TCOM

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

Texas College of Osteopathic Medicine

2007-2008 Catalog

Doctor of Osteopathic Medicine ● Master of Physician Assistant Studies

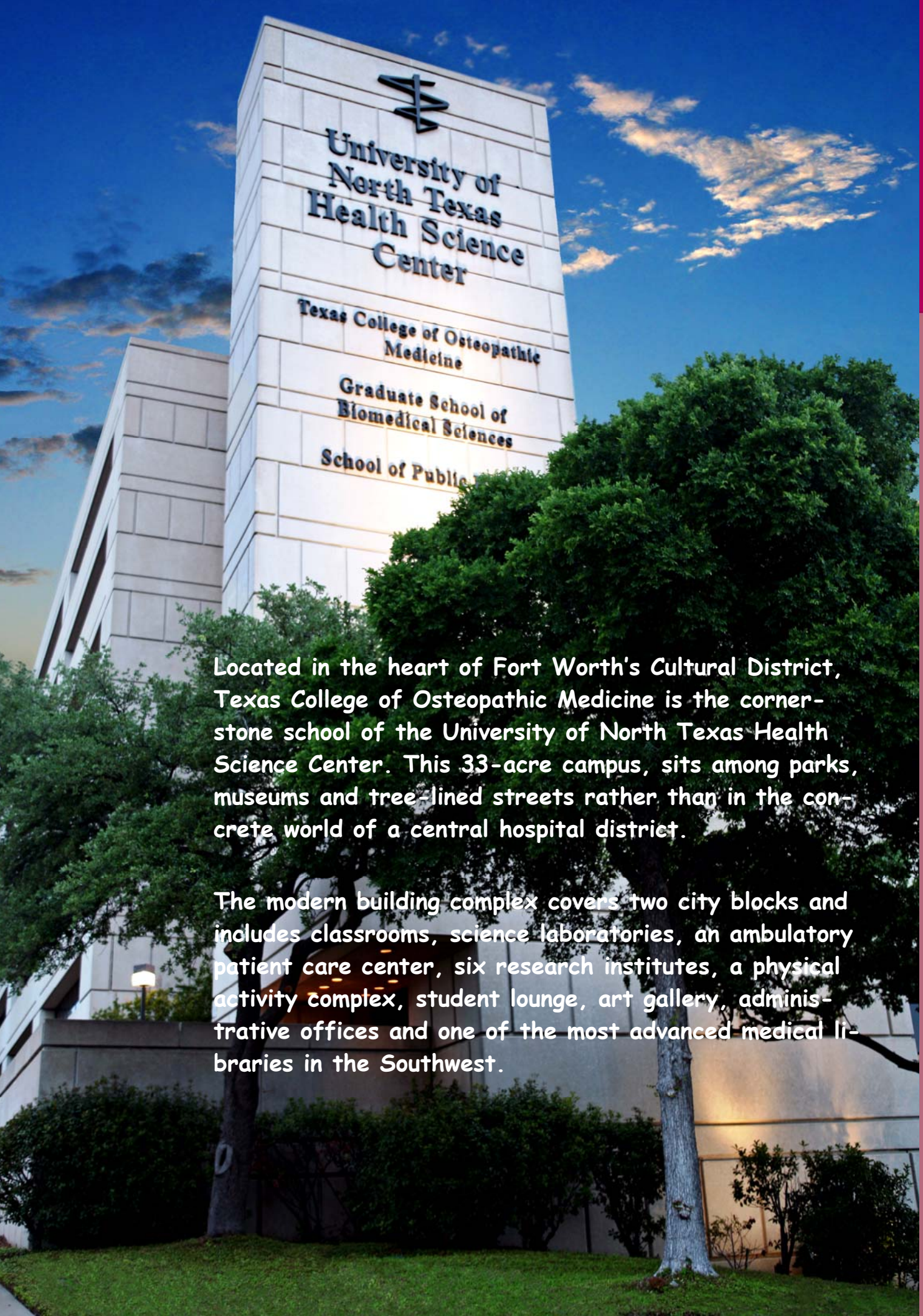
TCOM

A History of TCOM

The formation of America's seventh osteopathic medical school began with the effort 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 it's 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.



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 33-acre campus, 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.

TCOM

"Educating the Physician and Physician Assistant of Tomorrow Through the Quest for Knowledge Today."

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"Educating the Physician and Physician Assistant of Tomorrow Through the Quest for Knowledge Today."

