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

Texas College of Osteopathic Medicine

2002–2003 CATALOG

Doctor of Osteopathic Medicine • Master of Physician Assistant Studies

A History of TCOM

The formation of America's seventh osteopathic medical school (there are now 20) 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 primary care physicians.

Evolving over the next three decades, the school remained loyal to the vision of its founders while expanding the educational experience to ensure its graduates are among the finest physicians in the nation.

Today, almost three-fourths of TCOM's graduates practice primary care medicine — one of the highest percentages in the nation. Other graduates are leaders in specialty careers as diverse as aerospace medicine, vascular surgery and heart transplant surgery.

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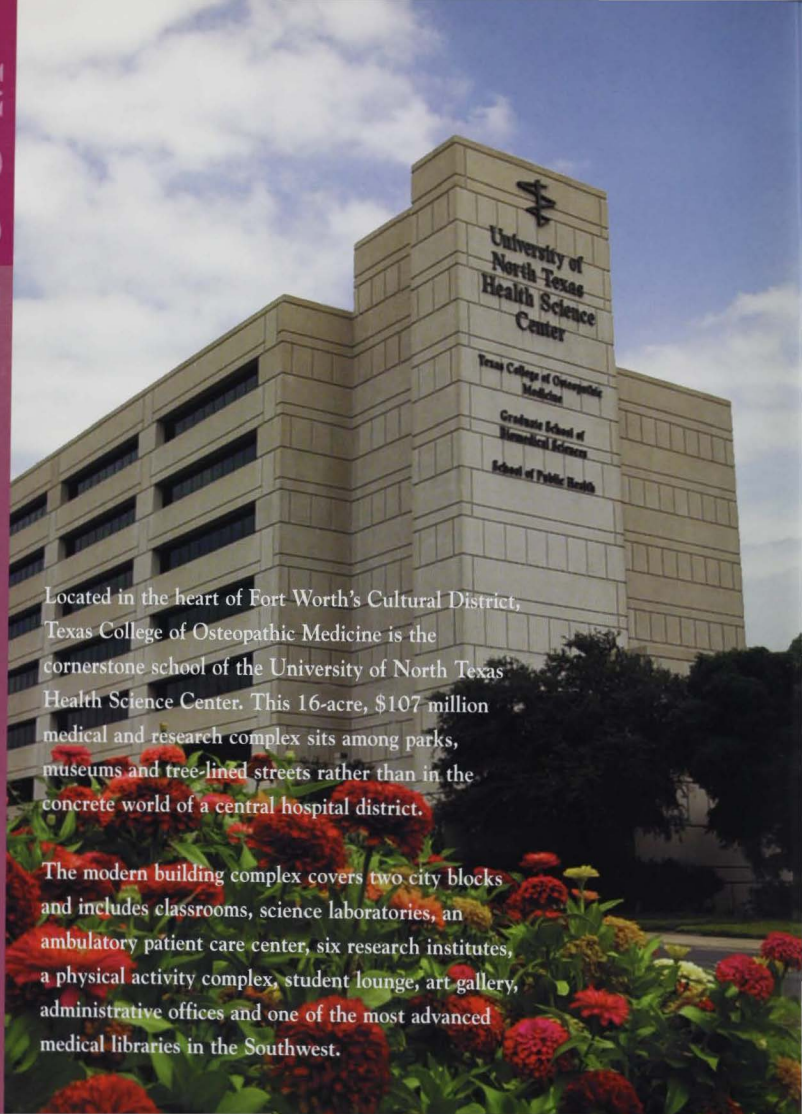
TCOM

"Creating the Physician of Tomorrow through the Quest for Knowledge Today"



Located in the heart of Fort Worth's Cultural District, Texas College of Osteopathic Medicine is the cornerstone school of the University of North Texas Health Science Center. This 16-acre, $107 million medical and research complex sits among parks, museums and tree-lined streets rather than in the concrete world of a central hospital district.

The modern building complex covers two city blocks and includes classrooms, science laboratories, an ambulatory patient care center, six research institutes, a physical activity complex, student lounge, art gallery, administrative offices and one of the most advanced medical libraries in the Southwest.

A Message from the Dean

Welcome to the University of North Texas Health Science Center's Texas College of Osteopathic Medicine, where we are "Educating the Physician and Physician Assistant of Tomorrow Through the Quest for Knowledge Today."

You have begun your studies at a very exciting time in health care – a time in which the human genome has been translated, clinical decisions are becoming "outcomes" based, and the focus on the health of an individual is paramount.

Here at Fort Worth's medical school, we continue a tradition of educating our students in an atmosphere that is steeped in a culture of holistic caring for patients, with a focus on both prevention and wellness. In addition, our students learn from renowned physicians, scientists, and physician assistants in an environment of cutting-edge clinical practice, scientific discovery, and scholarly activity.

Our health science center campus is a unique setting, bringing together our medical school with a Graduate School for Biomedical Sciences and School for Public Health. This setting fosters a milieu for collaboration and scientific investigation. The campus continues to grow, with plans for a new biotechnology center slated to open by the end of 2003. This center will provide for novel research into the diseases that have afflicted mankind. Leading research on our campus includes studies into the spread of tuberculosis, Alzheimer's disease and aging, diabetes, cholesterol and heart disease, diseases of the eye, public health issues and many more. In addition, the Texas College of Osteopathic Medicine has been awarded funding by the profession to establish a national Osteopathic Research Center on our campus. This opportunity will allow us to play a pivotal role in coordinating national studies as well as performing specific studies into the distinctive osteopathic philosophy of health care and prevention.

The Texas College of Osteopathic Medicine continues to train medical providers to practice all medical specialties, from neurosurgery, anesthesiology, and radiology, to family medicine and internal medicine, just to name a few. However, we are proud of our tradition of training excellent primary care physicians and physician assistants. We have been recognized yearly for our excellence in graduating students who provide primary care service to the underserved of Texas. I am quite proud that our commitment to excellence has been recognized this year by being named "One of the Top 50 Medical Schools" in the nation for primary care by *U.S. News & World Report*.

As we enter the 21st Century, there has never been a more exciting time to be a physician. The advances that have occurred in the last decade, and those we are currently exploring, will make the preservation of health and the treatment of disease more sophisticated and successful. Our DO and PA programs will continue to be national leaders in the training of excellent providers due to the brilliance and dedication of our students and faculty. I look forward to working with each of you as you begin your medical careers and aspire to your professional goals.

Marc B. Hahn, DO

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U.S. News & World Report has ranked Texas College of Osteopathic Medicine 39th in the nation for a primary care-focused medical education, one of only two Texas medical schools ranked in the top 50.

TCOM has also repeatedly earned recognition from the Texas Academy of Family Physicians for the number of students entering family practice residencies following medical school.

For the Class of 2001, the health science center had 33 percent of its graduates enter family practice residencies. During the past five years, almost 70 percent of our graduates have opted for training in one of the areas of primary care, including family practice, pediatrics, general internal medicine and obstetrics/gynecology.

Other graduates chose emergency medicine, surgery, anesthesiology or other medical specialties.

Texas College of Osteopathic Medicine

Texas College of Osteopathic Medicine is the cornerstone of UNT Health Science Center, one of the nation's distinguished academic medical centers dedicated to education, research and patient care. As the sole source of an osteopathic medical education in Texas, Texas College of Osteopathic Medicine is unique among the state's eight medical schools.

TCOM is a state and national leader in training physicians skilled in comprehensive primary care. Almost 65 percent of TCOM's medical students go on to practice primary care medicine, helping reduce the shortage of physicians in our Texas communities. To further address the shortage of medical care providers in rural and underserved communities, TCOM also offers a Master of Physician Assistant Studies program. These mid-level practitioners work under the guidance of physicians in providing preventive and primary health care services to patients.

Our graduates are physicians well prepared to practice all phases of medicine, whether your goal is to be the only family doctor in a small Texas town or one of the nation's top heart transplant surgeons. TCOM graduates already do both.

In fact, TCOM graduates earn spots in some of the most demanding residency programs in the nation, including the Mayo Clinic, Kennedy Memorial Hospital, The Cleveland Clinic, Baylor College of Medicine and Scott & White Hospital.

Founded in 1970 as a private medical college, TCOM became a state-supported school under the University of North Texas jurisdiction in 1975. In response to TCOM's remarkable growth and its achievements in health care and science, the Texas Legislature re-designated the medical school as a health science center in 1993. TCOM is now one of three schools within the health science center, which includes a Graduate School of Biomedical Sciences and a School of Public Health.

TCOM's faculty are also practicing physicians and researchers, allowing them to keep abreast of the latest advances in medical science and patient care. This knowledge feeds directly into the ongoing curriculum development process. Faculty members have always drawn upon their extensive real-world experience to illustrate concepts and enliven their teaching. This experience is also indispensable in TCOM's development of new, innovative teaching methods.

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Academic Programs

Texas College of Osteopathic Medicine is dedicated to the principles of academic excellence and constantly strives to improve the quality of its academic program. A primary goal is helping each student develop skills in self-learning and self-evaluation that will be necessary during formal education and throughout a professional career.

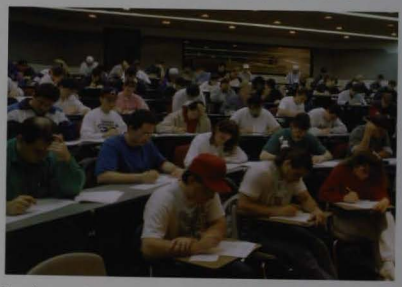
Emphasis is placed on learning activities that help each student interact effectively with peers and promote cooperative relationships with others in the health professions.

Teaching critical thinking and helping each student develop the skills required to make decisions in the clinical setting are central to all educational activities in the curriculum.

Doctor of Osteopathic Medicine Degree Program

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

TCOM's curriculum is 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. Instruction in the first two years is presented according to organ systems of the body. TCOM is also dramatically increasing the use of instruction based on clinical cases. Instructors use an audience response system to quiz students on their understanding of diagnosis and patho-physiology in clinical cases. The instructional program also contains computer-assisted instruction, small-group teaching, specialized workshops and simulated clinical experiences.



Evaluation of student performance is based on objective, structured clinical examinations, competency-based assessments, observational techniques and standard written 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.

This new 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.

Our Vision

- A medical school that offers a state-of-the art curriculum, dynamic clinical rotations and unique graduate medical education
- A major contributor in clearly defined and well-focused medical research
- A strong clinical program that serves our community through collaborative and entrepreneurial efforts
- An organization that offers leadership to our profession and community

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Physician Assistant Studies Program

The Master of Physician Assistant Studies program 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.

The program is based on a medical model of education and physician assistant students share courses with TCOM medical students. This program intends 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 master's-level program increases the emphasis on prevention and public health, with additional study in epidemiology, biostatistics, underserved patient populations, education and clinically relevant research. Students will be trained for advanced clinical knowledge and skills, such as designing and implementing research, analyzing outcomes, and making clinical decisions based on population-based studies.

Joint and Accelerated Programs

UNT Health Science Center offers several joint and accelerated programs to meet the wide range of student needs and career goals.

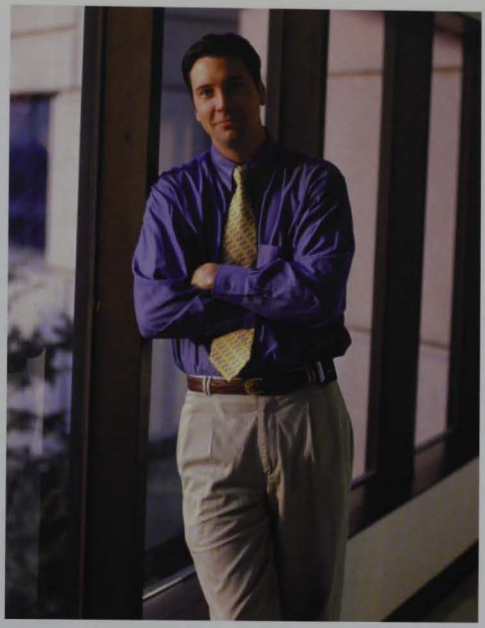
The DO/PhD Medical Scientist Training Program and DO/MS dual-degree program are offered in conjunction with UNT Health Science Center's Graduate School of Biomedical Sciences. Students may choose to conduct research in a wide range of basic science disciplines to complement their medical interests, including cell biology and genetics, biochemistry and molecular biology, microbiology and immunology, physiology, and pharmacology and neuroscience.

