care Track: PA 5213. Community Health Needs. A course designed to prepare the physician assistant for underserved primary care practice by examining the process and components of assessing the health care needs of a particular community and its population base. Once assessment has been accomplished, reasonable community health care solutions are examined.

Medical Education Track: PA 5223. Educational Evaluation Methods: A course designed to prepare the physician assistant for careers in medical education by examining the different purposes, methods and tools for performance evaluation in the educational environment, including test-item writing skills, test-item analysis, clinical evaluation methods and instructor/course evaluations.

PA 5300. Mechanisms of Disease

This course introduces the basic etiologies and pathogenesis that underlie all diseases. Mechanism of Disease describes the mode of origin and development of most diseases, emphasizing pathophysiology in the areas of micro-organisms, immunity, genetics and metabolism. This course is shared with the medical students.

PA 5303. Research Design/Project

PA students identify an area of research interest and develop a prospectus for the master's project. The project is conducted, completed and presented to faculty for program completion prior to graduation.

Year 2 (Systems)

PA 4441. Supervised Practice I

Supervised clinical experiences for the purposes of problem-oriented patient data gathering and reporting on real or simulated patients. Clinical decision-making skills and disease scripting are further refined in this course through practical experiences and case presentations.

PA 4450. PA Professional Issues II: Reimbursement/Jurisprudence/Ethics

This course examines a variety of issues related to the physician assistant profession. The course will examine reimbursement issues related to health care delivery systems and the PA profession. Lectures also focus on the legal and ethical issues related to the profession, including risk management and ethical decision-making.

PA 4542. Supervised Practice II.

Supervised clinical experiences for the purposes of complete patient data gathering and reporting on real or simulated patients. Clinical decision-making skills and disease scripting are expanded in this course through the collection, organization and production of the complete medical record (H&P) on a patient.

PA 5400. Fundamentals of Treatment

This course introduces students to essential concepts related to the treatment of clinical problems across many different organ systems. The course presents approaches to health promotion, disease prevention and therapeutic modalities including basic principles of pharmacology and pharmacology of the autonomic nervous system; and introductory aspects of pediatric and geriatric medicine, clinical laboratory testing, radiology, psychiatry and surgery. This course is shared with the medical students.

PA 5401. Musculoskeletal and Skin System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the musculoskeletal system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5402. Nervous System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the nervous system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5403. Cardiovascular System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the cardiovascular system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ systems. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5404. Respiratory System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the respiratory system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ systems. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5405. Hematopoietic System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the hematopoietic system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5501. Genitourinary System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the genitourinary system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5502. Reproductive System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the reproductive system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5503. Endocrine System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the endocrine system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5504. Gastrointestinal System

This is a course designed to integrate information from the basic science and clinical medicine aspects of the gastrointestinal system. The overall goal is for students to gain the knowledge and skills necessary to correctly diagnose and manage the treatment of selected common and/or important illnesses associated with the organ system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

Clinical Practicums**PA 650. Elective Practicum**

This is an elective clinical practicum in an area chosen by the student, according to the student's individual clinical interest. Pending the approval of the Clinical Education Coordinator and clinical preceptor, students are responsible for developing their own educational goals and objectives for this practicum.

PA 651. Master's Clinical Practicum (in track of study)

Rural/Underserved Primary Care: The focus of this practicum in the Rural/Underserved Primary Care Track will be on the unique relationship between the primary care provider and the patient population of a rural or other underserved setting. The student will learn the special cultural aspects of providing care in these settings, as well as the health care resources available in rural and underserved communities. In addition, the student will practice basic skills in medical office management and health care financing.

or

Medical Education: The Medical Education Master's clinical practicum will allow students to practice educational activities covered in the medical education track courses. Academic activities will relate to the students' area of educational interest, including but not limited to the content and delivery of curriculum and educational evaluation.

PA 652. Orthopedic Medicine

Students will develop the skills necessary to evaluate and manage patients with the commonly orthopedic problems encountered in a primary care setting. Additionally, students are expected to learn the initial management steps in orthopedic emergencies. It is expected that the students will gain the knowledge and skills necessary to learn the appropriate roles of ancillary health care professionals in the management of orthopedic patients.

PA 653. Internal Medicine

This practicum is similar to the Family Medicine rotation with the exception of an exclusively adult patient population. Focus is on in-depth evaluation and ongoing treatment of patients with complex problems and/or chronic illness. Students will learn the skills necessary to evaluate and manage the effects of chronic disease on multiple body systems and perform or assist in procedures commonly performed in Internal Medicine.

PA 654. Pediatrics

The patient population includes infants, small children and adolescents to age 18. The student will learn to evaluate, monitor and manage common pediatric problems and emergencies, and act as a guide and resource to patients and their families as they progress through the growth and development from infancy through childhood and adolescence.

PA 655. Family Medicine

This practicum encompasses the treatment of patients from pediatrics to geriatrics. This practicum focuses on important aspects related to health maintenance and preventive care, as well as the traditional aspects of medical care as it relates to the patient, family and community. The student will develop the skills necessary to evaluate, monitor and manage common health problems. If the student is enrolled in the Medical Education Track, this practicum will be in a rural/underserved area.

PA 656. Psychiatry

Students will develop the skills necessary to evaluate and manage patients with a variety of psychiatric problems. The practicum will provide the students with the opportunity to develop an understanding of the role of psychiatrists, psychologists, social workers and nurses in the care of the psychiatric patient. Students will learn the appropriate use of selected psychoactive pharmaceuticals. There will be opportunity for the student to practice the skills necessary to perform a psychiatric interview and mental status examination and make referrals for specialized psychiatric treatment.

PA 657. Surgery

Within the operating room, the student will learn to employ proper techniques related to scrubbing (hand washing), gowning and gloving, maintaining sterile fields, retracting, gentle tissue manipulation, hemostasis, various methods of wound closure and dressing application. Additionally, the student will learn to recognize and manage common postoperative complications and wound care. The student will learn sterile technique, proper and efficient use of surgical instruments, and evaluation and management of the pre- and post-surgical patient.

PA 658. Obstetrics and Gynecology

The focus is on the impact of disease processes related to the reproductive system of the female patient. Students will develop the skills and knowledge necessary to evaluate, manage and educate the patient in the areas of women's health, human sexuality, birth control, infertility, pregnancy, pre- and post-natal care, and menopause.

PA 659. Emergency Medicine

Students will develop the skills and knowledge necessary to recognize those conditions that have the potential to progress to life-threatening or potentially disabling conditions. The student will learn to triage and stabilize patients with life-threatening or potentially disabling conditions, utilize lab and imaging studies, and interact with other health care professionals and victims' families in times of extreme stress.

Research/Master's Project

All students will be required to complete a major master's project in their respective areas of study. Master's projects will be clinically or educationally based and draw upon research skills developed by the students. An example of a clinically based master's project includes composing a manuscript for submission as a clinical article to a peer-reviewed journal. In the medical education track, the student may choose to design a P.A. course, which includes a mechanism of student performance evaluation.

Academic & Administrative Policies

Master of Physician Assistant Studies Degree Program

Each student enrolled in the UNT Health Science Center is individually responsible for knowing current academic and administrative policies, and the procedures and operational policies that apply to enrollment in his or her chosen degree program. This section of the catalog provides selected academic and administrative policies governing the Master of Physician Assistant Studies degree program. Other general policies are stated elsewhere in this catalog. Academic policies and guidance also are presented in other official health science center documents and specific program publications.

The health science center 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 education, and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the changes.

Registration

Registration is conducted each semester for the students enrolled in the Master of Physician Assistant Studies program. Registration consists of paying tuition and fees and completing registration forms for the Office of the Registrar, Financial Aid Office, and the Office of Student Affairs.

Physician Assistant students may register for and attend only those courses and clinical practicums listed on their official academic schedules, as approved by the director of the program. Students may not enroll in two or more courses scheduled to meet at the same time.

Only students properly enrolled by the registrar may attend classes. Any examinations or other materials completed by an individual who is not officially enrolled will be destroyed. No record will be kept of any academic work done by individuals whose enrollment in a course has not been authorized by the registrar.

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 elsewhere in this catalog for more information.)

Attendance

Classroom and Laboratory Attendance

Participation in class and laboratory sessions is believed essential to good academic performance. Classes and practicums are typically offered only once during a student's enrollment period; therefore students are expected to attend all lectures. Attendance is required at all laboratories, small group sessions and clinical experiences. The program and/or course director reserves the right to take attendance, and a student may be asked to affix his/her signature to attendance sheets. No student may sign on behalf of another student. Excessive absences may contribute to a failing grade and lead to dismissal from the program.

Each student is responsible for obtaining and learning all subject materials presented during any absence they may have. Instructors and/or course directors are not obligated to provide make-up sessions to students who have missed lectures, laboratory sessions, small group sessions, or clinical experiences. The P.A. Student Performance Committee considers attendance in its review of a student performance, when making recommendations on probation, remediation and dismissal.

Clinical Practicum Attendance

Students are required to be available a minimum of 40 hours per week during clinical practicums. Some practicums may require the student to be available for more than 40 hours a week in order to meet educational and performance objectives. Examples of activities that may require greater than 40 hours per week of attendance include taking call with preceptors, attending rounds, attending continuing medical education activities, researching assignments and presenting case studies.