A MESSAGE FROM THE DEAN

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

It is an exciting time in health care: a time in which the human genome has been translated; clinical decisions are becoming "outcomes" based; and the health of an individual has become the paramount focus. 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, a School for Public Health and a new College of Health Professions. This setting fosters a milieu for collaboration and scientific investigation. Our campus continues to grow, with the opening of the Center for BioHealth in 2005. This center provides for novel research into the diseases that have afflicted mankind for millennia. In addition, the Health Science Center is completing the master plan for our campus expansion which will include the adjoining campus of the former Osteopathic Medical Center of Texas. With that acquisition, we have effectively doubled our campus size, allowing for expansion of programs in public health, clinical services, and research. Leading research on our campus today includes studies into the spread of tuberculosis; Alzheimer's disease and aging; women's health; public health issues and many more. The Texas College of Osteopathic Medicine has established the national Osteopathic Research Center on our campus. This opportunity has allowed us to play a pivotal role in coordinating national studies, as well as performing specific studies into the distinctive osteopathic philosophy of healthcare and prevention that has played an important part in American medicine for over 130 years.

The Texas College of Osteopathic Medicine continues to educate physicians to practice in 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 for the past six years by being named "One of the Top Medicals Schools" in the nation for primary care by *U.S. News & World Report.* Additionally, our Physician Assistants Program has also been recognized as a top program for two years.

There has never been a more exciting time to be involved in healthcare. 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 physicians and physician assistants due to the brilliance and dedication of our students and faculty.

Marc B. Hahn, DO

For the past six consecutive years, *U.S. News & World Report* has ranked the Texas College of Osteopathic Medicine as one of the top medical schools in the nation. For 2007 TCOM was ranked among the top medical schools in the nation for a primary care. 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. 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.

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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, Yale, 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 redesignated the medical school as a health science center in 1993. TCOM is now one of four schools within the health science center, which includes a Graduate School of Biomedical Sciences, a School of Public Health, and a School of Health Professions.

TCOM's faculty are 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.

TCOM

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OUR VISION

"To be a recognized academic leader in primary care and rural medicine for the state of Texas and the nation."

To achieve this vision we will be:

- **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.**

TCOM

"Educating the Physician and Physician Assistant of Tomorrow Through the Quest for Knowledge Today."

ACADEMIC PROGRAMS

Texas College of Osteopathic Medicine is dedicated to the principles of academic excellence and is 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 of 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.

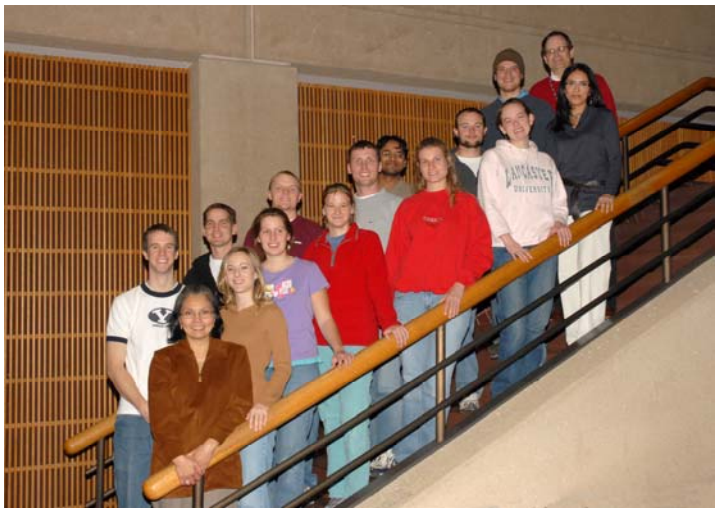
TCOM's curriculum is designed to help students integrate the basic and clinical sciences, further develop their ability to diagnose illness, and increase their understanding of the context within which medicine is practiced. Instruction in the first two years is presented according to organ systems of 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 pathophysiology in clinical cases. The instructional program also contains computer-assisted instruction, small-group teaching, state of the art robotic simulators, 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 pro-

Rural Osteopathic Medical Education of Texas (ROME)

The University of North Texas Health Science Center at Fort Worth, and the Division of Rural Medicine, Texas College of Osteopathic Medicine, offers a special medical school curriculum, Rural Osteopathic Medical Education of Texas (ROME). The purpose of this new, innovative rural educational program is to prepare students for the practice of medicine in a rural environment. This rural medicine curriculum includes academic activities and clinical experiences beginning before matriculation and continuing throughout all four years of predoctoral medical education. Students accepted to ROME complete this curriculum in addition to the courses in the regular medical school curriculum.



The overall goals of this curriculum are:

- To provide a foundation for life and practice in a rural community.
- To provide an educational curriculum that will prepare the graduate for acceptance into premier graduate medical education programs.