A joint DO/MPH degree program offered in conjunction with the School of Public Health provides future osteopathic physicians with specialized training to develop, integrate and apply culturally competent social, psychological and biomedical approaches to the promotion and preservation of health.

TCOM also offers an accelerated 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 where students can earn both their baccalaureate and DO 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.

Students in any of the seven-year combined Bachelor's/DO programs may select the option of also completing the MPH degree by adding one additional year to their program.



Postgraduate Training

TCOM firmly endorses the completion of at least three years of postgraduate training for its doctor of osteopathic medicine degree program, as well as completion of a one-year rotating internship either as part of a residency program or as precursory training to be followed by residency.

All internship and residency programs sponsored by TCOM are affiliated with the Texas Osteopathic Postdoctoral Training Institutions (OPTI), a consortium of hospitals working with TCOM to provide quality osteopathic graduate education opportunities within the state.

Student Focus

UNT Health Science Center strives to address the diverse needs of all students throughout their association with the institution. Through the institution's Office of Student Affairs, students are provided with co-curricular and extracurricular programs and activities, and services to facilitate their academic training, professional growth and personal development. Student Affairs works in conjunction with the entire academic community to place an emphasis on student learning and to create a seamless learning environment between in- and out-of-class experiences for students.

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.

Service Overview

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 further help with personal problems are available through the Employee Assistance Program (EAP). The Office of Academic Support provides services to support the academic success of all students, and works with the faculty to provide direction and support in periods of academic difficulty. Some of the services available include counseling in learning strategies, time management and test-taking skills. Academic Support also arranges individual and small group tutoring, as well as scheduled drop-in sessions and large group tutorials.

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. Students are encouraged to participate in organizations and campus events. This office coordinates the student activity calendar, assists in student-sponsored events, helps with the registration process, and assists in the fiscal management of clubs and classes.

There are many student organizations on the health science center campus representing a variety of interests within the health professions community. In cooperation with the Student Development Office, they sponsor programs and activities promoting 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.

UNT Health Science Center is committed to offering financial aid to students to the fullest extent of its resources. Our Financial Aid Office coordinates a comprehensive financial assistance program that includes scholarships, graduate assistantships, student loans and tuition payment plans.

The health science center participates in all major federal and state financial aid programs such as Federal Work-Study, Perkins Loan, Primary Care Loans, Federal Family Education Loans, Scholarships for Disadvantaged Students, and Stafford and other alternative loans.

In addition, students may apply through the Financial Aid Office for various state, institutional and private scholarship/loan programs. Students may also apply directly to private foundations for scholarships and loans.

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 Center 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, Education and Administration Building, room 416B, 817-735-2510.

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2002-2003 Academic Calendar

Fall 2002

July 1, 2002
Clinical clerkships begin for Year 3 DO students

July 29 – August 2, 2002
Orientation for Year 1 DO students

July 5, 2002 (on-line)
Registration for Years 1 and 2 DO students

August 5, 2002
First day of fall classes for Years 1 and 2 DO students

August 9, 2002
Last day for Years 1 and 2 DO students to register for classes

August 16, 2002
White Coat Ceremony

August 17, 2002
Family Day & 1st Annual Fun Run

August 23, 2002
Ranchland

August 27-28, 2002
Scheduled administration of Level II: Comprehensive Osteopathic Medical Licensing Examination (COMLEX)

August 30, 2002
Last day for Years 1 and 2 DO students to withdraw with partial refund of tuition and fees

September 2, 2002
Labor Day Holiday *

October 15-16, 2002
Scheduled administration of Level I: COMLEX (make-up)

November 28-29, 2002
Thanksgiving Holiday*

December 10-11, 2002
Scheduled administration of Level III: COMLEX

January 20, 2002
End of Semesters 1 and 3, DO program; and grades are due to Registrar

December 21-January 1
Winter Holiday *

Winter 2003

January 2, 2003
First day of spring classes for Years 1 and 2 DO students

January 14-15, 2003
Scheduled administration of Level II: COMLEX

January 20, 2003
Martin Luther King Jr. Holiday *

January 28, 2003
Last day for Years 1 and 2 DO students to withdraw with partial refund

February 15, 2003
Manipulative Medicine Exam, Year 2 DO students

February 15, 2003
Comprehensive Basic Science Exam, Year 2 DO students

March 10-14, 2003
Spring Break *

April 4, 2003
Research Appreciation Day

April 25, 2003
Last day of classes for Year 4 DO students

May 12, 2003
First day of Board Review for Year 2 DO students

Summer 2003

May 17, 2003
Commencement, Class of 2003 DO students

May 26, 2003
Memorial Day Holiday

June 2, 2003
Last day of classes for Year 2 DO students

June 3-4, 2003
Scheduled administration of Level I: COMLEX

June 12, 2003
Spring semester grades for Year 2 DO students due to Registrar

June 10-11, 2003
Scheduled administration of Level III: COMLEX

June 20, 2003
Comprehensive Basic Science Exam for Year 1 DO students
Last day of classes for Year 1 DO students

June 27, 2003
Spring semester grades for Year 1 DO students due to Registrar

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

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

Texas College of Osteopathic Medicine

COURSE LISTINGS

2002-2003 CATALOG

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 125 students who demonstrate both the academic ability and personal characteristics to become skilled osteopathic physicians. The Office of Medical School Admissions is located in Education and Administration Building room 247 and provides advising, tours, application processing and other related assistance. TCOM encourages any potential applicant to use these services to make an informed decision about pursuing a career as an osteopathic physician.

Admission Requirements

To be considered for admission to the DO degree program at the Texas College of Osteopathic Medicine (TCOM), an applicant should meet the 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 is required. 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: Two years as required for science majors. One year must include formal laboratory experience. Minimum of 14 semester credit hours required (or equivalent number of quarter hours), 8 for year with lab and 6 for remainder for a total of 12 lecture hours and two lab hours. Includes all biology courses applied toward Baccalaureate degree in traditional science field.
- 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.
- Mathematics: One-half year of college calculus or statistics. Minimum of three semester hours required. The calculus course can be any calculus taught by a math or physics department. Business calculus or any pre-calculus course are not accepted. Preferably, the statistics course should be taught in the Math Department. Business statistics or statistics taught in a social studies department are not accepted.
- 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.
- Foreign Coursework: Applicants must complete at least 90 undergraduate credit hours at an accredited U.S. or Canadian college or university. Transfer credit from a school outside the U.S. or Canada will apply to this requirement only if individual courses appear on the transcript of an accredited U.S. or Canadian college or university – lump sum credit is not allowed. Prescribed pre-medical/pre-dental courses must be taken at an accredited U.S. or Canadian college or university. Transfer credit from a school outside the U.S. or Canada will not apply to the prescribed course requirement. State law requires that academic work taken at foreign colleges, universities or preparatory schools be excluded from the calculation of the grade point average for students seeking admission to graduate or post-baccalaureate professional school.

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://www.utsystem.edu/tmdsas/

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 a link on the UNTHSC web site at http://www.hsc.unt.edu or the TMDSAS website. 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

The Medical Student Admissions Committee looks for students who demonstrate the greatest promise to become skilled and caring osteopathic physicians. Applicants will be evaluated on their personal integrity, compassion, maturity, interpersonal and communication skills, creativity, motivation for and interest in a medical career, 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 and service 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, socioeconomic background, 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 be more competitive.

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" for 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 the examination is the cost of laboratory fees.

Deferment

Any accepted applicant may request a deferment of entry for one academic year. The applicant must make the request before June 1, sign a deferment assurance statement and submit a deposit 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 it is 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 percent 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 any application for admission in advanced standing is processed, an applicant must first submit the following information:

- official transcripts of all medical school coursework;
- official copies of the medical school curricula where 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 third 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 following required materials and information for full consideration as an applicant for admission in advanced standing:

- A completed application obtained from the Office of Medical Student Admissions and a filing fee of $100. The deadline for receipt of applications is 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 the applicant currently attends. 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.

Health and Technical Standards

All candidates must meet health and technical standards to be admitted and to participate in the medical education programs of TCOM. Because the doctor of osteopathic medicine (DO) 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 DO 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 with or without reasonable accommodation. The use of a trained intermediary means that a candidate's judgment 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 verbal 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 (protoscopy, 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, including 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 judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and education processes.

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 a declaration of intention to become a citizen with the proper federal authorities, has the same privilege of qualifying for Texas residency status for tuition purposes as a U.S. citizen.

Curriculum

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 important, 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 begins, 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. Interdisciplinary teaching is encouraged throughout the curriculum.

Tuition, Fees and Other Charges 2002-2003

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:	$126 per academic year for first-, second- and third-year students
Course Fee (library laser printing):	$250 per academic year
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):	$60

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

Course of Study: Class of 2006

Curriculum Overview

Semesters 1 and 2 include 80 percent basic science and 20 percent clinical science instruction and are devoted to learning the preclinical sciences in the context of patients' 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 80 percent clinical science and 20 percent basic science instruction and are devoted to learning the clinical sciences and osteopathic manipulative medicine and their relationship to basic science. This time the focus is on abnormal structure and functions in each of 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 courses and 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 includes a two-week period of on-campus clinical and classroom activities to round out each student's education.

Sequence of Courses

Year 1, Semester 1

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

Year 1, Semester 2

Cardiopulmonary System 1
Gastrointestinal System 1
Preventive Medicine and Informatics
Renal 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 during or at the end of Semesters 2 and 4. The required Licensing Examination Preparation 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)

Medical Jurisprudence
Selective Clerkships TBD

Course Descriptions

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

Phase Directors:

David Barker, PhD, Basic Science
John Bowling, DO, Integrated Clinical Experiences
Muriel Marshall, DO, MPH/TM, DrPH, Prevention
Michael Martin, PhD, Content Integration

Year 1

9110. Cellular Science

Andras Lacko, PhD, Course Director: Students learn 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.)

9150. Clinical Medicine 1

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. (4 SCH, Year 1, Semester 1.)

9100. Osteopathic Manipulative Medicine 1

Jerry Dickey, DO, Course Director: This course is an introduction to osteopathic medicine, the osteopathic model, somatic dysfunction, palpation, and direct and indirect treatment methods. (4 SCH, Year 1, Semester 1.)

9120. Preventive Medicine and Informatics

Umed Ajani, M.B.B.S., MPH and Ann Brooks, M.L.S., Co-Course Directors: Students learn 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. (2 SCH, Year 1, Semester 2.)

9280. Mechanisms of Disease

Stephen Putthoff, DO, Course Director; Francis X. Blais, DO, Content Consultant, Infectious Disease and Microbiology: 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. This 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. (12 SCH, Year 1, Semester 2.)

9290. Clinical Medicine 2

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 and 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, DO, 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 that 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

Harold Sheedlo, PhD, Course Director: (6 SCH, Year 1, Semester 1.)

9140. Nervous System 1

David Barker, PhD, Course Director: (9 SCH, Year 1, Semester 1.)

9260. Endocrine System 1

Robert Wordinger, PhD, Course Director: (3 SCH, Year 1, Semester 1.)

9215. Cardiopulmonary System 1

Michael Smith, PhD, Course Director: (9 SCH, Year 1, Semester 2.)

9240. Gastrointestinal System 1

Patricia Gwirtz, PhD, Course Director: (5 SCH, Year 1, Semester 2.)

9250. Renal System 1

Xiangrong Shi, PhD, Course Director: (3 SCH, Year 1, Semester 2.)

9270. Reproductive System 1

Margaret Garner, PhD, Course Director: (3 SCH, Year 1, Semester 2.)

Year 2

9310. Fundamentals of Treatment

Michael Martin, PhD, Course Director: 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. It includes basic principles of pharmacology and pharmacology of the autonomic nervous system and introductory aspects of pediatric and geriatric medicine, clinical laboratory testing, and radiology. (3 SCH, Year 2, Semester 3.)