If a student is ill or has an emergency that requires him or her to be absent from a clinical practicum, the student is expected to contact the preceptor as soon as possible. Students who are absent from clinical practicums for more than one-half day are required to inform their preceptor and the Physician Assistant Studies office of the absence. Students who are absent for 20 percent or more time from a single practicum (four days of a four-week practicum) are subject to failure of the practicum and will be referred to the Physician Assistant Student Performance Committee for assessment of their performance. Under these circumstances, a student may be required to repeat a portion or all of the clinical practicum to continue in the program.

Excused Absences

Excused absences may be granted for emergencies (i.e. death in family) or personal illness. Under certain circumstances, absences for special activities may also be approved by the Physician Assistant Studies program director. Generally, students having less than an

accumulated average of 80% will not be granted excused absences for special activities. No absence will be considered "excused" without written approval from health science center or Physician Assistant Studies program personnel.

Holidays and Religious Holy Days

For Years 1 and 2 of the Master of Physician Assistant Studies program, students should consult the official academic calendar for school-approved holidays.

Physician Assistant students during Year 3 of the curriculum are expected to be at the clinical practicum site whenever their preceptors are working. The clinical preceptor and the clinical education coordinator must approve any requests for holidays off, whenever the clinical preceptor is working.

Students may request release from duties for observance of a religious holy day by submitting a Religious Holy Day Request Form to the course director or clinical education coordinator within 14 days from the beginning of the semester that the holy day falls. Instructors may require a letter of verification of any observed holy days from the religious institution. Reasonable attempts will be made to accommodate a request where possible; however, there is no intrinsic guarantee that a request will be granted. The Religious Holy Day Request Form is available in the Office of the Registrar. Please refer to Section 51.911 of the Texas Education Code to see applicable guidelines for this policy.

Leave of Absence

A student in good academic standing may request a leave of absence due to a prolonged medical problem, serious personal problem, or pregnancy. Students seeking a leave of absence should seek and obtain assistance from the Office of Student Affairs. Requests must be submitted in writing. Leaves of absence will not be granted for reasons of poor academic standing. A request for a leave of absence due to a medical problem must be accompanied by documentation from a physician or licensed professional which describes the nature of the disability and the estimated length of time needed for recovery. A request for a leave of absence due to personal reasons or pregnancy also requires substantiating documentation. Students must sign an approved Leave of Absence form (available at the Registrar's Office) before they can be officially placed in leave of absence status.

Before readmission after a leave of absence, a student must submit a written request for readmission. A letter substantiating the student's recovery and/or ability to participate in a full academic program is required. A leave of absence may not extend beyond one calendar year from the effective date for reentry into the Master of Physician Assistant Studies degree program to occur.

Grading

Course Syllabus

The course syllabus contains specific educational requirements – assignments, evaluation, grading and other conditions of student 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.

Class Participation

Students are expected to participate in all scheduled activities. Participation in classes, laboratories or small group activities may be considered when assigning grades for a particular course or practicum. The individual course or practicum syllabus specifies instructor expectations and grading policy regarding participation.

Recording Grades

All course and clinical practicum grades will be recorded on transcripts as either letter grades, credit/no credit or numerically, using the 4.0 scale. The academic standards for successful completion of each course or clinical practicum, with a letter grade of "C," or better, are contained within the course or practicum syllabus. Course grades for shared medical courses reported to the Master of Physician Assistant Studies program using the D.O. program's 100-point scale are converted as described below:

Letter Grade	100-point scale	4.0 Scale
A	90 - 100	4.0
B	80 - 89	3.0
C	70 - 79	2.0
D	60 - 69	1.0
F	< 60	0.0

A grade of "I" (Incomplete) may be assigned when a student has not completed all academic requirements and assignments due to special circumstances. A student must complete all academic requirements and assignments for didactic courses and remedy the grade of incomplete (I) to a letter grade of A, B or C by the end of the fifth class day of the next academic term. If the didactic course grade is not remedied within that time frame, the student is not promoted to the next term or to the clinical education year without approval of the Physician Assistant Student Performance Committee.

Students who receive a grade of incomplete on any clinical practicum will have 12 months from the date of issuance to fulfill all practicum requirements or assignments for that practicum. If all requirements and assignments for a course or practicum, with a grade of incomplete, are not completed within 12 months of issuance, the

grade of incomplete will automatically convert to a letter grade of "F" for that course or practicum.

All remedied incomplete "I" grades will remain on the student's transcript, but will be slashed and the earned grade recorded next to the incomplete "I" grade.

Evaluation of Student Performance

The primary method used for evaluating student performance during classroom instruction is by written examination; typically consisting of multiple choice, matching, true/false, short answer and essay-type questions. Evaluation of student performance also occurs in small group and laboratory settings where students are required to demonstrate visual, somatic, communicative, analytical and behavioral discriminatory skills.

Examples of performance include identifying and naming anatomic structures; setting up and using a microscope to identify organisms and tissues; suturing of materials and tissues together; medical interviewing and physical examination; and problem-solving and participating in group discussions. In some courses, written reports are also required.

The frequency of examinations is determined by the course director and depends upon the volume and types of material covered, as well as the format in which the material is presented.

Students are informed of their progress through formal and informal feedback and through the use of numerical grades. Numerical grades are converted to letter grades for posting on their transcripts. Course syllabi contain the value of each grade received during a course and the components of each course grade when indicated. Attendance at lectures and laboratory sessions may be incorporated into the evaluation of the student's performance in a course.

Evaluation of Student Performance During Clinical Practicums

Students are evaluated through direct observation of performance and through the administration of written tests. Factors similar to those noted earlier in this section are carried forth into the clinical practicums. Skills evaluated during clinical practicums also include communication skills, technical skills, problem-solving skills; interactions with patients and other health care workers; and the use of research tools (textbooks, journals and sources of medical information).

End-of-practicum tests are administered at the end of each core clinical practicum. Since these tests are administered on the Health Science Center campus, students are required to return to campus at the end of each practicum.

An overall performance grade on each practicum is assessed based on the above factors. The requirements for a passing grade are included in each syllabus. Students are advised of their progress through interactions with preceptors and through feedback sessions. Students

failing to satisfactorily progress during clinical practicums are referred to program administration for further actions.

Attendance during clinical practicums is required to obtain a passing grade.

Course/Instructor Evaluation

Each student is responsible for providing constructive evaluation of each course, clinical practicum and instructor in the curriculum after each course or practicum ends. This responsibility is met by participation in the course evaluations as defined in Administrative Policy S/UNTHSC/General-20. In the event a student fails to complete a required evaluation, grades earned in the applicable courses or practicums will be made available by the registrar for official school purposes. However, the student's official permanent record or academic transcript will not be released until satisfactory completion of the course, instructor or clinical practicum evaluations.

Academic Honors

It is a health science center tradition to recognize its highest scholars and promote academic excellence throughout the center's academic programs. Academic Honors are determined after each academic term and at graduation.

Academic Honors are noted on the student's official permanent record and are awarded at graduation to those graduates whose cumulative weighted average is 3.51 or greater on a 4.00 scale.

The Dean's List is established to recognize those students who have achieved a grade point average of 3.51 or greater in any academic term. This is determined at completion of each academic term. Due to the variable nature of clinical practicums, Master of Physician Assistant Studies students are not awarded Dean's List recognition during that phase of the curriculum.

The President's Scholar Distinction is awarded to the graduate who has consistently been named to the Dean's List for all academic terms of enrollment, and who has maintained a cumulative grade point average higher than 3.50 during clinical practicums. In case of a tie between two or more students, the director of Physician Assistant Studies determines which student receives the recognition based on input from the faculty.

Opportunity to receive the Academic Phase Outstanding Achievement in Physician Assistant Studies award is achieved by obtaining the highest overall academic standing during the didactic phase of the curriculum. Opportunity to receive the Clinical Phase

Outstanding Achievement in Physician Assistant Studies award is achieved by obtaining the highest overall standing during the clinical phase of the curriculum. During each of these phases the student's grade point averages are determined separately and are carried out to the second decimal place. A student's achievement during the academic phase does not carry forward into the clinical phase. In case of a tie, the director of Physician Assistant Studies determines which student should receive the recognition based upon input from the faculty. The same student may be recognized for both awards.

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

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.

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.

Alteration of academic records or transcripts with the intent to use such a document fraudulently is a crime punishable by law. The penalty is a fine of not more than \$1,000 and/or confinement in the county jail for a period not to exceed one year.

Appropriate payment of tuition and fees must be made before a transcript is released.

Master's Project

All students enrolled in the Master of Physician Assistant Studies Program must complete a master's project in order to graduate. Faculty advisors will guide the students in this process, monitor the student's progress and assess the quality of the work presented. The coordinator of research will then recommend to the program when successful completion of the requirement has been achieved.

Examinations

Examinations are given at a scheduled time and date according to course content. Course directors determine examination formats. In general, students must take examinations at the time they are originally scheduled. Failure to do so will result in a grade of "zero" on the missed exam unless other arrangements have been made with the course director.

No examinations will be distributed after the first student has turned in a completed examination or after a student has left the examination room for any reason.

Students are not exempted from taking final examinations, and they must be present for all announced and unannounced examinations or quizzes.