The ROME curriculum provides students with a real world experience of living and working in rural Texas as well as knowledge and skills relevant to being a physician in a rural environment. Throughout the ROME curriculum, students work with faculty preceptors across the state. In addition, students participate in coursework on campus designed to convey relevant knowledge and skills. Clinical experiences include interaction with doctors and hospitals from the rural communities of Texas as well as urban tertiary centers.

Physician Assistant Studies Program

The Master of Physician Assistant Studies (MPAS) degree program provides an exemplary education to physician assistant (PA) students planning for careers in primary health care, teaching and research. The PA program is housed within the Texas College of Osteopathic Medicine and supports the university's mission to teach primary healthcare and to develop interdisciplinary approaches to healthcare delivery. As a program in the College of Medicine, we are uniquely qualified to provide PA education in primary care. Students learn in campus classrooms as well as in clinics managed by the medical school. Students also accomplish clinical rotations in other locations throughout Dallas-Fort Worth and Texas. The program has an experienced team of core faculty, representing diverse backgrounds ranging from primary to specialty care in medical and surgical disciplines. In addition, students are taught by physician faculty, and scientists, and public health professionals in the College of Medicine, the Graduate School of Biomedical Sciences, and the School of Public Health. Learning in this environment promotes an interdisciplinary perspective fostering mutual respect and understanding between these health-

related professions.

The PA program is designed to teach the competencies required to practice as a PA. As members of the healthcare team, our graduates provide professional preventive and primary health care services to patients. As a master's level program, we place additional emphasis on defining healthcare needs of underserved populations and critical analysis of clinically-related research. Graduates obtain advanced knowledge and skills in implementing research protocols, analyzing outcomes, and making medical decisions based on population-based studies.

We encourage applications from individuals who are broadly representative of the ethnic, cultural and socioeconomic groups they wish to serve as practitioners. The MPAS degree program has been accredited by the Accreditation Review Commission on Education for the Physician Assistant since 1997. PA graduates are eligible to sit for the national certifying examination administered by the National Commission on Certification of Physician Assistants and required in most states for licensure as a PA.

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 following the doctor of osteopathic medicine degree program. 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.

Division of Student Affairs

The Division of Student Affairs is a full institutional partner in promoting student learning. It supports co-curricular and extracurricular programming, activities and services to facilitate students' academic training, professional growth, and personal development. Additionally, the division assists the president of the health science center in interpreting students' needs, creating an atmosphere that stimulates learning, and integrates extracurricular experiences into the formal learning programs.

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

- Maximize resources for front-line support services.
- Create a climate of excellence.
- Exceed expectations of stake holders.
- Promoting student success.
- Support a culturally diverse environment.
- Promote quality programs and services.
- Promote community outreach and engagement activities.

Personal, academic, and career counseling are available to students in the Office of Student Affairs. Professional counseling and psychiatric care for students and their families are available through the Student EAP.

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 issues, and provides self-development opportunities and enrichment activities.

Division of Student Affairs

Office of Student Affairs

The Office of Student Affairs provides the leadership and oversight for all the staff and offices within the Division of Student Affairs. Additionally, the staff encourages student participation in and contribution to all health science center programs. The chief student affairs officer establishes and coordinates the system of student conduct and discipline, interprets institutional regulations on academic and nonacademic matters as related to students, and acts as a student advocate when appropriate.

For more information on the Office of Student Affairs, or any office within the Division of Student Affairs, please refer to the UNTHSC Website located at www.hsc.unt.edu or contact the Office of Student Affairs at 817-735-2505.

Office of Academic Support Services (OASIS)

The OASIS Office provides services designed to facilitate the academic success of all UNTHSC students. The staff works with faculty to offer direction and support to students in periods of academic difficulty.

The services offered include: counseling in learning skills, time management skills, test-taking skills, and peer-tutoring programs.

The staff works with each student to find the most effective learning strategy for their personal needs. A wide range of factors go into determining what works best for a student. Some students learn best in a quiet, solitary environment, some need verbal interaction in a group, others need to be physically active or have an environment rich in sound or other stimuli.

The office provides a variety of peer tutoring programs. These tutoring programs provide the opportunity to share strategies for organizing and learning the large volume of material required to succeed in the graduate and professional school environment. Peer tutoring has the added benefit of helping both the student and their tutor to clarify and improve their understanding of the material being studied. We provide the following tutoring options: Individual tutoring, supplemental instruction (SI) groups, large group tutorials (LGT), and drop-in study labs.