9370. Clinical Medicine 3

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 students develop diagnostic reasoning concepts and enhance the 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 and observe how community agencies support the health

care system. During this course students 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, DO, MPH, Course Director: Treatment of the thoracic spine, cervical spine and the OA joint; diagnosis and treatment of the ribs. (4 SCH, Year 2, Semester 3)

9450. Clinical Medicine 4

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 students develop diagnostic reasoning concepts and enhance the 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 and observe how community agencies support the health care system. During this course students 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

Eric Gish, DO, 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, DO, Clinical Content Consultant; Robert Mallet, PhD, Administrative Course Director: (4 SCH, Year 2, Semester 3.)

9330. Cardiovascular System 2

Frederick Schaller, DO, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director; Co-Course Directors: (6 SCH, Year 2, Semester 3.)

9340. Respiratory System 2

Frank Papa, DO, PhD, Clinical Content Consultant; Michael Martin, PhD, Administrative Course Director: (6 SCH, Year 2, Semester 3.)

9360. Endocrine System 2

Craig Spellman, DO, PhD, Clinical Content Consultant; Michael Martin, PhD., Administrative Course Director: (3 SCH, Year 2, Semester 3.)

9350. Musculoskeletal and Skin System 2

Scott Stoll, DO, PhD, Clinical Content Consultant; Stephen Putthoff, DO, Pathology Content Consultant; Michael Martin, PhD, Administrative Course Director: (4 SCH, Year 2, Semester 3.)

9410. Nervous System 2

William McIntosh, DO, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director: (7 SCH, Year 2, Semester 4.)

9420. Hematopoietic System 2

Linda Cunningham, MD, Course Director: (5 SCH, Year 2, Semester 4.)

9430. Reproductive System 2

Steve Buchanan, DO, Course Director: (5 SCH, Year 2, Semester 4.)

9440. Gastrointestinal System 2

Linda Cunningham, MD, Course Director: (4 SCH, Year 2, Semester 4.)

9450. Board Preparation Course

Jay Shores, PhD, Course Director: (6 SCH, Year 2, Semester 4.)

Years 3 & 4

These clerkships apply to the classes of 2004 and 2005. 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, students 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.)

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.)

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 sports medicine and physical therapy clinics emphasizing the principles of rehabilitation of musculoskeletal, neurologic and orthopedic conditions. (4 SCH.)

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) using 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 the 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.)

842. Clinical Clerkship in Hospital Medicine

An elective four-week rotation consisting of two two-week rotations to be taken consecutively at the same hospital site. With the concurrence of the hospital and appropriate health science center approval, the rotation could consist of any of the following: anesthesiology, dermatology, pathology or radiology. (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. (4 SCH.)

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.)

Education

9800. Medical Jurisprudence

William LeMaistre, JD, 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 construction 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 students who want to pursue advanced training in psychiatry. (4 SCH.)

Obstetrics and Gynecology

707. Core Clinical Clerkship in Obstetrics and Gynecology

The core clerkship in OB/GYN consists of six weeks of combined outpatient and hospital experience exposing the clerk to ambulatory prenatal care and gynecology. The hospital portion of the rotation consists of labor and delivery and gynecological surgery. The experience focuses on the primary care of women in the reproductive and menopausal years. (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.)

842. Clinical Clerkship in Hospital Medicine

An elective four-week rotation consisting of two two-week rotations to be taken consecutively at the same hospital site. With the concurrence of the hospital and appropriate health science center approval, the rotation could consist of any of the following: anesthesiology, dermatology, pathology or radiology. (4 SCH.)

Pediatrics

708. Core Clinical Clerkship in Pediatrics

A required six-week rotation in pediatrics, both general and specialty pediatrics, that addresses issues regarding the recognition and treatment of common health problems of infants, children and adolescents. Ambulatory clinics, nursery and hospital ward service are included. This rotation will form a foundation for those students who elect to further their study in pediatrics. (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 emphasize 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.)

Radiology

818. Clinical Clerkship in Radiology

An elective four-week rotation in radiology. (4 SCH.)

842. Clinical Clerkship in Hospital Medicine

An elective four-week rotation consisting of two two-week rotations to be taken consecutively at the same hospital site. With the concurrence of the hospital and appropriate health science center approval, the rotation could consist of any of the following: anesthesiology, dermatology, pathology or 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.)

842. Clinical Clerkship in Hospital Medicine

An elective four-week rotation consisting of two two-week rotations to be taken consecutively at the same hospital site. With the concurrence of the hospital and appropriate health science center approval, the rotation could consist of any of the following: anesthesiology, dermatology, pathology and radiology. (4 SCH.)

Academic Policies:

Each student enrolled at 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. Such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with timely notice provided to all students affected by the changes.

Registration

Registration is conducted annually during the summer for first-, second-, third-, and fourth-year TCOM students. 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 integrative and clinical experiences. Limited excused absences may be granted with permission of the associate vice president for student affairs. The student is responsible for obtaining and learning subject materials presented during an absence. When the period of absence is known and may be planned, the student must confer with the appropriate course director and determine a plan of action for the absence. The student must then submit a completed excused absence request form at least two weeks before the requested date(s) of absence to the Office of Student Affairs.

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 advance written approval from the associate 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 associate 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 associate vice president for student affairs within 14 days of the beginning of the semester. Instructors may require a letter of verification of any observed holy days from a religious institution. The associate vice president for student affairs shall make reasonable 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 the 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 70 as the lowest passing grade. A grade of 69 or less is defined as a failing grade. Numerical course grades will be rounded off to the nearest whole number (for example, 69.1 to 69.4 will be recorded as a 69; 69.5 to 69.9 will be recorded as a 70).

For purposes of promotion and graduation, a cumulative weighted average of 70 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 posted on the website 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 (69.4 or less) in a course will have to repeat that course in accordance with the promotion requirements and achieve either a grade of 70 or a "CR." Failure to achieve either a grade of 70 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 for providing 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 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/TCOM/Acad-36, 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 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 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 to 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 first day of 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, the Student Performance Committee and the Office 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 the reason of poor academic standing, or to students who have not applied themselves in studies at TCOM, including class attendance.

Furthermore, the student should have indicated 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.

The dean of TCOM may make exceptions to these requirements if it is determined that an extraordinary circumstance exists to warrant such an exception.

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 the requirements of all classes and take examinations unless prior arrangements have been made with the course director and/or department chair 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.

Class ranks are posted on the website 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 a 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/or 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. 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 will not be 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 with increasing number and quality that will 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 the course director. Each case of this type will be considered on its individual merits.

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 associate vice president for student affairs and the course director to authorize a make-up examination. The associate 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 associate 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 request an early or late make-up examination, a student must obtain and complete an excused absence form requesting a make-up examination from the Office of Student Affairs and also notify 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 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 (5) 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 the 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 Exam and Comprehensive Exam Policy

Subject Examinations

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

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

For all classes, beginning with the Class of 2004: Core Clerkship Subject Examinations will be graded and will represent 25% of the clerkship grade.

Comprehensive Basic Science Examination

The Comprehensive Basic Science Examination (NBME) is administered in 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.

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

Physician Licensure

Physician licensing is the prerogative of individual states. In Texas, he Texas State Board of Medical Examiners (TSBME) currently grants licensure based upon factors including the applicant 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, which will be 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 70 (or credit) in each academic year and that there be no failing grades (below 70 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 must be met 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 for meeting the academic standards set for each course or program. The health science center in no way guarantees that any student 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 70 or if a failing grade is received in any course. Students on academic probation must achieve a passing grade on all deficient course work during that academic year. They will be removed from academic probation only after successfully correcting their particular deficiency. A student who does not remedy a failed grade(s) within the academic year will be subject to dismissal.

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 that students should be offered an opportunity to correct their deficiencies during the summer or during the next academic year or that they be dismissed. Students will be notified of the committee's decision in writing by the dean of TCOM.

It is recognized by the Student Performance Committee that each student's situation should be evaluated as an individual case.

Academic Probation

Academic probation is a serious matter and serves as 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 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.
- 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 70 or "CR." Failure to earn at least a grade of 70 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 1 and Year 2 medical students taking a full course load: Year 1 or Year 2 students who have 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:

1. A student may be re-examined in no more than one course of seven or more credit hours. A student may be re-examined in no more than three courses that together equal a maximum of eight credit hours.

The content, scope and format of the examination will be decided by the appropriate department or interdisciplinary unit, and this information will be forwarded to the Student Performance Committee. 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 70.

2. A student may repeat one course in its entirety 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 that 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

failed year. 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 the year will be the numerical grade the student earned in each of the courses. During this period, 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 1 or Year 2 students taking a full course load who have failed less than 25 percent of the year's total credit hours but 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 that year. The recorded grades for courses repeated during the 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 or for rotations.

Year 3 medical students taking a full course load: The first one or more periods of Semester 5 will be used for remediation opportunities so 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 Student Performance Committee. 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 re-examined will not exceed 70. The final recorded grade for a repeated course taken at an outside institution will not exceed 70.

If students fail a re-examination, they 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. Students will have to add whatever time is necessary to their education to remove the failing grade, 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 on an extended study plan will be evaluated on the total credit hours taken for that particular year. All requirements and recommendations cited in this document will apply to students on extended study plans. 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 will be allowed 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 70 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 69 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 obtain 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 re-admission at a later date.

Re-admission for students withdrawing in good academic standing is not assured unless it is 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 granted re-admission 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 otherwise stipulated in the agreement.

Students who withdraw while not in good academic standing may request re-admission 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.

The academic record of any student who has been dismissed and re-applies for re-admission will be part of the data reviewed for re-admission.

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

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 re-admission.

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 70.
- 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 re-admission 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.

Requirements for Graduation: Class of 2006*

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 degree, provided they are of good moral character and that they:

1. have maintained a cumulative weighted average of at least 70, 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.*

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 or as precursory training to be followed by a residency.

All internship and residency programs sponsored by TCOM are affiliated with 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, Groves, Texas; and Plaza Medical Center of Fort Worth. Texas OPTI strives to provide quality osteopathic graduate medical education opportunities in Texas.

For more information, contact:
Deborah L. Blackwell, DO
OPTI Academic Officer
Office of the Dean, TCOM
817-735-2149

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, DO, director of medical education
- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine

Dallas Southwest Medical Center
Ron Tanner, DO, director of medical education
- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine

Doctor's Hospital (Groves)
Rocco Morrell, DO, director of medical education
- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine

Osteopathic Medical Center of Texas (Fort Worth)
German Berbel, DO, director of medical education
- Traditional Rotating Internship
- Special Emphasis Track in Family Medicine
- Specialty Track in General Internal Medicine
- Specialty Track in Obstetrics/Gynecology
- Special Emphasis in General Surgery

Plaza Medical Center (Fort Worth)
Don Peska, DO, director of medical education
- Traditional Rotating Internship
- Specialty Track in General Internal Medicine
- Specialty Track in Family Medicine
- Special Emphasis in General Surgery

Residency Programs

Family Practice

There are five hospitals in Texas affiliated with the Texas College of Osteopathic Medicine that conduct family practice residency programs. Each program is approved by the American Osteopathic Association and the American College of Osteopathic Family Physicians and is a member of Texas Osteopathic Postdoctoral Training Institutions (OPTI). Participants in 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.

Coordinators:
Irvine D. Prather, DO, vice chair of postdoctoral studies
Peggy Smith-Barbaro, PhD, administrative coordinator

Bay Area Medical Center (Corpus Christi)
Scott Robinson, DO, program director
Antonio Lykos, DO, assistant program director

Dallas Southwest Medical Center (Dallas)
Ronald Tanner, DO, program director

Doctor's Hospital (Groves)
Ed Gardner, DO, program director

Osteopathic Medical Center of Texas (Fort Worth)
Irvine D. Prather, DO, program director
Elizabeth Palmarozzi, DO, associate program director

Plaza Medical Center of Fort Worth (Fort Worth)
Paul Saperstein, DO, program director

General Internal Medicine

Through its affiliation with Texas OPTI, TCOM offers AOA-approved residency programs for training qualified osteopathic physicians in the practice of general internal medicine. These programs offer residents the opportunity to choose either an ambulatory or a hospital-based track. After successfully completing the required three years of postgraduate training, the TCOM programs provide 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, DO, director

Plaza Medical Center (Fort Worth)
John Willis, DO, director

Manipulative Medicine

Through its affiliation with Texas OPTI, TCOM offers two AOA-approved residency programs for training qualified osteopathic physicians in manipulative medicine. The primary program, requiring two years of postgraduate training, 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 Carnes, DO, 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 Carnes, DO, director

Obstetrics/Gynecology

Through its affiliation with Texas OPTI, 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, DO, director

General Orthopedics

Through its affiliation with Texas OPTI, TCOM sponsors an AOA-approved residency program for training qualified osteopathic physicians in the practice of general orthopedics. The OPTI program, consisting of four postgraduate years, 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, DO, director

Diagnostic Radiology

Through its affiliation with Texas OPTI and TCOM, OMCT sponsors an AOA-approved four-year residency program for training qualified osteopathic physicians in the practice of diagnostic radiology. The OPTI program, consisting of four postgraduate years, provides the educational requirements to qualify residents for membership in the American College of Osteopathic Radiology 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, DO, director

Surgery

Through its affiliation with Texas OPTI, TCOM offers two AOA-approved residency programs for training qualified osteopathic physicians in the practice of general surgery. The TCOM programs, consisting of four postgraduate years, provide the educational requirements to qualify residents for membership in the American College of Osteopathic Surgeons and for eventual examination by the American Osteopathic Board of Surgery pursuant to certification in surgery.