Make-up Examinations

A make-up examination is defined as an examination administered to a student in lieu of a regular course examination when the student has (1) arranged in advance to take an examination early or late, or (2) missed taking a regularly scheduled examination. Make-up examinations are given only in the case of an approved absence or a documented medical excuse.

Approval is required from the assistant vice president for student affairs and the appropriate course director in order to authorize a make-up examination. The assistant vice president for student affairs and the course director will confer on any request for a make-up examination and render a decision to the student.

A student who misses a scheduled examination without receiving approval by the assistant vice president for student affairs and the course director either to take an early or late examination or to make up a missed examination will receive a grade of zero for that examination.

A student who misses an examination is not permitted to participate in a post-exam review of that examination if they have not completed the make-up examination by the time the post-exam review takes place.

Procedure: Early/Late Examination

To arrange for an early or late make-up examination, a student first obtains and fills out an excused absence form requesting a make-up examination from the Office of Student Affairs, and also notifies the course director. In the case of an early examination, the completed form must be submitted to the Office of Student Affairs at least five (5) days before the date of the exam. This form documents the reason for the absence and the date the student requested the make-up examination. A copy of the completed and signed request is sent to the Office of the Registrar.

Procedure: Making Up a Missed Examination

Within five business days after the missed examination, a student obtains and fills out an excused absence form requesting a make-up examination from the Office of Student Affairs, and also notifies the course director. If approved by both, a make-up examination must be administered within seven (7) days following the date of the approval, except when the course director determines that additional time is needed to arrange a laboratory or clinical practical exam.

Use of Examinations Obtained from External Sources

The UNT Health Science Center takes reasonable actions to ensure the security of testing materials obtained from external sources. Measures include, but are not limited to, a requirement for students to sign a statement that acknowledges the student's awareness that:

1. External testing materials are owned and copyrighted by outside entities and that any form of copying these materials is prohibited.
2. The student will not reproduce or distribute external testing materials that are owned and copyrighted by outside entities.
3. The student will not distribute any external testing materials (or portions thereof) to students at other schools or to any other persons.

Promotion and Probation

Normal progression through the curriculum requires students to achieve a grade of "C," Credit, or higher to progress. Satisfactory completion of all course and clinical practicum requirements must be achieved in order to graduate. Standards for completion of each course and/or practicum are contained in the respective syllabus. Good overall academic standing requires a cumulative grade point average of "C" (2.0) or better in all phases of the Master of Physician Assistant Studies curriculum.

Students in jeopardy of failing to meet academic standards may be placed on academic probation. The purpose of this action is to facilitate student access to academic, or other, forms of assistance. A student more than halfway through a course with an accumulated grade of "D" or "F" may also be placed on academic probation. Academic probation provides notice to the student that their academic performance must improve in order to remain eligible for continuing in the program. Any student who fails to improve their performance may be asked to withdraw or may be recommended for dismissal. Students on probation are not eligible to hold a student government office and may be asked to resign from any positions currently held.

After successfully correcting academic deficiencies a student may be removed from academic probation with approval of the TCOM dean.

Students may be subject to misconduct penalties and/or

non-academic probation for breaches of any ethical, professional or personal standards held in esteem by the UNT Health Science Center. Master of Physician Assistant Studies students are required to conduct themselves in a manner that is befitting the profession they have chosen to enter.

Remediation

Physician Assistant students must achieve a passing grade in each academic course listed in the Master of Physician Assistant Studies curriculum to in order to progress to the next academic term and/or clinical practicum and graduate. Students may be given an opportunity to remedy deficiencies contributing to an overall failing course or practicum grade. This opportunity is regarded as a privilege that must be earned by the student. The opportunity to remedy deficiencies often depends on whether the student has made serious efforts to earn a passing grade. These efforts generally include:

- Attending help sessions
- Attendance in each educational experience
- Participating in class, laboratories and small group activities
- Seeking help with study skills through the Office of Student Affairs
- Notifying the course director of problems before a failing grade occurs
- Seeking help from the Master of Physician Assistant Studies faculty during the regular offering of the course

In all cases, grading and learning requirements listed in the course or practicum syllabus will be used in determining a remedy plan for obtaining a passing grade. Students should examine each course/practicum syllabus to determine how grades will be assigned. Students may continue in courses and clinical practicums until all remediation opportunities have been completed.

Withdrawal

Application of voluntary withdrawal from the health science center must be made in writing to the dean of TCOM. Except in rare and special circumstances, the application will be accompanied with a personal interview by the vice president for health affairs. Students who leave the health science center without notifying the dean of TCOM, and without completing the established withdrawal procedures within 30 days, will automatically be terminated from the health science center.

At the time withdrawal is granted, an entry will be made on the official permanent record indicating the academic standing of the student. "Withdrawal in good standing" will be recorded if the student is not on academic probation and has maintained a passing grade in each enrolled course 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 maintained a cumulative grade below passing in enrolled courses during the semester in which the withdrawal is requested.

In addition, students must report to the Registrar's Office to pick up and complete a Withdrawal Form before they can officially withdraw from the health science center. Students who do not complete this application for voluntary withdrawal will not be entitled to an official withdrawal, and consequently will not be considered for readmission at a later date.

Readmission for students withdrawing in good academic standing is not assured unless it is a part of the final decision and/or agreement made by the withdrawing student, the program director and the dean of TCOM. This final decision and/or agreement will be in writing. Students who are granted readmission following withdrawal in good academic standing usually 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, unless so stipulated.

Students who withdraw "not in good academic standing" may request readmission through the Admissions Application process. The Admissions Committee will evaluate the student's entire academic record and make a recommendation to the vice president for health affairs and executive dean.

Any student who withdraws due to poor academic progress, re-enters the health science center and receives a failing grade in any course will be recommended for unconditional dismissal with no opportunity for readmission.

Dismissal

The Master of Physician Assistant Studies program in no way guarantees that a student, once enrolled, will satisfactorily accomplish all degree requirements and graduate. Students who do not meet the standards specified for promotion and graduation may be given opportunities to correct deficiencies. A student may be academically dismissed if that student earns a failing grade in any one academic course/clinical practicum or fails to progress satisfactorily as outlined in a course or practicum remediation plan.

After due consideration and process, the UNT Health Science Center reserves the right to require the dismissal of any student if circumstances of a legal, moral, behavioral, ethical, health or academic nature justify such an action.

The academic record of any student who has been dismissed, and later applies for readmission, will automatically become a part of the data reviewed for readmission. Any student who withdraws, or is dismissed due to poor academic progress, or who is later readmitted and receives a failing grade in any course may be recommended for dismissal without an opportunity for readmission.

Requirements for Graduation:*

Graduation requirements are listed in the catalog at the time of the student's entry into the Master of Physician Assistant Studies program. Normally, these requirements can be satisfied within 36 consecutive months. Rarely, students may be required to meet additional requirements to meet other regulations of the UNT Health Science Center, Texas or the United States. Students who have met the requirements listed in the catalog, and who have been recommended by the program faculty, may be awarded the Master of Physician Assistant Studies degree, provided they meet the conditions listed below:

1. Have achieved grades of "C," "Credit," or better in all assigned courses and clinical practicums.
2. Have completed six academic years of credit at an accredited college or university, of which, at least the last three were completed at the University of North Texas Health Science Center at Fort Worth.

3. Have complied with all legal and financial requirements of the University of North Texas Health Science Center at Fort Worth.
4. Have exhibited the ethical, professional, behavioral and personal characteristics necessary for practice as a physician assistant.
5. Have completed and returned to the Office of the Registrar, an Exit Questionnaire and a Clearance Check Form.
6. Have attended the commencement ceremony at which the degree is to be awarded.
7. Have met the following requisites and time limits:

In the event the student withdraws and later re-enters the program, or if a student is granted an extension beyond 36 months, that student must meet the requirements listed for the class with whom he or she graduates.

A student who has been dismissed due to poor academic progress, and later is readmitted to the program, has not more than 36 months from date of re-entry to successfully pass any academic course that was failed, and any subsequent incomplete courses.

A student dismissed due to a failing grade in a clinical practicum, who later is readmitted to the program, has not more than 12 months from their date of re-entry to successfully complete the practicum that was failed and any subsequent incomplete practicum.

The maximum time limit for completing all graduation requirements is 72 months.

* Students who do not fulfill all graduation requirements by the day of graduation will not be allowed to participate in commencement ceremonies. Only in unusual circumstances, and with approval of the president, will a degree be awarded in absentia. Students will not be considered graduates in any capacity until they have successfully completed all requirements.

6

Postgraduate Medical Training

TCOM firmly endorses the completion of at least three years of postgraduate training for its Doctor of Osteopathic Medicine degree program graduates, 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.

All internship and residency programs sponsored by TCOM are affiliated with the Texas Osteopathic Postdoctoral Training Institutions (OPTI). This educational consortium consists of TCOM, the Osteopathic Medical Center of Texas, Bay Area Corpus Christi Medical Center, Dallas Southwest Medical Center, Doctor's Hospital in Groves, Texas, and Plaza Medical Center of Fort Worth. The Texas OPTI strives to provide quality osteopathic graduate medical education opportunities that emphasize primary care, especially family medicine.