For more information, or to make an appointment for study skills counseling, or to request tutoring assistance, contact Academic Support Services at:
817-735-2409 or 817-735-2407, or visit our website at: www.hsc.unt.edu/departments/Oasis/

Division of Student Affairs

Financial Aid Office

The office of Financial Aid provides students with educationally related financial assistance through a combination of available federal, state, institutional, and private funds. The office staff administer and coordinate scholarship programs, administer and coordinate state and federal work-study programs, assist students with managing living expenses and the cost of their education, provides financial aid certifications and resource verification letters to external agencies (upon student request only), and provide assistance, referrals, and resources to students as related to their financial status.

For more information about these services, please contact the Financial Aid Office at 817-735-2505, or visit the website at: www.hsc.unt.edu/departments/financialaid.

Office of the Registrar

The Office of the Registrar manages and maintains the students' academic records, insures the integrity, security and confidentiality of academic records, and oversees the development and maintenance of student academic records. These services include transcript generation, grade processing, and degree certification, the enrollment and registration process of all students, and verification of enrollment, academic standing, completion of degrees. The Office of the Registrar coordinates reports for internal and external compliance; oversees functions related to Veteran's Affairs, Commencement, Convocation and State audit reports; coordinates compliance with the Family Educational Rights and Privacy Act (FERPA); and provides institutional data to support campus initiatives

The Office of the Registrar can be reached at 817-735-2201. All Registrar-related forms can be obtained by visiting www.hsc.unt.edu/departments/studentaffairs and clicking on "forms".

Office of Student Development

The Office of Student Development supports the mission of the Division of Student Affairs and the health science center. Its role is to address issues that are relative to all medical and graduate students, from pre-enrollment through graduation. This office coordinates programs and activities that promote the intellectual, professional, moral, social, physical and emotional development of all students.

There are four student-elected government councils representing each educational program at the health science center. They are the Medical Student Government Association (MSGA); Graduate Student Association (GSA); Public Health Student Association (PHSA); and the Physician Assistant Student Association (PASA). For more information on these associations please refer to the Student Government description elsewhere in this academic catalog.

Division of Student Affairs

The Office of Student Development oversees two lounge areas located on the first floor of Education and Administration Building (EAD). The student lounge in EAD 116 has an office for the four student government associations, organizational storage, a computer room with four computers and networked printer, a copy machine, a telephone for on-campus and local calls, a fax machine, a big screen television, couches and chairs. It is a great place for students to relax, hang out, study, eat, and meet with faculty or friends. The lounge in EAD 110 has vending machines (coin operated), an ice machine, a sink, complimentary coffee, microwave ovens, restrooms, recreational equipment (pool table, ping-pong tables), and tables and chairs for relaxing.

Organizations

There are many student organizations on the health science center campus that represent a variety of interests within the health professions community. In cooperation with the Office of Student Development, these organizations sponsor programs and activities that promote the intellectual, professional, social, physical and emotional development of all students. Students are provided with leadership opportunities at the local, regional and national levels through participation in these groups. The Office of Student Development coordinates the student organization calendar and registration process.

The health science center recognizes the right of any group of students, faculty or staff to form a voluntary organization for purposes not forbidden by the laws of the United States and the state of Texas. All campus organizations that include enrolled students as members must be registered with the Office of Student Development and the Division of Student Affairs. Policies regulating the functioning, sponsorship and privileges of registered or recognized organizations are available in the Office of Student Affairs. For a list of active clubs and organizations please refer to the student handbook located at http://students.hsc.unt.edu.

Scheduling Events

Student organizations are required to schedule events, seminars, programs and lectures through the Office of Student Development. Please contact the Office of Student Development at 817-735-5006 for more information.

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 arrangement. Please visit http://students.hsc.unt.edu and click on “housing opportunities” to see a current list of possible housing options.

The health science center does not assume any responsibility in housing arrangements but does support the federal housing policies that housing owners not discriminate because of race, color, gender, age, disability, veteran status or national origin.
For more information about these services, please contact the Student Development Office at 817-735-5006, or visit the website at: www.hsc.unt.edu/departments/sdo/.

Division of Student Affairs

International Student Services Office

The International Student Services Office conducts orientation programs for new students and offers assistance with administrative concerns, immigration advisement, and personal counseling. It provides referral to other campus agencies, if required, and gives international students the opportunity to participate in programs designed to introduce students to various aspects of U.S. culture and history.

For more information about these services, please contact the International Student Services Office at 817-735-2508.