Osteopathic Medical Center of Texas (Fort Worth)
Adam B. Smith, DO, director

Plaza Medical Center (Fort Worth)
Adolfo Gonzalez, DO, director

Fellowship Programs

Geriatric Medicine

Through its affiliation with Texas OPTI, 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, DO, director

General Vascular Surgery

Through its affiliation with Texas OPTI, TCOM offers a general vascular surgery program for training physicians who are board-certified or board-eligible in general surgery. This one-year program provides training pursuant to earning certification in general vascular surgery from the American Osteopathic Board of Surgery.

Osteopathic Medical Center of Texas (Fort Worth)
Don Peska, DO, director

Master of Physician Assistant Studies Degree Program

Admissions

Physician Assistant Studies Admissions Office
Phone: 817-735-2204 or 1-800-535-8266
www.hsc.unt.edu

Admission Requirements

To be considered for admission to the Master of Physician Assistant Studies degree program, a minimum of 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
U.S. History	6
U.S. Government	6
(Above courses exempt with Bachelor's Degree from an accredited U.S. university)	
General Psychology	3
Psychology, Sociology OR Anthropology	6
Mathematics: College Algebra or higher	3
Statistics	3

Science Course Requirements

Anatomy & Physiology (with lab)	8
General Microbiology (with lab)	4
Immunology or Genetics	3
Organic Chemistry	4
Biochemistry or Cellular Biology	3
Electives, 35 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 Anatomy and Physiology, General Chemistry, Organic Chemistry and General Microbiology.

We recommend using electives to obtain a strong background in science.

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 an 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 for 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 a written 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 they are not available. Coursework substitutions must be equivalent or comparable to the course of study and content hours of the prerequisite. Prerequisite coursework substitutions are approved on an individual basis. The program reserves the right to approve/disapprove any 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 submitted by the student in writing to the PA 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.

Tuition, Fees and Other Charges 2002-2003

Tuition

Texas Resident	$44 per semester credit hour
Non-Resident	$262 per semester credit hour

Fees

Medical Malpractice Fee:	$600 (charged over the course of the program)
Student Service Fee:	$600 (charged over the course of the program)
Medical Service Fee:	$450 (charged over the course of the program)
Microscope Fee:	$10 (charged per academic year for Year 1 and Year 2)
Computer Fee:	$377 (charged over the course of the program)
Activity Center Fee:	$150 (charged over the course of the program)
Laboratory Fee:	$50 (charged over the course of Year 1 and Year 2)
Clinic/Lab Coat Fee	$30 (one-time charge at matriculation)
Publication Fee	$12 (per academic year)
Graduation Fee:	$100 (one-time charge at graduation)
Student Identification Card:	$5 (one-time charge)
Course Fees:	$280, Year 1; $180 Year 2; $140 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 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.
Special Examinations:	These are based on the charge of the examining body or agency at the time of the examination.
Parking Fee (optional):	$60

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

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 of the Texas College of Osteopathic Medicine, who has final approval.

To be considered for admission, a completed application for admission from CASPA must be received by the announced deadline for the year in which the candidate is applying.

Transcripts should be 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. Courses completed in the summer of the entering class year may not be utilized for fulfilling program course requirements.

Applicant Selection

Completed applications are due to CASPA by November 15, 2002.

In addition to the submission of application documents, successful applicants complete a personal interview conducted at 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 beneficial attribute and is viewed positively 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 PA class will be the same as that established for the DO 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 that 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 the candidate should be able to perform in a reasonably 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 and is not a permissible accommodation.

1. Observation: Observation requires the functional use of vision and somatic sensations. Candidates 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. Candidates 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: Candidates should be able to speak, hear and observe in order to elicit information, describe changes in moods, activity and posture, and perceive nonverbal communications. Candidates must be able to communicate effectively and sensitively with patients. Candidates 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 (protoscopy, paracentesis, etc.) and reading EKGs and X-rays. A candidate should be able to execute movements that 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 manner. 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 that 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 a declaration of intention to become a citizen with the proper federal authorities, has the same privilege of qualifying for Texas residency status for tuition purposes as a U.S. citizen.

Teaching Goals

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

- Educate physician assistants who are equipped through 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 underserved health care, including special patient populations, community assessment and resource management.
- Prepare the physician assistant with the knowledge and skills needed to perform clinical research activities and projects.
- Prepare physician assistants with the 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 interest. 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: 2002-2003

Year 1, Fall 1

Course #	Course Name	SCH Hrs	Approx Time
PA 4104	Basic Human Sciences	12	Aug 5, 2002
PA 4105	Medical Terminology	1	through
PA 4211	Medical Interviewing	2	Dec 20, 2002
PA 4212	Physical Exam Skills with lab	4	
PA 5202	Intro to Medical Practice and PA Profession	2	
PA 5201	Research Tools for Physician Assistants	2	
Total		23	

Year 1, Spring 1 – Underserved Track

Course #	Course Name	SCH Hrs	Approx Time
PA 4222	Physical Diagnosis with lab	4	Jan 2, 2003
PA 4532	Health Promotion and Disease Prevention in Practice	3	through June 20, 2003
PA 5107	Principles of Epidemiology and Evidence-Based Medicine	3	
PA 5212	Special Patient Populations in Practice	3	
PA 5213	Community Assessment	3	
PA 5301	Introduction to Disease	4	
PA 5303	Master's Project (independent study)	1	
Total		21	

Year 1, Spring 1 – Medical Education Track

Course #	Course Name	SCH Hrs	Approx Time
PA 4222	Physical Diagnosis with lab	4	Jan 2, 2003
PA 4532	Health Promotion and Disease Prevention in Practice	3	through June 20, 2003
PA 5107	Principles of Epidemiology and Evidence-Based Medicine	3	
PA 5222	Instructional Strategies and Curriculum Design	2	
PA 5223	Educational Evaluation Methods	2	
PA 5224	Special Studies in Prof Education	4	
PA 5303	Master's Project (Ind. Study)	1	
Total		21	

Year 2, Fall 2

Course #	Course Name	SCH Hrs	Approx Time
PA 4441	Supervised Practice I with practicums	4	Aug 4, 2003 through
PA 5303	Master's Project (Ind. Study)	1	Dec 19, 2003
PA 5501	Genitourinary System (shared)	4	
PA 5400	Fundamentals of Treatment	3	
PA 5403	Cardiovascular System (shared)	6	
PA 5404	Respiratory System (shared)	6	
PA 5503	Endocrine System (shared)	3	
PA 5401	Musculoskeletal & Integument Systems (shared)	4	
Total		31	

Year 2, Spring 2

Course #	Course Name	SCH Hrs	Approx Time
PA 4542	Supervised Practice II with practicums	4	Jan 2, 2004 through
PA 4450	Professional Issues for Medical Practice	3	May 22, 2004
PA 5303	Master's Project (Ind. Study)	1	
PA 5402	Nervous System (shared)	7	
PA 5405	Hematopoietic System (shared)	5	
PA 5502	Reproductive System (shared)	5	
PA 5504	Gastrointestinal System (shared)	4	
Total		29	

Year 3

Course #	Course Name	SCH Hrs	Approx Time
PA 650	Elective Practicum	4	May 2004
PA 651	Master's Clinical Practicum (in area of "track")	4	through May 2005
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		48	

GRAND TOTAL 152

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 PA-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 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 average patient. Psychomotor skills for exams and verbal descriptions of regular exams 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 5201. Research Tools for the Physician Assistant

This course is designed as an introduction to the principles and formats of scholarly activities in medicine. This course is the introduction to the master's project requirement.

PA 5202. Introduction to Medical Practice and the PA Profession

This course is designed as an introduction to the history and practice of medicine, including the principles of osteopathic medicine. The course includes an introduction 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 and social issues related to PA professional practice, including ethical decision-making.

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.

PA 5213. Community Assessment

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:

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 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 5224. Special Studies in Professional Education

Utilizing concepts presented in PA 5222 and PA 5223, this course facilitates the completion of curricular projects that are designed and presented by the students in the medical education master's track.

PA 5301. Introduction to Disease

This course introduces the basic etiologies and pathogenesis that underlie all diseases. The course describes the mode of origin and development of most diseases, emphasizing pathophysiology in the areas of tissue inflammation, dysplasia, micro-organisms, immunity, genetics and metabolism.

PA 5303. Master's Project

All students will be required to complete a major master's project in their respective areas of study. PA students identify an area of interest and develop a prospectus for the master's project. Master's projects will be clinically or educationally based and draw upon graduate-level skills developed by the students. The project is conducted, completed and presented to faculty for program completion prior to graduation.

Year 2 (Systems)

PA 4441. Supervised Practice I

This course provides 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 4450. Professional Issues for Medical Practice

This course continues to examine 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 issues related to the profession, including risk management.

PA 4542. Supervised Practice

This course provides 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 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 the basic principles of pharmacology, nutrition, and patient education and compliance. The course is shared with the medical students and includes lecture and clinical integration exercises.

PA 5401. Musculoskeletal & Integument System

This course is designed to integrate information about the basic science and clinical medicine aspects of the musculoskeletal and integument 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 course is designed to integrate information about 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 course is designed to integrate information about 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 system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5404. Respiratory System

This course is designed to integrate information about 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 system. The course is shared with the medical students and includes lecture, laboratory and problem-solving in small group formats.

PA 5405. Hematopoietic System

This course is designed to integrate information about 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 course is designed to integrate information about 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 course is designed to integrate information about 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 course is designed to integrate information about 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 course is designed to integrate information about 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)

Underserved Primary Care: The focus of this practicum in the underserved primary care track will be on the unique relationship between the primary care provider and the patient population in an underserved setting. Students will learn the special aspects of providing care in these settings, as well as the health care resources available in underserved communities.

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. Orthopedics

Students will develop the skills necessary to evaluate and manage patients with common 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. The 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. This practicum will contain experiences in both the outpatient and inpatient setting for the discipline.

PA 654. Pediatrics

The patient population includes infants, small children and adolescents to age 18. Students 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. It focuses on important aspects related to health maintenance and preventive care, and the traditional aspects of medical care as it relates to the patient, family and community. Students will develop the skills necessary to evaluate, monitor and manage common health problems. If students are 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 students with the opportunity to develop an understanding of the role of psychiatrists, psychologists, social workers and nurses in the care of psychiatric patients. Students will learn the appropriate use of selected psychoactive pharmaceuticals. There will be opportunities for students 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, students 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, students will learn to recognize and manage common postoperative complications and wound care. Students 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 & Gynecology

The focus is on the impact of disease processes related to the reproductive system of female patients. Students will develop the skills and knowledge necessary to evaluate, manage and educate patients 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 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.

Academic & Administrative Policies

Each student enrolled at UNT Health Science Center is 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 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 in this catalog for more information.)

Attendance

Classroom and Laboratory Attendance

Participation in class and laboratory sessions are 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 students may be asked to sign 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. 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 PA Student Performance Committee considers attendance in its review of a student's performance, and 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 students to be available for more than 40 hours a week to meet educational and performance objectives. Examples of activities that may require more 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 students are ill or have an emergency that requires them to be absent from a clinical practicum, they are 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. Under these circumstances, students 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 the family) or personal illness. Under certain circumstances, absences for special activities may also be approved by the Physician Assistant Studies program director. 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.