For more information, contact:

Deborah L. Blackwell, D.O.
OPTI Academic Officer
Office of Clinical and Health Affairs
(817) 735-2416

Internship Programs

The internship year is the first postgraduate opportunity. Through its affiliation with OPTI, TCOM offers a variety of training programs in the internship year.

Bay Area Medical Center (Corpus Christi)

Mel Eliades, D.O., director of medical education

- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine

Dallas Southwest Medical Center

Tim Sullivan, D.O., director of medical education

- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine

Doctor's Hospital (Groves)

Rocco Morrell, D.O., director of medical education

- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine

Osteopathic Medical Center of Texas (Fort Worth)

Frederick Schaller, D.O., director of medical education

- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine
- Specialty Track in General Internal Medicine
- Specialty Track in Obstetrics/Gynecology

Plaza Medical Center (Fort Worth)

Don Peska, D.O., director of medical education

- Traditional Rotating Internship
- Specialty Track in General Internal Medicine
- Specialty Track in Family Medicine

Residency Programs

Residency Program in Family Practice

There are five hospitals in Texas affiliated with the Texas College of Osteopathic Medicine conducting Family Practice Residency Programs. Each Program is approved by the American Osteopathic Association and the American College of Osteopathic Family Physicians and a member of the Texas Osteopathic Postdoctoral Training Institution (OPTI). Applicants to these Programs must be graduates of accredited osteopathic medical schools. After successfully completing the required three years of postgraduate training, residents will be candidates for certification through the American Osteopathic Board of Family Physicians.

Irvine D. Prather, D.O., vice chair of postdoctoral studies

Peggy Smith-Barbaro, Ph.D., administrative coordinator

Bay Area Medical Center (Corpus Christi)

Scott Robinson, D.O., program director

Antonio Lykos, D.O., assistant program director

Dallas Southwest Medical Center (Dallas)

Ronald Tanner, D.O., program director

Craig Yetter, D.O., assistant program director

Doctor's Hospital (Groves)

Allen Wiliamson, D.O., program director

Osteopathic Medical Center of Texas (Fort Worth)

Irvine D. Prather, D.O., program director

Elizabeth Palmarozzi, D.O., associate program director

Plaza Medical Center of Fort Worth (Fort Worth)

Residency training to begin 1 July 2001

Program Director TBA

Don Peska, D.O., director of medical education

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. This program offers residents the opportunity to choose either an ambulatory or a hospital-based track. 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 Osteopathic Board of Internal Medicine pursuant to certification in general internal medicine.

Osteopathic Medical Center of Texas (Fort Worth)

Keith Vasenius, D.O., director

Plaza Medical Center (Fort Worth)

John Willis, D.O., 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 Osteopathic Board of Special Proficiency in Osteopathic Manipulative Medicine.

Osteopathic Medical Center of Texas (Fort Worth)

Michael Cames, D.O., director

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

Osteopathic Medical Center of Texas (Fort Worth)

Michael Cames, D.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.

Osteopathic Medical Center of Texas (Fort Worth)

Gary A. Meyer, D.O., director

Residency Program in General Orthopedics

Through its affiliation with the Texas OPTI, TCOM sponsors this AOA-approved residency program for training qualified osteopathic physicians in the practice of general orthopedics. This OPTI program provides the educational requirements to qualify residents for membership in the American Osteopathic Academy of Orthopedics and for eventual examination by the American Osteopathic Board of Orthopedic Surgery pursuant to certification in orthopedic surgery.

Osteopathic Medical Center of Texas (Fort Worth)

Joseph Daniels, D.O., director

Residency Program in Preventive Medicine

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

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

Residency Program in Diagnostic Radiology

Through its affiliation with the Texas OPTI, TCOM sponsors this AOA-approved residency program for training qualified osteopathic physicians in the practice of diagnostic radiology. This OPTI program provides the educational requirements to qualify residents for membership in the American College of Osteopathic Radiologists and for eventual examination by the American Osteopathic Board of Radiology pursuant to certification in radiology.

Osteopathic Medical Center of Texas (Fort Worth)

D. Bart Mobley, D.O., 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. This program is a joint program between TCOM and Osteopathic Medical Center of Texas.

Osteopathic Medical Center of Texas (Fort Worth)

Adam B. Smith, D.O., director

Residency Program in Urology

This AOA-approved residency program for training qualified osteopathic physicians in the practice of urology is currently recruiting for academic year 2001-2002. The TCOM program will provide 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. Contact the residency director for more information.

Osteopathic Medical Center of Texas (Fort Worth)

David Rittenhouse, D.O., director

Fellowship Programs**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. 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. Residents may select a one-year or a two-year fellowship, which includes participation in an Intensive Geriatric Board Review Course to prepare physicians for the Geriatric Examination for the Certificate of Added Qualifications.

Osteopathic Medical Center of Texas (Fort Worth)

Janice A. Knebl, D.O., director

Fellowship Program in General Vascular Surgery

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

Osteopathic Medical Center of Texas (Fort Worth)

Don Peska, D.O., director

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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 Texas Medical and Dental Schools Application Service according to the procedures listed elsewhere in this catalog. The applicant should indicate on the supplemental application the dual-degree program in which he or she is interested. 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 the D.O./M.S. or D.O./Ph.D. programs, please contact the graduate school office. Contact the School of Public Health admissions office for more information on the D.O./M.P.H. program.

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 four 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 this 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 graduate tuition costs during Block 2 and a graduate stipend during this time.

D.O./M.S. Training Program

Some students may elect to take a joint D.O./M.S. degree. Students in this program receive up to 18 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. Training Program

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 9 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. Please contact the School of Public Health admissions office for more information.

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Department Descriptions & Faculty

This chapter was compiled from information provided by the departments as of July 1, 2000. Please contact the Office of Health Affairs for the most current official faculty roster.

Department of Family Medicine

The Department of Family Medicine's clinical and educational responsibilities have been an important educational component of TCOM since its inception. The department's affiliated clinics 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 physicians, social scientists and physician assistants, and provides a continuous influence in the lives of TCOM students. The faculty 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.

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 from the National Library of Medicine for the rural family medicine clinics and the affiliated residency programs. Other grants 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, establishment of an Asian family medicine clinic and development of a more comprehensive division of research within the department.

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, sports-related illnesses and injuries and a variety of clinical drug trials.

Faculty Roster

**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

Adams, Barbara, M.S.A.

Instructor and Assistant Director;
Rural Family Medicine Track;
M.S.A. Georgia College

Baldwin, Richard B., D.O., C-FP, DNB

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

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

Cipher, Daisha J., Ph.D.

Assistant Professor;
B.A. University of Texas at Austin,
M.S. University of Texas Southwestern
Medical Center at Dallas,
Ph.D. Southern Methodist University

Clarke, Howard E., Jr., M.P.A.S., P.A.-C

Assistant Professor;
B.S./P.A. University of Nebraska College of
Medicine
M.P.A.S. University of Nebraska College of
Medicine

Dayberry, D. Tom, D.O., C-FP

Assistant Professor
B.S./M.S. New Mexico State University
Ph.D. Texas A&M
D.O. Texas College of Osteopathic Medicine

Davis, Michael, P.A.-C.

Assistant Professor;
B.S./P.A. Western Michigan University,
M.S. Alderson-Broadbudd

Franks, Susan E., Ph.D.

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

Gordon, Dempsey, D.O.

Assistant Professor;
B.S. University of Texas at El Paso,
D.O. Texas College of Osteopathic Medicine

Gramer, Jill, 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

Kallemeyn, Britt D., P.A.-C

Instructor;
B.S. Texas A & I,
B.S./P.A. University of Texas Medical Branch

Lemke, Henry R., M.M.S., P.A.-C

Assistant Professor;
B.S./P.A. University of Oklahoma,
M.M.S. St. Francis College

Licciardone, John C., D.O.,

M.S., M.B.A., FACPM
Professor
B.S. Forham University, Bronx, New York
M.B.A. Texas Christian University
M.S. Ohio State University
D.O. Kirksville College of
Osteopathic Medicine

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

Moody, Lisa, P.A.-C

Assistant Professor;
B.I.S. University of Texas at Arlington,
B.S./P.A. Texas College of
Osteopathic Medicine

Namboodiri, Maya, D.O.