Founder's Activity Center

The Founders' Activity Center, located on the north end of campus, is open seven days a week to students, faculty and staff. The center features aerobics classes, regularly scheduled recreational sports, a multipurpose outdoor court and recreational equipment. Cardiovascular exercise equipment is also available, as well as free-weights and weight machines. Exercise and nutrition programs can be tailored to the individual by the center's staff. For more information and a current schedule of activities, please visit their website at http://www.hsc.unt.edu/fac/ or contact the health promotion manager at 817-735-2209.

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. The Texas College of Osteopathic Medicine has received accreditation from the AOA Bureau of Professional Education of the American Osteopathic Association, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address and phone number of the accrediting agency are: Secretary, AOA Bureau of Professional Education; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; Telephone 312-202-8049; FAX 312-202-8202. TCOM is approved by the Texas State Board of Medical Examiners and is a member of the American Association of Colleges of Osteopathic Medicine. The University of North Texas Health Science Center Physician Assistant Studies Program is accredited by the Committee on Accreditation of Allied Health Education Programs. Program graduates are eligible to sit for national certifying examinations.

For further information regarding the institution's accreditation's and state approval or to review related documents, contact the Office of Educational Affairs, Education and Administration Building, room 416B, 817-735-2510.

Texas College of Osteopathic Medicine

Doctor of Osteopathic Medicine Curriculum Information

2007-2008 CATALOG

2007-2008 Doctor of Osteopathic Medicine Academic Calendar

Fall 2007

June 21, 2007
Year 3 D.O. Students begin Clinical Skills Clerkship

July 2, 2007
Electronic Registration for Years 1 and 2 D.O. students

July 2, 2007
Clinical clerkships begin for Year 3 D.O. students

July 23-27, 2007
Orientation for Year 1 D.O. students

July 28, 2007
Family Day

July 30, 2007
First day of fall classes for Years 1 and 2 D.O. students

August 3, 2007
Last day for Years 1 and 2 D.O. students to register for classes

August 10, 2007
Ranchland

August 24, 2007
Last day for Years 1 and 2 D.O. students to withdraw with partial refund of tuition and fees

September 3, 2007
Labor Day Holiday*

September 14, 2007
White Coat Ceremony

November 22-23, 2007
Thanksgiving Holiday*

December 19, 2007
End of Semesters 1 and 3 D.O. program.

December 21, 2007
Electronic submission of grades due to Registrar

December 20-January 1, 2008
Winter Holiday*

Spring 2008

January 2, 2008
First day of spring classes for Years 1 and 2 D.O. students

January 21, 2008
Martin Luther King Holiday*

January 29, 2008
Last day for Years 1 and 2 D.O. students to withdraw with partial refund

March 17-21, 2008
Spring Break*

March 28, 2008
Research Appreciation Day

May 5, 2008
First day of Correlative Basic Science and Clinical Medicine Review for Year 2 D.O. students

May 9, 2008
Last day of classes for Year 4 D.O. students

Summer 2008

May 17, 2008
Commencement, Class of 2007 D.O. students

May 23, 2008
Last day of classes for Year 2 D.O. students

May 26, 2008
Memorial Day Holiday*

May 30, 2008
Electronic submission of spring grades for Year 2 D.O. students are due to Registrar

June 27, 2008
Last day of classes for Year 1 D.O. students

July 7, 2008
Electronic submission of spring grades for Year 1 D.O. students are due to Registrar

COMLEX Level 1

Online registration and information for Level 1: Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is available at www.nbome.org. The deadline for completion of COMLEX Level 1 for the Class of 2009 is June 24, 2007. Please check website for available dates. Registration several months in advance is recommended.

COMLEX Level 2-CE and COMLEX Level 2-PE

Online registration and information for Level 2: Comprehensive Osteopathic Medical Licensing Examination (COMLEX 2) is available at www.nbome.org. The deadline for completion of COMLEX Level 2-CE for the Class of 2007 is September 7, 2006 and for the Class of 2008 is August 31, 2007. The deadline for completion of COMLEX Level 2-PE for the Class of 2007 is April 20, 2007 and for the Class of 2008 is December 1, 2007. Please check website for available dates. Registration several months in advance is recommended.

COMLEX Level 3

Online registration and information for Level 3: Comprehensive Osteopathic Medical Licensing Examination (COMLEX 3) is available at www.nbome.org. COMLEX Level 3 is generally taken after the first year of residency is completed. Please check website for available dates. Registration several months in advance is recommended.

* 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.