During Year 3 of the curriculum, physician assistant students 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 if 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 of the beginning of the semester in which the holy day falls. Instructors may require a letter of verification of any observed holy days from a 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 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 that 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, students must submit a written request for readmission. A letter substantiating a 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 re-entry into the Master of Physician Assistant Studies degree program.

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 (a letter grade of "C" or better) of each course or clinical practicum are in the course or practicum syllabus. Course grades for shared medical courses reported to the Master of Physician Assistant Studies program using the DO 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. Students must complete all academic requirements and assignments for didactic courses and remedy the grade of incomplete 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 will not be 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.

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 or written assignments. 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 for a passing grade.

Course/Instructor Evaluation

Each student is responsible for providing constructive evaluation of each course, clinical practicum and instructor in the curriculum within five (5) class days after each course or practicum ends. This responsibility is met by participation in the course evaluations, as defined in administrative policy S/TCOM/Acad-36. If this responsibility is not met for a given course or practicum, the final grade will be withheld until the evaluation is completed. All evaluations must be current before students can register for the next semester. For clinical year students, no transcript will be released until course evaluations are up to date.

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 students' official permanent record and are awarded at graduation to graduates whose cumulative weighted average is 3.51 or greater on a 4.00 scale.

The Dean's List is established to recognize 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.

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 will be 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 students in this process, monitor students' progress and assess the quality of the work presented. The coordinator of research will then notify the program when successful completion of the requirement has been achieved.

Examinations

Examinations are given at a scheduled time and date according to course syllabus. 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.

No students are exempt 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.

Students who miss 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.

Students who miss an examination are 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, students must complete an excused absence form requesting a make-up examination from the Office of Student Affairs and also notify 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 for the make-up examination.

Procedure: Making Up a Missed Examination. Within five business days after the missed examination, students must complete an excused absence form requesting a make-up examination from the Office of Student Affairs and notify 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.

Use of Examinations Obtained from External Sources

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, requiring 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. Students will not reproduce or distribute external testing materials that are owned and copyrighted by outside entities.

3. Students 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 to continue in the program. Students who fail 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, students 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 of 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 progress to the next academic term and/or clinical practicum and to graduate. Students may be given an opportunity to remedy deficiencies contributing to an overall failing course or practicum grade. This opportunity is 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 to determine 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 for 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 student affairs and 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 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 stipulated otherwise in the agreement.

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 student affairs and 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

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, 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, is dismissed due to poor academic progress or is 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 UNT Health Science Center, the state of 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:

If a student withdraws and later re-enters the program or if a student is granted an extension beyond 36 months, the 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 no more than 36 months from the date of re-entry to pass any academic course that was failed and complete 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 the 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.*

Dual Degree Program

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 DO/PhD, DO/MS or DO/MPH degree programs, students must first apply to the Texas Medical and Dental Schools Application Service according to the application procedures in this catalog. Applicants should indicate on the supplemental application the dual-degree program in which they are 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 DO/MS or DO/PhD programs, please contact the graduate school office. Contact the School of Public Health admissions office for more information on the DO/MPH program.

Dual Degrees with the Graduate School of Biomedical Sciences

DO/PhD (Medical Scientist Training Program) DO/MS

The Graduate School of Biomedical Sciences participates in the DO/PhD and DO/MS programs with the Texas College of Osteopathic Medicine (TCOM). Typically, the DO/PhD program will be six to seven years in length. The DO/MS program is typically five years in length.

Students may pursue a DO/PhD through the Medical Scientist Training Program (MSTP), which guarantees funding from the Graduate School of Biomedical Sciences during Block 2 of the program, as well as payment of graduate tuition and fees. Support may be available during other blocks of the program through TCOM.

Students may choose from a wide range of disciplines, including cell biology and genetics, biochemistry and molecular biology, microbiology and immunology, physiology, and pharmacology and neuroscience. Additional information on specific programs is available from the Graduate School of Biomedical Sciences.

Application Procedures

An applicant to the MSTP program must first apply to the Texas Medical and Dental Schools Application Service. Applicants should indicate the dual degree program in which they are interested on the application. If invited for interview, applicants will participate in three interviews, rather than the standard two for applicants to the DO program. Applications are then processed through a dual program admissions committee.

Individuals who become interested in pursuing the DO/PhD after gaining acceptance into either TCOM or the Graduate School of Biomedical Sciences must make formal application to the school in which they are not already enrolled. Procedures are in place to streamline this process by sharing information already in institutional records. Applicants who decide to pursue the DO/PhD after gaining acceptance to either TCOM or the Graduate School of Biomedical Sciences may not be considered for the MSTP.

Applicants to the DO/MS program may apply either using the dual degree admissions process described above or by applying to each school separately. DO/MS applicants will not be considered for the MSTP.

Formats

The general formats of the dual degree programs are explained below. While the formats may be regarded as standard working formats, deviations from these formats 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.

DO/PhD Format

Block 1 consists of the pre-clinical years for the DO degree program. During Block 1, students will complete the first two years of the DO curriculum and will pass Part 1 of the College of Osteopathic Medical Licensing Examination (COMLEX). During this block, students will register only in TCOM.

An exception to this rule can be made if students wish to register for graduate courses which are not part of the DO curriculum during this block. In this case, students will register for such graduate courses through the Graduate School of Biomedical Sciences.

During Block 1, students will select a graduate advisory committee and will file an approved graduate degree plan of at least 90 semester credit hours (SCH) with the graduate school. DO/PhD students are credited 30 SCH of advanced standing toward a PhD for the basic science didactic course work required in the DO curriculum.

Block 2 consists of at least two years dedicated to graduate study. During Block 2, students are expected to complete all course work required for a PhD degree, complete the requirements for advancement to candidacy, file an approved dissertation research proposal and make significant progress toward the completion of their dissertation research. It is not uncommon for students to continue research and complete the dissertation during Block 3.

Block 3 students will complete required clinical rotations and electives and will pass Part 2 of the COMLEX. During this block, students may also continue work toward the doctoral dissertation.

At the end of Block 3, students are expected to have completed the curriculum required for a DO degree and to have completed at least 60 additional SCH of graduate courses under the Graduate School of Biomedical Sciences as required for the second degree, including the dissertation. Following completion of the curriculum required for both degrees, students are awarded a DO degree from TCOM and a PhD from the Graduate School of Biomedical Sciences.

DO/MS Format

Block 1 consists of the pre-clinical years for the DO degree. During Block 1, students will complete the first two years of a DO curriculum and will pass Part 1 of COMLEX. During this block, students will register only in TCOM. An exception can be made if students want to register for graduate courses that are not part of the DO curriculum during this block. In this case, the student will register for such graduate courses through the Graduate School of Biomedical Sciences.

During Block 1, students will select a graduate advisory committee and will file an approved graduate degree plan of at least 30 semester credit hours (SCH) with the graduate school. DO/MS students are given up to 18 SCH of advanced standing toward an MS degree for the basic science didactic course work required in the DO curriculum.

Block 2 consists of at least one year dedicated to graduate study. During Block 2, students are expected to complete all course work required for the MS degree, file an approved thesis research proposal and make significant progress toward the completion of their thesis research.

Block 3 students will complete the required clinical rotations and electives and will pass Part 2 of the COMLEX. During this block, students may also continue work toward their master's thesis.

At the end of Block 3, students are expected to have completed the curriculum required for a DO degree and to have completed at least 12 additional SCH of graduate courses in the Graduate School of Biomedical Sciences as required for the second degree, including the research thesis. Following completion of the curriculum required for both degrees, students are awarded a DO degree from TCOM and a MS from the Graduate School of Biomedical Sciences.

Costs, Financial Obligations and Assistance

DO/PhD and DO/MS students pay standard medical school tuition and fees during each block that they are enrolled in TCOM. They also pay the hourly tuition rate and fees for all courses not required for the DO degree, i.e., the credit hours required for the graduate degree. Non-Texas residents pursuing a DO/PhD are assessed tuition at the in-state rate for both medical and graduate school.

The health science center will provide financial support to students chosen for the MSTP by the dual program admissions committee to seek the DO/PhD. This includes a fellowship in an amount sufficient to pay all graduate tuition costs during Block 2 and a graduate assistantship during that block. Support may be available during other blocks, as well.

Students who are not selected to participate in the MSTP often receive funding during Block 2 from other sources, including research grants, departmental assistantships and other departmental funds.

All dual degree program students are eligible to apply for financial aid.

Master of Science in Clinical Research and Education

The Master of Science in Clinical Research and Education is for students who have completed or are completing graduate level training in a clinical health care discipline who want to advance osteopathic medicine and medical principles through teaching and/or research. The degree is designed to build on students' clinical skills by fostering the development of additional skills in educational methodology and research techniques. While the degree can help any student planning a clinical career by helping them to be more sophisticated consumers of the latest research, it is designed to be of particular value to students planning a career in graduate medical education or in academic medicine.

Training focuses on producing clinicians who can enhance the resources of the osteopathic medical profession in the development of clinical research and teaching of osteopathic manipulative medicine (OMM). Therefore, these principles and techniques provide the focus and foundation of this program.

Applications are accepted from current students and from residents and clinicians who have already completed their primary training.

Dual Degree with the School of Public Health

DO/MPH Training Program

The primary goal of the DO/MPH program is to provide clinical professionals with specialized public health training to develop, integrate and apply culturally competent social, psychological and biomedical approaches to the promotion and preservation of health.

There are two options in the DO/MPH program. The first option is to extend the period for completion of the public health and medical degrees to five years by registering for the majority of the public health courses between Year 2 and Year 3 of the medical school curriculum.

The second option is to complete the MPH degree requirements during the four years of medical education in TCOM. In order to receive an MPH degree at the time of medical school graduation, students must enter the MPH program and take courses (at least 9-12 semester credit hours) during the summer prior to matriculation into medical school and enroll in one School of Public Health evening course during each semester of Year 1 and Year 2 of medical school. Contact the School of Public Health at 817-735-2252 for more information on the MPH curriculum.

Texas College of Osteopathic Medicine

ACADEMIC INFORMATION

2002-2003 CATALOG

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. Although financial aid is available for eligible students, it should be considered a supplement to a student's own financial resources.

The focus of the Financial Aid Office is customer service and the prompt delivery of student funds. Counselors take students step-by-step through the application process to ensure that students receive the best funds available and that details of all programs are understood. While financial aid is heavily regulated, the staff strives to help students navigate this complex path in a professional and courteous manner.

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
- Register with the Selective Service if required to do so
- Maintain satisfactory academic progress
- Use all funds received as financial aid for educational purposes only

Student Financial Aid 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.

Students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA). A new application is required for each school year in which 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 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.

Campus Information

Food Service

Snack food is available from various on-campus vending machines and the UNTHSC gift shop located on the 2nd floor library lobby. Lunch is sold daily in the Stairwell Café, located on the first floor of the library (LIB).

Health Insurance Program

As noted in the General Administrative Policies section of this catalog all students are required 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 and 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 applicable 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 provide 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 costs $5. Please contact Biomedical Communications at extension 2470 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.

Students 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 six 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 at extension 2209 for more information.

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 are veterans. Veterans should contact the Office of the Registrar for the appropriate forms to establish eligibility for assistance. The completed forms and a copy of Form DD-214 must be forwarded to the Office of the Registrar.

Veterans must maintain the minimum passing grade for their academic program to remain eligible to receive veterans benefits. The Office of the Registrar can answer questions on veterans benefits.

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 is available on the Campus Police web site at http://www.hsc.unt.edu/departments/police/stats.htm.

Policies Pertaining to Students

General Administrative Policies

This catalog contains official academic and administrative regulations for both DO 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 at UNT Health Science Center is responsible for knowing current academic policies and scholastic regulations, general and specific requirements, and 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, 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 all students in higher education institutions to show proof of immunizations before registration. Any validated document of immunization presented by a student is acceptable provided that it shows the day, month and year when each immunization was received. Proof of required immunizations must be submitted before matriculation.

Proof of immunization is not required for individuals who submit an affidavit or certificate signed by a physician licensed to practice in the United States stating that, 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 that certain immunization conditions be met. 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 will 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 UNT Health Science Center. This test 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.