Assistant Professor;
B.S. Texas A&M University,
B.S. University of Texas at Tyler,
D.O. Texas College of Osteopathic 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., D.A.O.B.E.M., C-EM, DNB**
Professor and Director,
Division of Emergency Medicine;
 B.A. La Salle College,
 D.O. Philadelphia College of
 Osteopathic Medicine,
 Ph.D. University of North Texas

Patel, Vibha, D.O., C-FP
Assistant Professor;
 B.S. Texas A&M University,
 D.O. Texas College of Osteopathic Medicine

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

**Prather, Irvine D., D.O.,
 F.A.C.O.F.P., C-FP, CAQ**
*Vice Chair for Postdoctoral Studies
 and Associate Professor;*
 B.S. Maryville College,
 M.S. Virginia Polytechnic Institute
 and State University,
 D.O. West Virginia School of
 Osteopathic Medicine

Reed, Linda, M.Ed., P.A.
Assistant Professor;
 B.S. University of Oklahoma,
 B.S./P.A. University of Oklahoma
 Health Science Center,
 M.Ed. University of Oklahoma

Richards, Robbye, D.O., C-FP
Assistant Professor;
 B.A. University of North Texas,
 D.O. Texas College of Osteopathic Medicine

**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

Sivoravong, Jon C., D.O., C-FP
 B.A., University of Missouri-Columbia,
 D.O. Texas College of Osteopathic Medicine

Smith-Barbaro, Peggy, Ph.D.
Research Assistant Professor;
 B.S. University of Rhode Island,
 M.S. and Ph.D. Rutgers University

Stehly, Carol, M.Ed.
Instructor;
 M.Ed. University of Minnesota

**Stockard, Alan R., D.O.,
 F.A.O.A.S.M., C-FM, C-SPM**
*Associate Professor and Division Chief,
 Primary Care Sports Medicine;*
 B.S. University of Texas at Arlington,
 D.O. Texas College of Osteopathic Medicine

Telford, Carolyn, P.A.-C
Instructor;
 B.S./P.A. Southwestern Medical Center,
 M.P.A.S. University of Nebraska
 Medical Center

Tran, Thuc-Nguyen (Gwen), D.O.
Assistant Professor;
 B.S. Texas A&M
 D.O. University of Health Sciences,
 College of Osteopathic Medicine,
 Kansas City, Missouri

**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

Velasco, Luis A., M.D., A.B.O.F.P.
Assistant Professor;
 B.S. Universidad de Puerto Rico,
 M.S. Universidad Central del Este

**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

Affiliated Faculty

Anderson, Peggy, D.O.
Clinical Assistant Professor
Angelo, Christopher, D.O.
Clinical Associate Professor
Ansohn, John, D.O.
Clinical Assistant Professor
Apsley-Ambriz, Sara D.O.
Clinical Associate Professor
Armour, Thomas, D.O.
Clinical Assistant Professor
Bair, Stephen, D.O.
Clinical Assistant Professor
Baird, Douglas Jr., D.O.
Clinical Associate Professor
Ballom, Tecora, D.O.
Clinical Assistant Professor
Bander, Steven, D.O.
Clinical Assistant Professor
Barclay, Scott, D.O.
Clinical Assistant Professor
Barkman, William, D.O.
Clinical Associate Professor
Barrington, Patricia, D.O.
Clinical Assistant Professor
Barry, John, M.D.
Clinical Assistant Professor
Basped, Beauford, D.O.
Clinical Assistant Professor
Beard, Marianne, D.O.
Clinical Assistant Professor
Beasley, George, D.O.
Clinical Assistant Professor
Behrens, Keynon, D.O.
Clinical Associate Professor

- Bell, Dennis Michael, D.O.**
Clinical Assistant Professor
- Bereznoff, Craig, D.O.**
Clinical Instructor
- Bickley, Mark, D.O.**
Clinical Assistant Professor
- Biery, John, D.O.**
Clinical Instructor
- Black, Keith, D.O.**
Clinical Instructor
- Blakeman, Scot, D.O.**
Clinical Assistant Professor
- Bowen, Ronald, D.O.**
Clinical Instructor
- Bowling, Robert, D.O.**
Clinical Assistant Professor
- Boyd, Theresa, D.O.**
Clinical Assistant Professor
- Brooks, Sister Anne, D.O.**
Clinical Assistant Professor
- Browder, Maurice, M.D.**
Clinical Assistant Professor
- Brownstein, Morton, D.O.**
Clinical Assistant Professor
- Bunnell, Brent, D.O.**
Clinical Assistant Professor
- Burke, Andrew, D.O.**
Clinical Associate Professor
- Butts, Jeffrey, D.O.**
Clinical Assistant Professor
- Campbell-Fox, Mary, D.O.**
Clinical Instructor
- Campanile, Richard J., D.O.**
Clinical Associate Professor
- Carlton, Catherine, D.O.**
Clinical Professor
- Castillo, Ricardo, D.O.**
Clinical Instructor
- Castoldi, Thomas, D.O.**
Clinical Associate Professor
- Chandler, Richard, D.O.**
Clinical Assistant Professor
- Childers, Charles, D.O.**
Clinical Instructor
- Clark, Earl, P.A.-C**
Clinical Assistant Professor
- Conner, Barbara N., M.D.**
Clinical Assistant Professor
- Cook, Charles, D.O.**
Clinical Associate Professor
- Cooper, Christopher K., P.A.-C**
Clinical Assistant Professor
- Copeland, Jon, D.O.**
Clinical Instructor
- Cowan, Michael, D.O.**
Adjunct Instructor
- Cubine, Kathy, D.O.**
Clinical Assistant Professor
- Cudd, William, III, D.O.**
Clinical Associate Professor
- Cunniff, Nelda, D.O.**
Clinical Associate Professor
- Daucett, Michelle, D.O.**
Clinical Assistant Professor
- De Luca, Robert, D.O.**
Clinical Associate Professor
- Dennis, Sharon, D.O.**
Clinical Instructor
- De Ruiter, Norman, M.D.**
Clinical Assistant Professor
- Dott, Cynthia, D.O.**
Clinical Assistant Professor
- Dott, Kenneth, D.O.**
Clinical Instructor
- Dow, Glendal, D.O.**
Clinical Instructor
- Drees, James D., P.A.-C**
Clinical Assistant Professor
- Eady, Christine M., D.O.**
Clinical Assistant Professor
- Edwards, Dralves, D.O.**
Clinical Assistant Professor
- Eliades, Mel, D.O.**
Clinical Assistant Professor
- Ellerbe, Steven, D.O.**
Clinical Assistant Professor
- Embry, Bennie, D.O.**
Clinical Assistant Professor
- Ensey, Jane, D.O.**
Clinical Assistant Professor
- Erickson, Richard C., D.O.**
Clinical Instructor
- Escolas, John, D.O.**
Clinical Assistant Professor
- Evans, E.C., D.O.**
Clinical Assistant Professor
- Evans, Stanley, D.O.**
Clinical Instructor
- Eve, Susan Brown, Ph.D.**
Adjunct Professor
- Faigin, Al, D.O.**
Clinical Associate Professor
- Farrell, James, D.O.**
Clinical Assistant Professor
- Faseler, Robert, D.O.**
Clinical Assistant Professor
- Feldhaus, Joseph, D.O.**
Clinical Instructor
- Fields, George, D.O.**
Clinical Assistant Professor
- Franz, Charles, D.O.**
Clinical Associate Professor
- Froelich, James, III, D.O.**
Clinical Assistant Professor
- Gafford, Dean, D.O.**
Clinical Assistant Professor
- Galewaler, John, D.O.**
Clinical Associate Professor
- Garmon, Anesia, D.O.**
Clinical Associate Professor
- Garza, David, D.O.**
Clinical Assistant Professor
- Gershon, J. Robert, Jr., D.O.**
Clinical Associate Professor
- Gerstenberg, K. Paul, D.O.**
Clinical Assistant Professor
- Gibson, Charles, D.O.**
Clinical Assistant Professor
- Giles, William, D.O.**
Clinical Instructor
- Glaser, Stephen, D.O.**
Clinical Assistant Professor
- Gouldy, David, D.O.**
Clinical Assistant Professor
- Gray, George, III, D.O.**
Clinical Assistant Professor
- Green, Peter, M.D.**
Clinical Assistant Professor
- Guevara, Alex, Jr., D.O.**
Clinical Assistant Professor
- Haman, David, D.O.**
Clinical Assistant Professor
- Haman, Mark, D.O.**
Clinical Instructor

Hames, Robert, D.O.

Clinical Associate Professor

Hanford, Patrick, D.O.

Clinical Assistant Professor

Hardy, William, Jr., P.A.-C

Clinical Assistant Professor

Harris, Wayne, D.O.

Clinical Assistant Professor

Hawa, James, D.O.

Clinical Associate Professor

Hayes, Randall, D.O.

Clinical Associate Professor

Hazelip, Sandra, D.O.

Clinical Assistant Professor

Hedges, Tony, D.O.

Clinical Assistant Professor

Henry, Robert Allen, Jr., D.O.

Clinical Assistant Professor

Higgins, Richard, P.A.

Clinical Assistant Professor

Hill, David, D.O.

Clinical Assistant Professor

Hill, Frederick, D.O., P.A.

Clinical Associate Professor

Hinshaw, Duane, D.O.

Clinical Associate Professor

Hisey, Commie, D.O.

Clinical Assistant Professor

Hodde, Douglas, M.D.

Clinical Assistant Professor

Holland, Bret, D.O.

Clinical Associate Professor

Hood, John, D.O.

Clinical Instructor

Horton, James, M.D.

Clinical Assistant Professor

Howard, Bobby, D.O.

Clinical Assistant Professor

Hoyt, David, D.O.

Clinical Assistant Professor

Hubner, R.T., D.O.

Clinical Assistant Professor

Hughes, Mark, D.O.

Clinical Assistant Professor

Humphries, Kathleen, D.O.

Clinical Instructor

Inman, Jamie D.O.

Clinical Assistant Professor

Irvine, Sharon, D.O.

Clinical Instructor

Isbell, Phillip, D.O.

Clinical Instructor

Iverson, Michael, M.D.

Clinical Assistant Professor

Jafarian, Ali, D.O.

Clinical Instructor

Jalali, Hamid, D.O.

Clinical Instructor

Janiak, Daniel, D.O.