Doctor of Osteopathic Medicine Degree Program

Admissions and Outreach

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

Admission into the Texas College of Osteopathic Medicine is selective. Each year, TCOM admits approximately 175 new students from a pool of well-qualified applicants. The Office of Admissions and Outreach, located in Education and Administration Building room 247, provides advising, tours, application processing and other related assistance. TCOM encourages future applicants to use these services in order to assist them in making informed decisions about pursuing a career in osteopathic medicine.

Admission Requirements

To be considered for admission to the DO degree program at the Texas College of Osteopathic Medicine (TCOM), an applicant must meet the minimum academic and entrance examination requirements.

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

- **Biology**: (at least 12 credits of course work and 2 credits of laboratory course work) Includes all Biology courses applied toward a baccalaureate degree in a traditional science field. This includes courses in General Biology, Zoology, Botany, Microbiology, Anatomy and Physiology, Entomology, Pathophysiology, Marine Biology and Herpetology. Courses for non-science or health career majors (Nursing, Pharmacy or Allied Health) are not acceptable towards the prerequisite requirements. Courses in Human Physiology and Anatomy, Cellular and Molecular Biology and Microbiology are highly recommended.

- **Chemistry**: (a minimum of 6 credit hours work and 2 credits of laboratory course work) These must be courses that are applied toward a baccalaureate degree in any traditional science field. These courses should provide familiarity with analytic and volumetric techniques. Inorganic courses include: General Chemistry, Physical Chemistry and Quantitative Analysis. Courses for non-science or health career majors (Nursing, Pharmacy or Allied Health) are not acceptable towards the prerequisite requirements.

- **Organic Chemistry**: (a minimum of 6 credit hours work and 2 credits of laboratory course work) These must be courses that are applied toward a baccalaureate degree in any traditional science field. Organic courses must have "Organic" in the course title. Courses for non-science or health related career majors (Nursing, Pharmacy, or Allied Health) are not acceptable towards the prerequisite requirements.

- **Physics**: (a minimum of 6 credit hours of course work and 2 credits of laboratory course work) This includes all physics courses applied toward a baccalaureate degree in any traditional science field. Courses for non-science or health career majors (Nursing, Pharmacy or Allied Health) are not acceptable toward the prerequisite requirements.

- **Mathematics**: One semester course of math-based Calculus or Statistics is required. Pre-calculus is not acceptable in meeting this requirement.

- **English**: (two 3-credit courses) Any course accredited (approved) by the English Department that fulfills the general education English requirement of a baccalaureate degree will meet this requirement. Remedial or developmental courses or "English As a Second Language" courses are not acceptable.

- **Foreign Coursework**: Applicants must complete at least 90 undergraduate credit hours at a regionally accredited U.S. college or university (or Canadian equivalent). Transfer credit from a school outside the U.S. or Canada may apply to this requirement only if the individual courses appear on the transcript of an accredited U.S. or Canada college or university - lump sum credit is not allowed. 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.

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 throughout the year.

To register for the MCAT, visit:
http://www.aamc.org/students/mcat/start.htm

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 October 1 of the year prior to matriculation. 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/

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.

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 an applicant's premedical/health professions advisory committee submit a written evaluation directly to the service. Letters from two (2) people who are familiar with an applicant may satisfy this requirement if no advisory committee is available. The letters should be from faculty members and/or an advisor who can assess the applicant's suitability for medical school.

For more information, 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://www.utsystem.edu/tmdsas/

Secondary Application

TCOM requires completion of its own web-based secondary application that is completed and submitted electronically through a link on the UNTHSC website at http://www.hsc.unt.edu. There is no additional fee for processing this application.

Letter of Evaluation from an Osteopathic Physician

Applicants are also strongly encouraged to submit a letter of evaluation from an osteopathic physician familiar with the applicant (please note - this is recommended but NOT required). The physician may submit this letter of evaluation directly to TCOM if it is not already included in the advisory committee evaluation.

Interviews

Only selected applicants will be invited to interview. Interviews are conducted at the University of North Texas Health Science Center located in Fort Worth. Applicants will tour the school, have lunch with current medical students and hear a financial aid presentation. Interviewees may also sit in on medical school classes held that day.

Applicant Selection

Each year, the Admissions Committee looks for students who demonstrate the greatest promise of becoming skilled osteopathic physicians. Applicants will be evaluated on their personal integrity, compassion, maturity, interpersonal and communication skills, creativity, motivation for and interest in a medical career, the ability to work cooperatively and dedication to service others. These qualities and attributes are evaluated by several means, including letters of evaluation, the scope and nature of extracurricular activities, the breadth of education and personal interviews. All aspects of the academic record, including trends in scholastic performance, are examined. Personal experiences, job history (if applicable) and motivation to become an osteopathic physician are considered.