For additional information regarding student health issues (meningitis, needle stick, etc.) please visit http://www.hsc.unt.edu/education/studenthealth/default.cfm.

Hospitalization Insurance

All students are required to provide their own health insurance while attending 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 laws, 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 the disclosure is allowed by law.

The Family Educational Rights and Privacy Act considers certain information to be "directory information," which is 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 dates of attendance.

Students who do not want all or part of their directory information to 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 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 an environment that is conducive to academic endeavor, social growth and individual self-discipline for all students. 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 being aware of these requirements. In addition, all students are expected to know and obey the requirements of 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 because 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 ensure 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

UNT Health Science Center is a state-supported institution subject to state laws. 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 20th 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 schedule for refunds is 80 percent first week, 70 percent second week, 50 percent third week and 25 percent fourth week.

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.

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 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, 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, prejudice or harassment of any kind is inconsistent with the center's educational purpose.

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 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/or 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

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.

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 at 817-735-2357.

This catalog is an official bulletin of the University of North Texas Health Science Center's Texas College of Osteopathic Medicine and is intended to provide general information. Information contained herein was compiled before May 2002 and is accurate as of that date.

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. The institution is not responsible for any misrepresentation or provisions that might arise as a result of errors in preparation.

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Stephen Putthoff, DO
Associate Dean, Medical Education

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School of Public Health

Lane Nestman
Director of Purchasing and Central Services

Robert Nimocks
Director of Information Technology Services

Douglas Shriner
Director of Financial Aid

James Sims, PhD
Safety Officer

Laura Squires, APR
Senior Director of Marketing & Communications

Kristie Aylett, APR
Director of News and Information

(Information is current as of July 2002.)

Department Descriptions & Faculty

This chapter was compiled from information provided by the departments as of June 1, 2002. Please contact the Office of the Dean for the most current official faculty roster.

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 mission 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 mission, 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's faculty represent diverse 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. Family medicine instruction includes 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 administers five affiliated family practice residency programs in Fort Worth, Grand Prairie, Dallas, Groves and Corpus Christi, Texas. The learning focus is broad in scope. In addition to teaching the management of common illnesses, the program emphasizes problem solving, health maintenance promotion and illness prevention and examines the relationship of psychosocial and environmental factors to health, illness and preparedness for the managed care market. Residents can earn an MPH degree during their residency programs if they decide early in their first year.

The vision of the Department of Family Medicine is to be an academic department of national stature. Many faculty members are involved in research projects with other departments in TCOM, the Graduate School of Biomedical Sciences (GSBS) and the School of Public Health (SPH) within the health science center, as well as with other universities and academic health centers in Texas. Grants within the department range from National Institute of Health projects on efficacy of osteopathic medicine to clinical outcomes studies on diabetes, prevention of cardiovascular disease, sleep apnea and clinical drug trials.

Students are encouraged to participate in individual research projects or join established family medicine research activities. The mentoring of medical students, family medicine clinicians and researchers within the department's Division of Education and Research (DEAR) provides an opportune learning experience for students. Opportunities to complete abstracts, posters and publications are encouraged. Research scholarships are available through DEAR.

Faculty Roster

Coleridge, Samuel T., DO, FACEP, FACOEP, FACOFP, C-FP, C-EM, DNB
Chair and Professor
BS University of Akron
DO University of Health Sciences, College of Osteopathic Medicine

Adams, Barbara, MSA
Instructor and Assistant Director
Rural Family Medicine Track
MSA Georgia College

Boozer, Carolyn, ANP, MSN
Instructor
MSN University of Texas at Arlington

Bowling, John R., DO, FACOFP, C-FP, DNB
Associate Professor
BS Ohio University
DO Kirksville College of Osteopathic Medicine

Cage, A. Clifton, DO, C-FP, DNB
Assistant Professor
BS Muhlenberg College
DO Philadelphia College of Osteopathic Medicine

Chen, Olive, DO, PhD
Assistant Professor
BS Catholic Fu-Jen University
PhD Texas Women's University

Chen, Yung, DO
Assistant Professor
BA University of Texas at Austin
DO Texas College of Osteopathic Medicine

Cintrón, Ramón A., MD, C-FP
Assistant Professor
BS University of Puerto Rico
MD University of Puerto Rico Medical Sciences Campus School of Medicine

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Cook, Charles, DO
Cudd, William, III, DO
Cunniff, Nelda, DO
De Luca, Robert, DO
Faigin, Al, DO
Franz, Charles, DO
Galewaler, John, DO
Garmon, Anesia, DO
Gershon, J. Robert, Jr., DO
Hames, Robert, DO
Hawa, James, DO
Hayes, Randall, DO
Hill, Frederick, DO, PA
Hinshaw, Duane, DO
Holland, Bret, DO
Kelley, Jeffrey, DO
Kravetz, James, DO
Lewis, Harold, DO
Lindsay, George, DO
Linton, James, DO
Listopad, Aaron, DO
Lopez, Hector, DO
Martin, Luther, DO
Maul, R. Greg, DO
Maxwell, Jack, DO
Maynard, Daniel, DO
Merrill, James, DO
Miller, Linus, DO
Miller, Thomas, DO
Montgomery-Davis, Joseph, DO
Nelon, Craig, DO
Pearson, Philip, DO
Peters, Robert, Jr., DO
Poetz, Robert Paul, DO
Post, Yvonne, DO
Randolph, Harvey, DO
Rogers, William, DO
Rowley, Steve, DO
Sandknop, Les, DO
Schwartz, John, DO
Sharp, Larry, DO
Shields, Robert, DO
Smith, George, DO
Smith, Gregory, DO
Sparks, Robert, DO
Strazynski, Josef, DO
Stroud, Joyce, DO
Thomas, Harold, DO
Thompson, John, DO
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Ungerleider, Barry L, DO
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Young, Michael, DO
Zini, James, DO

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Boyd, Theresa, DO
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Ellerbe, Steven, DO
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Evans, E.C., DO
Farrell, James, DO
Faseler, Robert, DO
Fields, George, DO
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Gafford, Dean, DO
Garza, David, DO
Gerstenberg, K. Paul, DO
Glaser, Stephen, DO
Gouldy, David, DO
Gray, George, III, DO
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Hodde, Douglas, MD
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Johnson, J.S., MD
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Juetersonke, George, DO
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Key, Webb, DO
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Kislingbury, Todd, DO
Knapp, George, DO
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McNulty, Christopher, DO
Metzger, Daniel, DO
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Mills, Charles, DO
Mitchell, Shaunna, DO
Moehring, Kurt, DO
Moss, Judith, DO
Mudd, Janice, DO
Nivens, Jamie, DO
Orlov, Alexander, DO
Oswald, Richard, DO
Palmer, Hugh, DO
Palmer, Wesley, DO
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Pasters, James, DO
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Penning, Chris, DO
Perkins, Randall C., DO
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Prater, William, Jr., MD
Price, Morey Lee, DO
Pridgen, Jill, MS
Pruitt, Charles (Bart), DO
Randell, David, DO
Rettig, Jeffrey, DO
Rhame, Gary L., DO
Richard, Robert, DO
Routhouska, Glenn, DO
Ruggiero, Michael, DO
Saenz, Paul, DO
Sanchez, Mario, DO
Sawtelle, John L., DO
Schwirtlich, Lonnie, MD
Scott, Karen, DO
Scott, Randolph, DO
Seger, William, MD
Shinkle, Jack, PhD, PA
Shue, Randall, DO
Siewert, Rick A., DO
Smola, Jerry, DO
Sone, Daniel, DO
Spradlin, James, DO
Stark, Robert, DO
Strasman, Clarence, MD
Tarver, Denise, DO
Thomas, George, DO
Thomas, R. Russell, Jr., DO
Thomas, William, Jr., DO
Thomason, Dwayne, DO
Thornburg, Carroll, DO
Todd, Jansen, DO
Tsui, Patrick, DO
Urich, Norman, DO
Vanderheiden, David, DO
Vasquez, Jaime, DO
Vickers, Lonnie, MD
Wagner, Alexia, DO
Walker, Brent, DO
Wallingford, Craig, DO
Walter, Margaret, DO
Wasserman, David P., DO
Whitley, Douglas, MD
Williams, Michael, DO
Wilson, Wesley, DO
Winters, Matthew, PA-C
Wright, M.J., PA-C
Wysoki, Joseph, DO
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Yount, Steven, DO
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Berezneff, Craig, DO
Biery, John, DO
Black, Keith, DO
Bowen, Ronald, DO
Campbell-Fox, Mary, DO
Copeland, Jon, DO
Dennis, Sharon, DO
Dott, Kenneth, DO
Dow, Glendal, DO
Erickson, Richard C., DO
Evans, Stanley, DO
Feldhaus, Joseph, DO
Giles, William, DO
Haman, Mark, DO
Hood, John, DO
Humphries, Kathleen, DO
Irvine, Sharon, DO
Isbell, Phillip, DO
Jafarian, Ali, DO
Jalali, Hamid, DO
Johnson, Weldon, DO
Kelly, T.W., DO
Leifheit, Steven, DO
Martin, Linda, DO
Maxwell, Ralph, DO
Mohney, John, DO
Pharo, Arlette, DO
Randall, Gary, DO
Saunders, Richard, DO
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Yeo, Nancy, DO

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Murnane, Thomas, DVM

Adjunct Instructor
Cowan, Michael, DO

Master of Physician Assistant Studies Core Faculty

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Emeritus Faculty

Zachary, Eugene T., DO
Professor Emeritus, Family Medicine

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 investigate the regulation of coronary circulation, cardiac function and myocardial energy metabolism of healthy and diseased hearts under conditions of exercise, ischemia, obesity, diabetes 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 Diabetes Association.

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Wilkerson, James E., MD, PhD

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Squires, William, PhD
Yurvati, Albert H., DO, FICS, FACOS

Adjunct Assistant Professor
Babb, Tony, PhD
Foresman, Brian, DO
Stoll, Scott, DO, PhD

Internal Medicine

The Department of Internal Medicine prepares osteopathic medical students and other health science center students for successful practices in primary care and 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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Doster, Jeanette, PhD
Faubion, Joan, PhD
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Kageler, Woody V., MD
Tacka, Francis, DO
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Brooks, Lloyd W., Jr., DO
Carson, Chris, MD
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Cohen, Phillip, DO
Cothern, William F., DO
Etter, Gary L., MD
Feingold, Richard J., DO
Firstenberg, Barry A., DO
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Friess, Gregory G., DO
Gates, Steven, DO
Harla, S. Robert, DO
Harvey, Jay H., DO
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Houtz, Andrew W., PhD
Jordan, William M., DO
Kopman, Norman, DO
Manjunath, Prema, MD
Miller, Douglas S., MD
Mills, Jeffrey A., DO
Nephsker, Theodore, DO
O'Toole, Charles L., DO
Payne, Don C., MD
Pence, Ronald M., MD
Pettigrove, John R., MD
Pincus, Lewis M., DO
Rojas, George A., DO
Romero, Richard, MD
Shiba, Mary Ann, DO
Strauss, Mark G., MD
Swanson, Jan, DO
Thurow, James A., DO
Trese, Thomas J., DO
Williams, Delwin, MD
Witschy, James K., MD

Adjunct Assistant Professor
Fairchild, Thomas J., PhD

Clinical Instructor
Davis, Gail C., RN, EdD

Manipulative Medicine

The Department of Osteopathic Manipulative Medicine (OMM), in association with the Physical Medicine Institute and the Osteopathic Research Center, is uniquely positioned to substantially contribute to the national effort to enhance medical education and research within the osteopathic profession.

Osteopathic medicine is based on a philosophy of health care that provides a systematic way of treating individuals 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. Faculty members, residents, undergraduate teaching fellows and students participating in a core manipulative medicine clerkship staff this clinic.

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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MS University of Arizona
MPH Hadassah Medical School (Hebrew University)
MBA Loyola University
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DO Kirksville College of Osteopathic Medicine

Gamber, Russell G., DO, MPH
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MPH UNT Health Science Center
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Clinical Associate Professor
Dott, Gregory, DO, FAAO

Clinical Assistant Professor
Sklar, John, MD
Taylor, Stephen, DO
Teitelbaum, David, DO

Emeritus Faculty

Korr, Irvin M., PhD
Professor Emeritus, Manipulative Medicine

Education

The Department of 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 and the Division of Faculty Development, Instructional Development and Technology.