Clinical Assistant Professor

Johnson, J.S., M.D.

Clinical Assistant Professor

Johnson, Weldon, D.O.

Clinical Instructor

Judd, Timothy, D.O.

Clinical Assistant Professor

Jueteronke, George, D.O.

Clinical Assistant Professor

Kelley, Jeffrey, D.O.

Clinical Associate Professor

Kelley, Robert, D.O.

Clinical Assistant Professor

Kelly, T.W., D.O.

Clinical Instructor

Key, Webb, D.O.

Clinical Assistant Professor

Kincheloe, Albert, D.O.

Clinical Assistant Professor

Kinsfather, Teresa, D.O.

Clinical Assistant Professor

Kirk, Gunda, D.O.

Clinical Assistant Professor

Kislingbury, Todd, D.O.

Clinical Assistant Professor

Knapp, George, D.O.

Clinical Assistant Professor

Knight, Brian, D.O.

Clinical Assistant Professor

Knox, Jonathan, D.O.

Clinical Assistant Professor

Kocsis, Imre D.O.

Clinical Assistant Professor

Kravetz, James, D.O.

Clinical Associate Professor

Kretzschmar, Shaun, D.O.

Clinical Assistant Professor

LaManna, Joseph, Sr., D.O.

Clinical Assistant Professor

Lang, Howard, D.O.

Clinical Assistant Professor

Le, Khanh Kim, D.O.

Clinical Assistant Professor

Leifheit, Steven, D.O.

Clinical Instructor

Leins, Edward,, D.O.

Clinical Assistant Professor

Lemmon, Kenneth, M.D.

Clinical Assistant Professor

Lewis, Carlton, D.O.

Clinical Assistant Professor

Lewis, Harold, D.O.

Clinical Associate Professor

Lind, Gregory, M.D.

Clinical Assistant Professor

Lindsay, George, D.O.

Clinical Associate Professor

Linton, James, D.O.

Clinical Associate Professor

Listopad, Aaron, D.O.

Clinical Associate Professor

Lonergan, Frank, M.D.

Clinical Assistant Professor

Lopez, Hector, D.O.

Clinical Associate Professor

Lykos, Antonio, D.O.

Clinical Assistant Professor

Lyons, Michael, D.O.

Clinical Assistant Professor

Maniet, Bruce, D.O.

Clinical Assistant Professor

Martin, Linda, D.O.

Clinical Instructor

Martin, Luther, D.O.

Clinical Associate Professor

Maul, R. Greg, D.O.

Clinical Associate Professor

Maxwell, Jack, D.O.

Clinical Associate Professor

Maxwell, Ralph, D.O.

Clinical Instructor

Maynard, Daniel, D.O.

Clinical Associate Professor

McDaniel, Ronald, D.O.

Clinical Assistant Professor

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Master of Physician Assistant Studies Core Faculty

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Medical Center

Department of Integrative Physiology

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 affiliates), the National Aeronautics and Space Administration, and the American Diabetic Association.

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Adjunct Assistant Professor
Martin, William, M.D.
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Squires, William, Ph.D.
Adjunct Associate Professor
Stoll, Scott, D.O., Ph.D.
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Wilkerson, James E., M.D., Ph.D.
Adjunct Professor
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Adjunct Associate Professor

Department of Internal Medicine

The Department of Internal Medicine prepares osteopathic medical students and other health science center students for successful practices in primary care and the subspecialty disciplines. Department faculty members honor the principles of osteopathic medicine – including health promotion, disease prevention and nutrition – in all teaching activities, and they strive to serve as role models and mentors for all students. The department makes every effort to ensure that the training offered by its faculty is of the highest quality and is always respectful of the students' needs.

Faculty Roster

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Barry, John, M.D.
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**Department of
Manipulative Medicine**

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. In 1993, the department established a clinic to treat economically disadvantaged patients. This clinic is staffed by faculty members, residents, undergraduate teaching fellows and students serving a core manipulative medicine clerkship.

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.

Faculty Roster

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Korr, Irvin M., Ph.D.

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Department of Medical Education

The Department of Medical Education provides leadership in and support for a variety of educational programs and activities. The department includes the Division of Medical Humanities, the Division of Academic Information Services, the Division of Integrative Medical Education, the Division of Curriculum Implementation and the Division of Educational Development and Applied Technology.

Research in the Department of Medical Education focuses on medical decision-making. Faculty members 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.

The department also maintains 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.

Faculty Roster

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Marshall, Muriel, D.O.

Adjunct Associate Professor

McDonald, John C., D.O.

Adjunct Assistant Professor

Emeritus Faculty**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

(see also Professional Library Faculty Roster)

Department of Molecular Biology and Immunology

The Department of Molecular Biology and Immunology has achieved excellence in multiple disciplines through the leadership of numerous nationally and internationally recognized experts. These disciplines include: biochemistry, molecular biology, microbiology, immunology, biophysics and biotechnology — all of which impact major health issues such as cancer, aging and Alzheimer's disease, respiratory disease, cardiovascular disease, diabetes, wound healing and musculoskeletal disease. This affords the department unparalleled opportunities for multidisciplinary research projects and training opportunities for students.

Research spans a wide spectrum from basic biochemical and biophysical investigations to applied biotechnology to development of new pharmaceuticals to clinical trials.

Research interests include the regulation of cytokine gene expression; signal transduction; age-related changes in protein structure and function; endothelial cells; the arterial wall; steroid-binding proteins; the regulation of prokaryotic and eukaryotic gene expression; the molecular biology of microbial virulence; the regulation of bacterial carbohydrate metabolism; host response to respiratory infections; molecular immunology; auto-immunity, tumor immunology; the structure and function of the human chromosome; vaccine development; and molecular and biochemical cancer studies of growth factors, matrix degradation, apoptosis, invasion, angiogenesis and cancer metastasis.

Internationally recognized for their research, faculty members have received five Research Career Development Awards and a MERIT Award from the National Institutes of Health (NIH). Faculty members serve as consultants for the pharmaceutical and biotechnology industries, study sections and review panels of the National Institutes of Health, the National Science Foundation, 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.

Research projects are funded by sources such as the National Institutes of Health, the National Science Foundation, the American Cancer Society, the American Lung Association, the state of Texas, and pharmaceutical and biotechnology companies. The department recently received a challenge grant from the prestigious Robert A. Welch Foundation for an endowed chair in biochemistry.

Faculty Roster

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.

Professor;
B.S. and Ph.D. Macquarie University

Chuang, Samuel S., Ph.D.

Research Assistant Professor;
B.S. University of Western Ontario
Ph.D. University of Tennessee

Conrad, Craig C., Ph.D.

Research Assistant Professor;
B.S. and M.S. Illinois State University,
Ph.D. University of Texas
Health Science Center at San Antonio

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

Hart, Mark E., Ph.D.

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

Kim, Myoung H., Ph.D.

Research Assistant Professor;
B.S. YonSei University,
Ph.D. Texas A&M 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

Kumaresan, Pappanaicken R., Ph.D.

Research Assistant Professor;
B.S. University of Madras,
M.S. Bharathier University,
Ph.D. Post Graduate Institute of
Basic Medical Sciences

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.

Associate 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.

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

Simecka, Jerry W., Ph.D.

Associate 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, Egeenee 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

Treviño, Fernando M., M.P.H., Ph.D.
Adjunct Professor

Weiner, Alan L., Ph.D.
Adjunct Professor

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

Department of Obstetrics and Gynecology

The Department of Obstetrics and Gynecology provides educational activities for medical students, physician assistant students and residents in the field of women's health care. The department provides quality patient care for the community and acts as a referral center for surrounding areas.

Faculty Roster

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.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

Affiliated Faculty

Davis, Don, M.D., F.A.C.O.G.
Clinical Assistant Professor

DiLena, Reynold, M.D., F.A.C.O.G.
Clinical Assistant Professor

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

Howard, Thomas, M.D., F.A.C.O.G.
Clinical Assistant Professor

Maberry, Mark, M.D., F.A.C.O.G.
Clinical Assistant Professor

McWherter, Joseph, M.D., F.A.C.O.G.
Clinical Assistant Professor

Messing, Mark, M.D., F.A.C.O.G.
Clinical Assistant Professor

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

Papa, Tracy, D.O.
Clinical Assistant Professor

Saunders, Glenn, M.D.
Clinical Assistant Professor

Shaw, Clay, D.O.
Clinical Assistant Professor

Stettler, William, M.D., F.A.C.O.G.
Clinical Assistant Professor

Stockberger, Robert, D.O., F.A.C.O.O.G.
Clinical Assistant Professor

Tabor, Bannie, M.D., F.A.C.O.G.
Clinical Assistant Professor

Wiegman, Ralph, M.D., F.A.C.O.G.
Clinical Assistant Professor

Emeritus Faculty

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

Department of Pathology and Anatomy

Pathology, as the scientific basis of clinical medicine, extends its teaching activities throughout the first two years of TCOM's evolving, integrated medical education curriculum.

Scholarly interests of the pathology faculty center upon innovative medical educational methodologies emphasizing active learning formats and computer-assisted instruction. Other interests include forensic pathology/anthropology (especially related to human rights and genocide issues that may be clarified using scientific forensic expertise), forensic DNA methodologies and the molecular basis of neoplasia in surgical pathology.