There is no prejudice for or against any applicant who reapplies for admission. If possible, such applicants are encouraged to identify any deficiencies 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 become more competitive.

Admissions Committee Evaluation

Applicants who meet the qualifications for admission are forwarded to the Admissions Committee for evaluation. Committee scores are assigned to each application that is Accepted or placed on an Alternate list to be reviewed again at a later meeting. Because this score affects the ultimate status of the applicant, careful consideration is given to each applicant when assigning a score.
The score is derived by assessing both the cognitive and non-cognitive values of the applicant. Committee members will submit an individual score for each applicant at the meeting. The applicant's score is the mean among those members who scored the application. Applicants accepted by the committee will be submitted to the Dean for final approval. Scores range from 1 to 10, with 10 being the highest (Cognitive values: 5 Non-cognitive values: 5). Decimal values may be given. The following variables are assessed when an ap-plicant is scored.

Admissions Criteria for D.O. Admissions	
Cognitive Values	Academic performance as an undergraduate student; Academic performance as a graduate student; Academic performance while attending high school; Scores on the Medical College Admission Test (MCAT)
Non-cognitive Values	Interviews scores; Geographic diversity; Socioeconomic background; Commitment to the field of study; Availability of members of the osteopathic profession while the applicant attended elementary and secondary school; First generation to go to college; Letters of evaluation; Contributes to the diversity of the class*

***contributes to the diversity of the class includes race, ethnicity, or any other unique personal life experience(s), including but not limited to experience abroad, foreign language skills, hardships and adversities overcome, community service, or previous career experience, that will enrich the educational environment of the Texas College of Osteopathic Medicine.**

Selection Process Timeline

TCOM processes applications based on procedures agreed upon by the participating medical schools in the Texas Medical and Dental Schools Application Service (TMDSAS). Texas resident applicants, who are not applying through the Early Decision Program (EDP) or D.O./Ph.D. Medical Scientist Training Program (MSTP), will be notified of their admission through one of four periods:

Pre-Match Admissions
Selected applicants will be notified between November 15, 2007 - December 31, 2007 on a rolling basis.

Match Admissions
Applicants who interviewed, but did not receive an offer of admission through Pre-Match Admissions, may be considered for the February 1, 2008 Medical School Admissions Match.

Rolling Admissions
Applicants who were not admitted on or before February 1, 2008 may be placed on the wait list and considered for admission as seats in the class become available.

Medical Science Program Students
Applicants who are participating in the Master of Science in Medical Sciences Program at the Health Science Center will be considered for admission at the end of the Spring 2008 semester.

Notification of Non-resident Applicants
Non-resident applicants may be admitted on a rolling basis on or after October 15, 2007.

Notification of D.O./Ph.D. Applicants
Applicants for the D.O./Ph.D. Medical Scientist Training Program may be admitted on a rolling basis on or after October 15, 2007.

Early Decision Program

Applicants who have outstanding credentials and have a preference for TCOM may apply through the Early Decision Program (EDP), which 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 application is August 1. All EDP decisions are made by October 1. Any applicant that is accepted through the EDP process must attend TCOM. An applicant that is not accepted through the EDP is free to apply to other schools for regular admission consideration.

Deferment

Any accepted applicant may request a deferment of entry for one academic year. The applicant must make the request prior to June 1, sign a deferment assurance statement and submit a non-refundable deposit of $1,000.00 to hold a seat in the next class.

Texas Residency

The Texas Higher Education Coordinating Board sets rules and regulations for determining residency status. Up to 10 percent of each entering class may be filled with non-Texas residents. Residency is based on the student’s status on the census date. Questions regarding requirement should be referred to the Office of Admissions and Outreach.

Physical Examination

A physical examination form is sent to each accepted applicant. This form must 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 at the TCOM clinic is the cost of laboratory fees.

Admission in Advanced Standing (Transfer)

Students enrolled in fully accredited colleges of osteopathic medicine may be considered for advanced standing admission to the third year of medical studies at the Texas College of Osteopathic Medicine. Students must demonstrate both the completion and equivalency of a medical school curriculum equivalent to the first two years of medical education at TCOM. The applicant must have valid reasons for transfer, have maintained good academic standing, be qualified in every respect including academic performance, met all other requirements for admission and be eligible for continuation. Admission is competitive and depends upon space availability.

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 at foreign institutions, including the medical schools located in 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.

Preliminary Requirements

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

- A letter explaining their reason(s) for requesting admission into the third year;
- Official transcripts of all medical school coursework;
- 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 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.

Prospective transfer students should submit their preliminary requirements no later than October 1 of the year prior to matriculation.