Research in the Department of Education focuses on the educational process, the application of technology and improving program effectiveness.

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 and peer evaluations of health science center faculty, the department produces routine reports monitoring the operation of the overall academic program.

Faculty Roster

Alexander, Jerry, PhD
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MS San Diego State University
EdD Indiana University

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Budd, Michael L., PhD
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MS University of Michigan
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PhD University of Oklahoma

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PhD University of Texas at Houston

Martin, Roy S., DMin
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MDiv Brite Divinity School, Texas Christian University,
DDiv Brite Divinity School, Texas Christian University

McQueen, Gregory P., PhD
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MBA Southern Methodist University

Papa, Frank J., DO, PhD, DAOBEM
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Affiliated Faculty

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Bowling, John R., DO
Cunningham, Linda F., MD
Marshall, Muriel, DO

Adjunct Assistant Professor
LeMaistre, William, JD

Adjunct Instructor
Dansereau, Margaret, MEd
Davis, Elizabeth, MEd
Isch, David, MDiv

Emeritus Faculty

Ogilvie, Charles D., DO, FAOCR, FACOS
Professor Emeritus, Medical Humanities

(see also Professional Library Faculty Roster)

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

Faculty members have received five Research Career Development Awards and a MERIT Award from the National Institutes of Health. Faculty members serve as consultants for pharmaceutical and biotechnology industries, and chair, and/or participate in peer-review study sections and review panels of the National Institutes of Health, the National Science Foundation, the Department of Veteran Affairs, the Department of Defense, and other public and private agencies. Faculty members also participate as members of editorial boards, chair national and international meetings, and hold offices in national societies.

Research projects are funded by sources including the National Institutes of Health, the National Science Foundation, the American Cancer Society, the American Lung Association, the state of Texas Advanced Research and Technology Programs (ARP, ATP), and pharmaceutical and biotechnology companies. The department recently received a grant from the prestigious Robert A. Welch Foundation for an endowed chair in biochemistry. This $1 million endowment has been matched by an additional $1 million.

Faculty Roster

Alvarez-Gonzalez, Rafael, PhD
Associate Professor
BS Universidad de Michoacan
MS and PhD University of North Texas

Andreev, Oleg A., PhD
Research Assistant Professor
MS and PhD Moscow Physical and Technical Institute

Basu, Alakananda, PhD
Associate Professor
BSc and MSc University of Calcutta
PhD University of Pittsburgh School of Medicine

Bhatt, Harshika, PhD
Research Assistant Professor
MS and PhD Gujarat University

Borejdo, Julian, PhD
Professor
BS and PhD Macquarie University

Brunson, Kenneth W., PhD
Research Professor
BA and MA University of North Texas
PhD University of Minnesota

Dory, Ladislav, PhD
Professor
BS University of Manitoba
PhD McGill University

Easom, Richard A., PhD
Associate Professor
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PhD University of Glasgow

Gracy, Robert W., PhD
Professor
BS California State Polytechnic University
PhD University of California at Riverside

Harris, Ben G., PhD
Professor
BS Southwestern Oklahoma State University
MS and PhD Oklahoma State University

Hart, Mark E., PhD
Assistant Professor
BS Quachita Baptist University
MS Oklahoma State University
PhD Mississippi State University

Kim, Myoung H., PhD
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BS YonSei University
PhD Texas A&M University

Kitson, Richard P., PhD
Research Associate Professor
BS Rochester Institute of Technology
PhD University of Michigan

Kulchodkar, B. J., PhD
Research Associate Professor
BS University of Bombay
MS University of Punjab
MS and PhD University of Saskatchewan

Kulkarni, Gopal, PhD
Research Assistant Professor
BS Karnatak University
PhD Indian Institute of Science

Kumaresan, Pappanaicken R., PhD
Research Assistant Professor
BS University of Madras
MS Bharathier University
PhD Post Graduate Institute of Basic Medical Sciences

Lacko, Andras G., PhD
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BSA and MS University of British Columbia
PhD University of Washington

Mathew, Porunelloor A., PhD
Associate Professor
BS University of Kerala
MS and PhD University of Poona

Rao, G. S. J., PhD
Research Assistant Professor
BS and MS Bangalore University
PhD Indian Institute of Science

Simecka, Jerry W., PhD
Associate Professor
BS University of California at Irvine
PhD University of Alabama at Birmingham

Wu, Ming-Chi, PhD
Professor
BS National Taiwan University
PhD University of Wisconsin

Affiliated Faculty

Adjunct Professor
Cammarata, Patrick R., PhD
Clark, Abbot F., PhD
Podgore, John, DO, MPH
Treviño, Fernando M., MPH, PhD
Weiner, Alan L., PhD

Adjunct Associate Professor
Das, Hriday K., PhD
Fling, John, MD
Garner, Margaret H., PhD
McConathy, Walter J., PhD
Pertusi, Raymond, DO
Spellman, Craig W., PhD, DO
Zachariah, Nannepaga Y., PhD

Adjunct Assistant Professor
Atkinson, Barbara, DO
Daniels, Egeenee Q., DVM
Rodriguez, Ricardo E., PhD
Sims, James L., PhD

Obstetrics and Gynecology

The Department of Obstetrics and Gynecology participates in a broad range of activities supporting the mission of the health science center, including patient care, undergraduate education, graduate medical education, service and scholarly activities.

The department's central clinic and community-based women's healthcare clinics have approximately 9,000 outpatient visits per year. These facilities provide a broad spectrum of women's healthcare services, which include routine maternity care, high-risk obstetrical care, well-woman care, and both pre- and post-menopausal gynecologic care. The clinic provides patient access to gynecologic and obstetrical ultrasounds, urogynecologic procedures, colposcopy, minor gynecologic surgery, antenatal evaluation, and laboratory diagnostic services.

The department prides itself in providing care to a diverse population of women from adolescents to senior adults, encompassing all ethnic and socioeconomic groups, including indigent care. Under the supervision of faculty, clinic clerks obtain experience in obstetrical and gynecologic care and learn about the special needs of the female population. In addition, the faculty supervises a continuity clinic for resident physicians in the postgraduate training program. The department supports the concept of physician extenders and has an active women's healthcare nurse practitioner involved in outpatient obstetrical and gynecologic care.

The faculty members of the department are recognized experts in women's healthcare and serve as a referral center for both institutional and community based primary care physicians. The department supports other clinical departments in the institution by providing consultation on issues pertaining to women's healthcare. The department participates in the preclinical education of medical students by providing and presenting expert content in the reproductive systems courses to prepare students for their clinical years and their licensing examinations. In addition to their educational responsibilities, department members supervise and administer an obstetrical and gynecologic residency program in association with the Osteopathic Medical Center of Texas. Residents, in turn, support the mission of the institution in part by participating in education and serving as role models for aspiring physicians. The faculty also provide inpatient care of obstetrical and gynecologic patients and provide a broad range of state-of-the-art surgical and obstetrical services, providing comprehensive care for our burgeoning population.

The department members manage labor and obstetrical delivery, major and minor in-hospital gynecologic surgery, including minimally invasive surgery, urogynecology, pelvic reconstructive surgery and gynecologic oncology. The faculty supports postgraduate education and advancement as well as research and scholarly activity pertaining to women's healthcare by participating in educational conferences, clinical case reviews, grand rounds and journal clubs. In keeping with the osteopathic tradition, faculty members are actively involved in national, local and institutional service activities with osteopathic professional associations. The department takes pride in its role in promoting women's healthcare and in familiarizing students, the community and the medical profession with the unique needs of reproductive health.

Faculty Roster

Meyer, Gary A., DO, FACOOG
Assistant Professor and Acting Chair
BS University of Detroit
DO Chicago College of Osteopathic Medicine

Adams, Robert C., DO, FACOOG
Associate Professor
BS Northeast Missouri State University
DO Kirksville College of Osteopathic Medicine

Buchanan, Steve P., DO, FACOOG
Associate Professor
BS University of Texas at Arlington
DO Texas College of Osteopathic Medicine

Chapman, John M., DO, FACOG
Associate Professor
BS Northeast Missouri State University
DO Kirksville College of Osteopathic Medicine

Affiliated Faculty

Clinical Associate Professor
Hayes, Vernon M., DO, FACOOG

Clinical Assistant Professor
Basco, Michael, MD
Howard, Thomas, MD, FACOG
Maberry, Mark, MD, FACOG
McWherter, Joseph, MD, FACOG
Messing, Mark, MD, FACOG
Miers, John, DO, FACOOG
Papa, Tracy, DO
Quist, Carolyn, DO
Saunders, Glenn, MD
Shaw, Clay, DO
Stockberger, Robert, DO, FACOOG
Tabor, Bannie, MD, FACOG

Emeritus Faculty

Walker, Lee J., DO, FACOOG
Professor Emeritus, Obstetrics and Gynecology

Pathology and Anatomy

As the scientific basis of clinical medicine, pathology extends its teaching activities throughout the first two years of TCOM's 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, which is primarily engaged in paternity and forensic testing.

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

normal and pathological states. It is involved in the educational activities of the DO and physician assistant degree programs and the Graduate School of Biomedical Sciences.

Faculty Roster

Putthoff, Stephen L., DO, FCAP
Chair and Associate Professor
BS University of Missouri
DO University of Health Sciences

Agarwal, Neeraj, PhD
Associate Professor
BS Punjab University
MS National Dairy Research Institute
PhD The Postgraduate Institute
of Medical Education and Research

Aschenbrenner, John E., PhD
Associate Professor
BS Iona College
MS Rutgers University
PhD Baylor University

Cammarata, Patrick R., PhD
Professor
BS State University of New York at Stony Brook
PhD Hunter College, City University of New York

Cunningham, Linda E, MD
Associate Professor
BS University of Alabama
MD Vanderbilt University

Eisenberg, Arthur J., PhD
Associate Professor
BS, MS and PhD State University of New York at Albany

Garner, Margaret H., PhD
Associate Professor
BS Marietta College
MS and PhD Indiana University

Krouse, Marc Andrew, MD
Assistant Professor
BS Texas A&M University
MD University of Texas Southwestern Medical Center at Dallas

Peerwani, Nizam, MD
Associate Professor
Chief, Division of Forensic Medicine
BS and MD American University of Beirut

Planz, John V., PhD
Assistant Professor
BS State University of New York at Oswego
PhD University of North Texas

Reeves, Rustin, PhD
Assistant Professor
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PhD University of North Texas Health Science Center
Graduate School of Biomedical Sciences

Roque, Rouel S., MD
Associate Professor
BS and MD University of the Philippines

Rudick, Victoria, PhD
Associate Professor
BA College of Wooster
MS and PhD Ohio State University

Sheedlo, Harold, PhD
Assistant Professor
BA and MA Northern Michigan University
PhD Memphis State University

Shingleton, Dennis P., MS, MBA
Instructor
BS and MS Duquesne University
MBA Texas Christian University

Warren, Joseph E., PhD
Instructor
BS Tulane University
PhD University of North Texas

Wordinger, Robert J., PhD
Associate Professor
and Head, Division of Cell Biology and Genetics
BS Pennsylvania State University
MS and PhD Clemson University

Affiliated Faculty

Clinical Professor
Ranelle, H. William, DO

Clinical Associate Professor
Beasley, Clifton, MD
Cowan, Gary, MD
Goede, Stephen, MD
Gross, Robert, MD
O'Brien, James M., MD
O'Shea, John Thomas, DO
Ranelle, Brian, DO
Skinner, Myron G., DO

Clinical Assistant Professor
Benscoter, Daniel
Konzelmann, Daniel J., MD
Sisler, Gary L., DO
Speights, V.O., DO
Springfield, Angela, PhD

Adjunct Professor
Clark, Abe, PhD

Adjunct Assistant Professor
Collier, Robert, PhD
McCartney, Mitchell, PhD

Instructor
Singer, Ron, MS

Emeritus Faculty

Schunder, Mary, PhD
Professor Emeritus, Anatomy and Cell Biology

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 examining the care of newborns, infants, children and adolescents.