The department includes the Clinical Laboratory servicing all ambulatory care clinics of the medical school and the DNA/Identity Laboratory (primarily engaged in paternity and forensic testing). The DNA Lab's technical director is also chair of the DNA Advisory Committee to the Director of the FBI.

At the beginning of the 2000-2001 academic year, the Department of Pathology and the Department of Anatomy and Cell Biology merged. The Department of Anatomy became the Division of Cell Biology and Genetics within the new department. A primary goal in this merger is to incorporate anatomical sciences into more clinically relevant, problem-solving formats. These will be related to the more anatomically based disciplines such as radiology, osteopathic manipulative medicine, rheumatology, surgery, sports medicine and physical medicine/rehabilitation. In this restructuring, a second division was also created: the Division of Forensic Medicine, formerly the Institute for Forensic Medicine.

The Division of Cell Biology and Genetics has active research programs that concentrate on mechanisms regulating cellular function in both normal and pathological states. Several

research programs focus on the eye as a model system, studying the normal retina as well as ocular diseases such as glaucoma, retinal degeneration, autoimmune uveitis and diabetic complications leading to cataract development. The faculty involved in visual science research are also members of the North Texas Eye Research Institute.

Other research programs within the division concentrate on apoptosis, regulatory post-translational modifications of proteins, mechanisms of targeting secretory proteins in polarized epithelial cells, mast cell biology, and effects of retinal-derived tumor inhibitory factors on breast and brain tumor cells. The division's various research programs are funded by the National Institutes of Health, Alcon Laboratories, the Glaucoma Foundation and the American Health Assistance Foundation.

The division is involved in the educational activities of both the D.O. and physician assistant degree programs, and the Graduate School of Biomedical Sciences. Two programs in the division are directed toward educational scholarship, one in developing internet educational materials for the anatomical sciences and the other in evolving a surgical bioskills laboratory.

Drs. Arthur Eisenberg and John Planz conduct funded research in DNA methodologies including differential extractions, forensic/mitochondrial applications and new forms of automation/robotics.

Faculty Roster

Putthoff, Stephen L., D.O., F.C.A.P.

Chair and Associate Professor;
B.S. University of Missouri,
D.O. University of Health Sciences

Agarwal, Neeraj, Ph.D.

Associate 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

Cunningham, Linda E., M.D.

Associate 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

Garner, Margaret H., Ph.D.

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

Konzelmann, Daniel J., M.D.

Assistant Professor;
B.S. Eastern Illinois University,
M.D. Southern Illinois University

Krouse, Marc Andrew, M.D.

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

Payne, Michael, Ph.D.

Research Associate Professor;
B.S. and Ph.D. University of North Texas

Peerwani, Nizam, M.D.

Associate Professor;
Chief, Division of Forensic Medicine;
B.S. and M.D. American University of Beirut

Planz, John V., Ph.D.*Assistant Professor;*

B.S. State University of New York at Oswego,

Ph.D. University of North Texas

Reeves, Rustin, Ph.D.*Assistant Professor;*

B.S. Texas A&M University,

Ph.D. University of North Texas

Health Science Center,

Graduate School of Biomedical Sciences

Roque, Rouel S., M.D.*Associate Professor;*

B.S. and M.D. University of the Philippines

Rudick, Victoria, Ph.D.*Associate Professor and Assistant Dean, GSBS;*

B.A. College of Wooster,

M.S. and Ph.D. Ohio State University

Sheedlo, Harold, Ph.D.*Assistant Professor;*

B.A. and M.A. Northern

Michigan University,

Ph.D. Memphis State University

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

B.S. and M.S. Duquesne University,

M.B.A. Texas Christian University

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

Wordinger, Robert J., Ph.D.*Associate Professor;*

Chief, Division of Cell Biology and Genetics;

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 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***McCartney, Mitchell, Ph.D.***Adjunct Assistant Professor***O'Brien, James M., M.D.***Clinical Associate Professor***O'Shea, John Thomas, D.O.***Clinical Associate Professor***Ranelle, Brian, D.O.***Clinical Associate Professor***Ranelle, H. William, D.O.***Clinical Professor***Skinner, Myron G., D.O.***Clinical Associate Professor***Speights, V.O., D.O.***Clinical Assistant Professor***Emeritus Faculty****Schunder, Mary, Ph.D.***Professor Emeritus, Anatomy and Cell Biology;*

B.A. and M.A. Texas Christian University,

Ph.D. Baylor University

Department of Pediatrics

Faculty members of the Department of Pediatrics have more than 140 combined years of clinical pediatric experience. They are actively involved in several national clinical research studies in the care of the newborn, infant, child and adolescent.

A holistic emphasis is placed on the care of patients and teaching of pediatric medicine in order to acquire a foundation of knowledge sufficient to provide the student with fundamentals for entering family practice residency programs. Clinical clerkships are currently using the resources of the TCOM Pediatric Clinic, Osteopathic Medical Center of Texas, the Child Study Center and Cook Children's Medical Center (all in Fort Worth).

In addition, Driscoll Children's Hospital in Corpus Christi and Wm. Beaumont Army Medical Center in El Paso provide students with ongoing pediatric inpatient exposure.

Subspecialty areas of exposure 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.

Faculty Roster**Fling, John A., M.D., F.A.A.P.***Acting Chair and Associate Professor**(Allergy and Immunology);*

B.S. Southwest Texas State University,

M.D. University of Texas Health

Science Center at San Antonio

Blackwell, Deborah L., D.O., F.A.C.O.P.*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

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.*Associate 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

Levine, Marianne, D.O.*Assistant Professor;*

B.S. and M.S. University of Texas at Tyler,

D.O. Texas 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

Affiliated Faculty**Bowman, W. Paul, M.D.***Clinical Associate Professor***Carrizales, Eva D., D.O.***Clinical Assistant Professor***Cowan, Michael, D.O., F.A.A.P.***Clinical Assistant Professor***DeLine, Carol C., M.D.***Clinical Assistant Professor***Etuknwa, Udaug, M.D.***Clinical Assistant Professor***Hedayati, Mohrokh, M.D.***PA Preceptor/Clinical Instructor***Glyn, Janene R., M.D.***PA Preceptor/Clinical Instructor***Kukolich, Mary K., A.B., M.D.***Clinical Associate Professor***Lamb, Jan Leah, D.O., F.A.A.P.***Clinical Assistant Professor***Levy, Neil S., D.O.***Clinical Assistant Professor***Lund, Gregg C., D.O.***Clinical Assistant Professor***Reed, William J., M.D.***Clinical Assistant Professor***Riley, William, M.D.***Clinical Associate Professor***Ryals, Brian, M.D.***Clinical Assistant Professor***Vijjeswarapu, Daniel, M.D.***Clinical Assistant Professor*

Department of Pharmacology and Neuroscience

The Department of Pharmacology and Neuroscience teaches topics related to drugs and therapeutics to the medical, graduate, physician assistant, public health and undergraduate students, and has been recognized for its commitment to excellence in education.

The Department is headquarters for the Institute for Aging and Alzheimer's Disease Research under the directorship of Dr. James W. Simpkins. The departments research in aging and Alzheimer's disease is a key contributor to the institution's expertise in those areas.

Faculty members of the department direct active research programs that focus on the molecular mechanisms underlying neurodegenerative diseases such as Alzheimer's disease and stroke as well as other pathologies including schizophrenia, drug and alcohol abuse, retinal degeneration, glaucoma, hypertension and atherosclerosis. Faculty members also are actively engaged in drug discovery projects for developing safe

and efficacious treatment for these and other pathologies. In addition to disease-targeted research, the department also sponsors research into the basic molecular mechanisms of drug action.

Faculty Roster**Simpkins, James W., Ph.D.***Chair and Professor;*

B.S. and M.S. University of Toledo,

Ph.D. Michigan State University

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.*Associate Professor;*

B.S. Southwest Missouri State University,

M.S. and Ph.D. University of Illinois

at Urbana-Champaign

Forster, Michael J., Ph.D.*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

Huang, Ren-Qi, Ph.D.*Research Assistant Professor;*

M.D. Shanghai Medical University,

Ph.D. Chinese Academy of Sciences

Kahn, Hyman, D.O., F.A.O.C.A.

Associate Professor;
D.O. Kirksville College of
Osteopathic Medicine

King, George, Ph.D.

Research Associate Professor;
B.A. Emory University,
Ph.D. State University of New York
at Stony Brook

Krishnamoorthy, Raghu R., Ph.D.

Research Assistant Professor;
B.S., M.S. and Ph.D. University of Bombay

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.

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B.A. University of Chicago,
Ph.D. State University of New York at Buffalo

Prasanna, Ganesh, Ph.D.

Research Assistant Professor;
B.S. Guru Nanak College,
M.S. Loyola College,
Ph.D. Wayne State University

Quist, Eugene E., Ph.D.

Associate Professor;
B.S. and Ph.D. University of British Columbia

Watson, David G., Ph.D.

Research Assistant Professor;
B.A. University of Vermont,
Ph.D. Ohio State University

Yorio, Thomas, Ph.D.

Professor and Dean,
Graduate School of Biomedical Science;
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 Professor

Donahue, Manus, Ph.D.

Adjunct Assistant Professor

Hooper, C. Dan, R.Ph.