A holistic emphasis is placed on patient care and teaching pediatric medicine to provide a foundation of knowledge sufficient to enter family practice residency programs. Clinical clerkships are available at the pediatric clinic at the 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 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., MD, FAAP
Acting Chair and Associate Professor
(Allergy and Immunology)
BS Southwest Texas State University
MD University of Texas Health Science Center at San Antonio

Blackwell, Deborah L., DO, FACOP
Associate Professor
BA University of Texas at Austin
DO Texas College of Osteopathic Medicine

Gilfillan, Bruce G., DO, FACOP
Associate Professor
BA University of Pennsylvania
DO Philadelphia College of Osteopathic Medicine

Levine, Alan, DO, FACOP
Associate Professor
BS Drexel University
DO Philadelphia College of Osteopathic Medicine

Levine, Marianne, DO
Assistant Professor
BS and MS University of Texas at Tyler
DO Texas College of Osteopathic Medicine

Matches, Sarah, DO, FAAP
Assistant Professor
BS and BA Northeast Missouri State University
DO Texas College of Osteopathic Medicine

Perett, Jana, PA-C
Instructor
BS Physician Assistant Studies
Texas College of Osteopathic Medicine

Podgore, John K., DO, MPH, FAAP
Professor (Infectious Disease)
BA University of Michigan
DO University of Osteopathic Medicine and Health Sciences

Affiliated Faculty

Clinical Associate Professor
Bowman, W. Paul, MD
Kukolich, Mary K., AB, MD
Riley, William, MD

Clinical Assistant Professor
Carrizales, Eva D., DO
Cowan, Michael, DO, FAAP
DeLine, Carol C., MD
Etukwa, Udauk, MD
Levy, Neil S., DO
Lund, Gregg C., DO
Reed, William J., MD
Ryals, Brian, MD
Vijeswarapu, Daniel, MD
Wylie, Kevin, DO

PA Preceptor/Clinical Instructor
Holayati, Mohrokh, MD
Glyn, Janene R., MD

Pharmacology and Neuroscience

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

The department serves as the headquarters for the Institute for Aging and Alzheimer's Disease Research, led by James W. Simpkins, PhD. The department's research in aging and Alzheimer's disease is a key contributor to the institution's expertise in those areas.

Faculty members direct active research programs focusing 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 are also actively engaged in drug discovery projects that are 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., PhD
Chair and Professor
BS and MS University of Toledo
PhD Michigan State University

Das, Hriday K., PhD
Associate Professor
BSc University of Calcutta
PhD University of Nebraska

de Fiebre, Christopher, PhD
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PhD University of Colorado

Dillon, Glenn H., PhD
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MS and PhD University of Illinois at Urbana-Champaign

Forster, Michael J., PhD
Professor
BA Muhlenberg College
MA and PhD Bowling Green State University

Gatch, Michael B., PhD
Research Assistant Professor
BA University of Chicago
MA University of Houston
PhD Utah State University

Huang, Ren-Qi, PhD
Research Assistant Professor
MD Shanghai Medical University
PhD Chinese Academy of Sciences

King, George, PhD
Research Associate Professor
BA Emory University
PhD State University of New York at Stony Brook

Koulen, Peter, PhD
Assistant Professor
BS and MS, Johannes Gutenberg-University
PhD Johannes Gutenberg-University

Krishnamoorthy, Raghu R., PhD
Research Assistant Professor
BS, MS and PhD University of Bombay

Luedtke, Robert R., PhD
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PhD University of Pennsylvania

Martin, Michael W., PhD
Assistant Professor
BS Colorado State University
PhD University of Texas at Houston

Oglesby, Michael, PhD
Professor
BA University of Chicago
PhD State University of New York at Buffalo

Prasanna, Ganesh, PhD.
Research Assistant Professor
BS Guru Nanak College
MS Loyola College
PhD Wayne State University

Quist, Eugene E., PhD
Associate Professor
BS and PhD University of British Columbia

Singh, Meharvan, PhD
Assistant Professor
BS University of Florida
PhD University of Florida

Watson, David G., PhD
Research Assistant Professor
BA University of Vermont
PhD Ohio State University

Yorio, Thomas, PhD
Professor and Dean
Graduate School of Biomedical Sciences
BA H.H. Lehman College
PhD Mt. Sinai School of Medicine

Affiliated Faculty

Adjunct Professor
Bergamini, Michael Van Wie, PhD
De Santis, Louis, PhD
Sherman, William, PhD
Sohal, Raj, PhD
Sohmer, S.H., PhD

Adjunct Associate Professor
Mia, Abdul J., PhD
Pang, Iok-Hou, PhD
Petty, Frederick, PhD, MD
Sharif, Naj, PhD

Adjunct Assistant Professor
Donahue, Manus, PhD
Page, Ray, DO, PhD
Verstappen, Annita, PhD

Adjunct Instructor
Hooper, C. Dan, RPh

Professor Emeritus

Elko, Edward E., PhD
Professor Emeritus, Pharmacology
Lal, Harbans, PhD, DLitt
Professor Emeritus, Pharmacology

Radiology

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

The department trains medical and physician assistant students to have a basic understanding of and rationale for utilizing 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., DO
Acting Chair and Clinical Associate Professor
BGS Howard Payne College
DO Texas College of Osteopathic Medicine

Affiliated Faculty

Clinical Associate Professor
Johnson, E. Wayne, DO
Meehan, John J., DO
Pearson, Harris E., Jr., DO

Clinical Assistant Professor
Caffrey, Mary H., DO
Jagada, Samuel, Jr., MD
Marsh, Paul T., DO
McGuire, G. Scott, DO
Mobley, D. Bart, DO
Rettig, Joshua, MD
Sharrott, G. Pat, DO

Emeritus Faculty

Wilkins, Frederick M., DO, FAOCR
Professor Emeritus, Radiology

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 a full spectrum of research and scholarly activity for faculty and residents. Department faculty members pursue many research interests, including critical care, endocrine surgery, laparoscopic surgery, bariatric surgery, endovascular surgery, swallowing disorders, airway obstructive diseases, wound healing, total joint surgery, 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.

Faculty Roster

Buchanan, Sam W., DO, FACOS
Chair and Associate Professor
BS Texas Christian University
DO Texas College of Osteopathic Medicine

Berbel, German L., DO
Assistant Professor
BA Baylor University
DO Texas College of Osteopathic Medicine

Daniels, Joseph, DO
Assistant Professor
BS Northern Illinois University
DO Chicago College of Osteopathic Medicine

DeLange, Burke, DO
Assistant Professor
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DO Nova Southeastern University of the Health Sciences

Hahn, Marc B., DO
Professor
BS Syracuse University
DO Des Moines University

Peska, Don, DO, FACOS
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BS Brooklyn College
DO College of Osteopathic Medicine and Surgery

Phillips, Randall R., DO
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DO Texas College of Osteopathic Medicine

Smith, Adam B., DO, FACOS
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BS University of Oklahoma
DO Oklahoma State University
College of Osteopathic Medicine

Yurvati, Albert H., DO, FICS, FACOS
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BS California State University
DO Texas College of Osteopathic Medicine

Affiliated Faculty

Clinical Professor
Otero, Angelo L., MD
Ranelle, H. William, DO

Clinical Associate Professor
Ranelle, Brian, DO
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Schwartz, Bradley F., DO, FACS
Smith, H. Gerhart, DO, FAOAO

Clinical Assistant Professor
Barandiaran, Luis F., MD, PhD
Gonzalez-Davila, Adolfo, DO
Griffin, Glenn A., DO
Hull, Christopher K., DO
LaManna, J.L., III, DO
Ranelle, Robert, DO
Smith, Gregory H., DO, FACOS
Stroud, Robert, DO
Syrquin, Abraham F., MD
Wallace, William E., DO
Washak, Ronald, DO

Emeritus Faculty

Jenkins, William R., DO, FACOS
Professor Emeritus, Surgery
Stern, Paul, DO
Professor Emeritus, Surgery
Elko, Edward E., PhD
Professor Emeritus, Pharmacology
Jenkins, William R., DO, FACOS
Professor Emeritus, Surgery
Korr, Irvin M., PhD
Professor Emeritus, Manipulative Medicine
Lal, Harbans, PhD, DLitt
Professor Emeritus, Pharmacology
Ogilvie, Charles D., DO, FAOCR, FACOS
Professor Emeritus, Medical Humanities
Schunder, Mary, PhD
Professor Emeritus, Anatomy and Cell Biology
Stern, Paul A., DO
Professor Emeritus, Surgery

Walker, Lee J., DO, FACOOG
Professor Emeritus, Obstetrics and Gynecology
Wilkins, Frederick M., DO, FAOCR
Professor Emeritus, Radiology
Zachary, Eugene T., DO
Professor Emeritus, Family Medicine

Professional Library Faculty

Brooks, Ann, MLS, MBA, AHIP
Associate Director, Public Services
Assistant Professor, Medical Education
BS California State Polytechnic University
MLS University of Pittsburgh
MBA Texas Christian University

Burgard, Daniel E., MSLIS, AHIP
Instructional Services Librarian
Instructor, Medical Education
BS and MSLIS University of Illinois at Urbana-Champaign

Carter, Bobby R., MLS
Associate Vice President for Information Resources and Director, Library Services
Associate Professor, Medical Education
BS University of Houston
MLS Louisiana State University

Elam, Craig S., MLS, AHIP
Associate Director, Technical Services
Assistant Professor, Medical Education
AB Stanford University
MLS University of California at Berkeley

Johnson, Lynn E, MIS, CAS, AHIP
Special Projects Librarian
Instructor, Medical Education
BS Arkansas Tech University
MIS and CAS University of North Texas

King, Linda, MLS, AHIP
Reference Coordinator
Instructor, Medical Education
BA California State University at Dominguez Hills
MLS University of California at Los Angeles

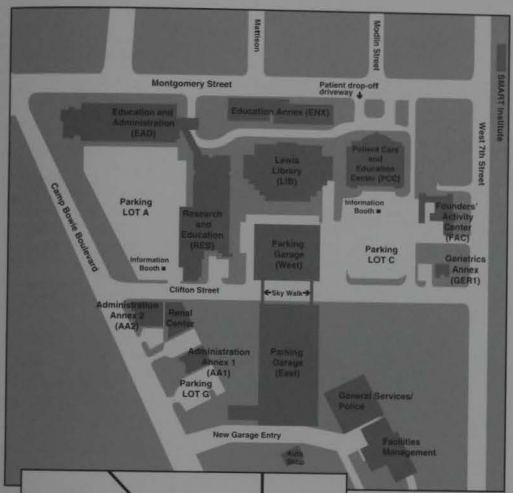
Martin, John H., MSLS
Associate Director, Biomedical Informatics
Instructor, Medical Education
MSLS University of North Carolina at Chapel Hill

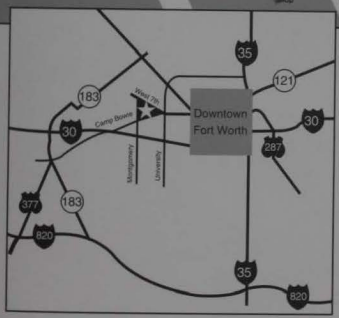
Mason, Timothy D., MLS
Technical Services Librarian
Instructor, Medical Education
BA University of Cincinnati
MLS University of North Texas

Raines, Jack W., MLIS, MAT, AHIP
Extension Librarian
Instructor, Medical Education
BA and MAT Georgia State University
MLIS University of Hawaii

White, Sherry, MLS
Serials Librarian
Instructor, Medical Education
BA Southwest Texas State University
MLS University of Texas at Austin

Campus Map & Phone Numbers





Medical Student Admissions
817-735-2205

Master of Physician Assistant Studies Admissions
817-735-2301

Health Affairs/Executive Dean
817-735-2506

Accounting (Student Receivables)
817-735-2548

Student Affairs
Associate Dean
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

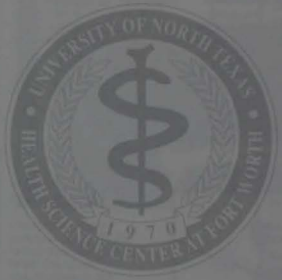
Campus Police
817-735-2210

Emergencies
817-735-2600

Switchboard
817-735-2000

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

Education, Research, Patient Care and Service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HEALTH SCIENCE CENTER AT FORT WORTH
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Education, Research, Patient Care *and* Service

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