Adjunct Instructor

Mia, Abdul J., Ph.D.

Adjunct Associate Professor

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

Adjunct Assistant Professor

Pang, Iok-Hou, Ph.D.

Adjunct Associate 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

Verstappen, Annita, Ph.D.

Adjunct Assistant Professor

Professor Emeritus**Elko, Edward E., Ph.D.**

Professor Emeritus, Pharmacology;
B.S. University of Scranton,
Ph.D. University of Tennessee

Lal, Harbans, Ph.D., D.Litt.

Professor Emeritus, Pharmacology;
B.S. Punjab University,
M.S. University of Kansas,
Ph.D. University of Chicago,
D.Litt. (Hon.) Guru Nanak Dev University

Department of Public Health and Preventive Medicine

The Department of Public Health and Preventive Medicine is a multidisciplinary academic unit concerned with the well-being of patients and prevention of functional loss and impairment.

The department faculty members participate in the teaching of public health, preventive medicine, epidemiology community health and occupational medicine to both osteopathic medicine students and school of public health students.

The department serves as a regional resource center for occupational medicine consultation. It has faculty members board-certified in the subspecialties of preventive medicine, including general preventive medicine, public health, occupational medicine, and tropical medicine.

Faculty Roster**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

Ajani, Umed Ali, M.B.B.S., M.P.H.

Assistant Professor;
M.B.B.S. University of Karachi Sind
Medical College,
M.P.H. Yale University School of Medicine

Bayona, Manuel, M.D., Ph.D.

Associate Professor;
M.D. National University of Mexico,
Ph.D. Johns Hopkins 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

Lurie, Sue G., Ph.D.*Assistant Professor;*

B.A. University of South Carolina,

M.A. University of North Carolina,

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

Sandhu, Ragbir S., D.T.M.&H., D.P.H.,**Dr.P.H.***Assistant Professor;*

M.B.B.S. University of Jammu and Kashmir,

D.P.H. University of London,

D.T.M.&H. University of Liverpool,

Dr.P.H. University of Texas

Health Science Center at Houston

Wilkinson, Gregg, Ph.D.*Professor;*

B.A., M.A., and Ph.D. State University

of New York at Buffalo

Affiliated Faculty**Allen, Clarence R., M.D., M.P.H.***Adjunct Associate Professor***Arnold, Cody, M.D.***Adjunct Assistant Professor***Boucher, Terry R., M.P.H.***Adjunct Assistant Professor***Brachman, Leon, B.S.***Adjunct Instructor***Chng, Chwee Lye, Ph.D.***Courtesy Associate Professor***Danhoff, Ivan E., M.D., Ph.D.***Adjunct Professor***Doyle, Eva I., Ph.D.***Adjunct Assistant Professor***Gibson, Gretchen, D.D.S., M.P.H.***Adjunct Assistant Professor***Goldfarb, Ronald, Ph.D.***Adjunct Professor***Hathaway, Alecia, M.D., M.P.H.***Adjunct Assistant Professor***Helduser, Janet, M.A.***Adjunct Instructor***Jones, Bobby, D.V.M., M.P.H.***Adjunct Assistant Professor***Lazurus, Karen, M.D., M.P.H.,***Adjunct Assistant Professor***Limpert, Scott, M.D.***Adjunct Assistant Professor***McGaha, Paul K., D.O., M.P.H.***Adjunct Assistant Professor***Murnane, Thomas G., D.V.M.***Adjunct Professor***Niessen, Linda, D.M.D., M.P.H., M.P.P.***Adjunct Professor***Ortega, Hector G., M.D.***Adjunct Assistant Professor***Pepper, Larry J., D.O.***Adjunct Assistant Professor***Piwinski, Stephen E., M.D., M.O.H.***Adjunct Assistant Professor***Shelley, Philip E., Ph.D.***Adjunct Associate Professor***Smith, David R., M.D.***Adjunct Professor***Thompson, Glenda, R.N., M.S.N.***Adjunct Instructor***Venables, Barney, Ph.D.***Adjunct Professor***Department of Radiology**

The Department of Radiology is an academic unit that encompasses diagnostic radiology, computed tomography, ultrasound, nuclear medicine, mammography, magnetic resonance, and interventional radiology in the diagnosis of disease states with correlation of anatomy, physiology and pathology.

The department trains medical and physician assistant students to have a basic understanding of and rationale for utilization of the various modalities of radiology. The department also provides patient care through the interpretation of radiologic examinations performed at the health science center's clinics and the Federal Medical Center at Fort Worth.

Faculty Roster**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***Marsh, Paul T., D.O.***Clinical Assistant Professor***Meehan, John J., D.O.***Clinical Associate Professor***Mobley, D. Bart, D.O.***Clinical Assistant Professor***Pearson, Harris E., Jr., D.O.***Clinical Associate Professor***Rettig, Joshua, M.D.***Clinical Assistant Professor***Sharratt, G. Pat, D.O.***Clinical Assistant Professor*

Emeritus Faculty

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Department of Surgery

The Department of Surgery is a multi-discipline academic unit committed to providing excellence in osteopathic surgical care through emphasis on education, research, quality management, access and cost-effectiveness in a changing medical environment.

The department actively promotes research and scholarly activity for faculty and residents. Department faculty members pursue many research interests, including nutritional support, critical care, endocrine surgery, laparoscopic surgery, swallowing disorders, airway obstructive diseases, wound healing, urodynamics, endourology, clinical outcomes studies and a variety of clinical trials. The Division of Cardiothoracic and Vascular Surgery has been cited nationally for its participation and leadership in clinical trials of new modalities for the treatment of arterial disease.

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Director of Information Technology Services

Douglas Shriner,
Director of Financial Aid

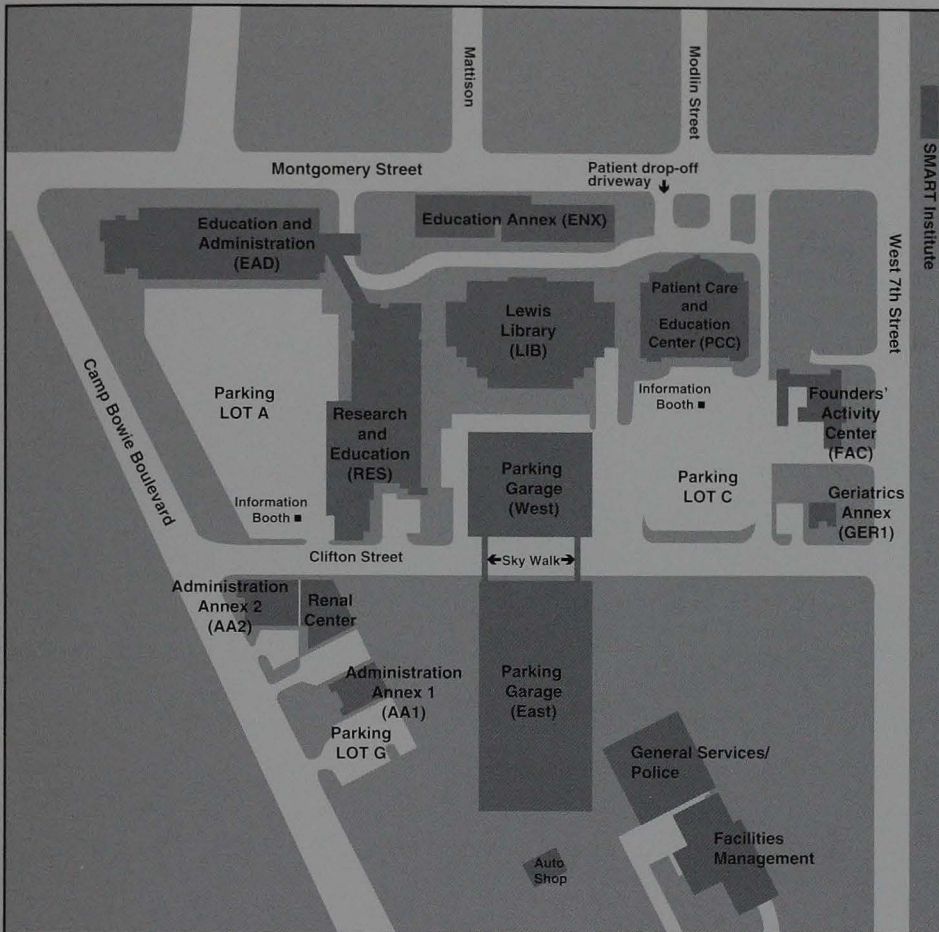
James Sims, Ph.D.,
Safety Officer

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Campus Map and Phone Numbers



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Master of Physician Assistant Studies

Admissions817-735-2301

Health Affairs/Executive Dean

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Accounting (Student Receivables)

.....817-735-2548

Student Affairs

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.....817-735-2505

Academic Support

.....817-735-2407

Financial Aid

.....817-735-2520

Registrar

.....817-735-2201

Student Development

.....817-735-5006

Graduate School of

Biomedical Sciences Admissions

.....817-735-2560

School of Public Health Admissions

.....817-735-2252

Central Family Practice Clinic

.....817-735-2228

Founders' Activity Center

.....817-735-2209

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.....817-735-2210

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.....817-735-2600

UNT Health Science Center

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