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 Admissions and Outreach and filing fee of $100. The deadline for receipt of applications in 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.
- Scores on all external medical examinations taken (COMLEX, USMLE). Official test results should be sent directly to the Office of Admissions and Outreach 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 consideration are 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 15.

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.

- 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.
- 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.
- 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 (endoscopy, 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.

- 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.
- 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.

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.
- late-stage disease to early departure from health; pathologic medicine to physiologic medicine, in order to help patients achieve and continue on their best physiologic path.
- treating disease to teaching healthful living, especially by example.
- intervention in the biologic processes to the search for optimal operation by improving the conditions in which they function.
- a focus on parts of the body to a focus on the total person as the context in which the parts operate.
- the physician to the patient as the source of health and the agent of cure.
- 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.
- specificity and multiplicity of diseases to susceptibility to illness in general.
- acute, crisis and episodic treatment to long-term treatment.
- addressing acute episodic problems in isolation to dealing with them in the context of the total life and health of the patient.
- 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 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

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 rotation.

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.

The 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.

Tuition, Fees and Other Charges 2007-2008

Tuition	
Texas Resident:	$10,150 per academic year (designated and statutory tuition)
Texas Resident estimated expenses for 11 months:	$39,570 (Texas-resident tuition, fees, for a single first-year student: supplies, room and board, transportation and personal expenses; these expenses vary by year of enrollment.)
Non-Resident:	$36, 050 per academic year (designated and statutory tuition)
Non-Resident estimated expenses for 11 months:	$55,320 (Texas-resident tuition, fees, for a single first-year student: supplies, room and board, transportation and personal expenses; these expenses vary by year of enrollment.)
Fees	
Student Service Fee:	$354 per academic year
Initial Enrollment Fee:	$80 one time charge for first year students includes items below:
	Matriculation Fee: $25 for first year students
	Student Identification Card: $25 one time charge
	Clinic/Lab Coat Fee: $30 one time charge for first year students
Course Fees:	Year1: $2,535; Year 2: $1,255; Year 3: $1,056; Year 4: $328
Medical Service Fee:	$200 per academic year
Medical Malpractice Fee:	$200 per academic year
Student Center Fee:	$30 per academic year
Library Use Fee:	$150 per academic year
Copy Card Fee:	$150 per academic year for first and second year students
Activity Center Fee:	$75 per academic year
Laboratory Fee:	$25 per academic year for first and second year students
Graduation Fee:	$100 for fourth year students
International Student Service Fee:	$60 per academic year for students that are not US citizens or permanent residents
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 Fee:	$15
ID Card Replacement Fee:	$25
Transcript Fee:	$4 per copy. The first TCOM transcript is free.
Photocopy Fee for Diploma:	$15 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 $25 must be paid.
Special Examinations:	These are based on the charge of the examining body or agency at the time of the examination. These charges include but are not limited to COMLEX 1 and 2, Basic Life Support and Advanced Cardiac Life Saving training. Fees for USMLE 1 and 2 are optional.
Parking Fee (Optional):	$90 (Replacement permits will be issued at a charge of $5 if the original is lost, stolen or destroyed.)

Additional information concerning tuition and fees is available in the “Tuition and Fees Register” available at the UNTHSC Student Affairs web site: http://www.hsc.unt.edu/departments/studentaffairs

Curriculum Overview

The curriculum at TCOM is presented using an organ systems approach in which basic science topics pertinent to a particular organ system of the body are presented in an integrated fashion. For instance, in a course such as Cardiopulmonary System 1, Gastrointestinal System 1, or Nervous System 1, presentations include the physiology, anatomy, histology, embryology, and introductory pathophysiology of that organ system. In year 2 courses, the pathophysiology, pharmacology, medical microbiology, radiology, surgery, and clinical medicine topics are again integrated into courses focused on major organ systems. Throughout the four-year curriculum, the emphasis is on developing the student as an independent thinker capable of life-long learning. Lectures are de-emphasized in favor of directed student self-study assignments followed by interactive sessions with faculty where the emphasis is on application of learned concepts to case-based clinical problems.

Semesters 1 and 2 courses focus primarily on basic science topics, but also include significant integration with clinical science instruction and are devoted to learning the preclinical sciences in the context of patients' clinical problems. The first several weeks address basic knowledge in cell and molecular biology, and biochemistry. Students then move through a sequence of organ system courses, in which the content of the basic sciences is organized around normal human structure and functions with an introduction to key clinical problems affecting each organ system. The final two courses of the first year curriculum focus on the study of the mechanisms of disease. These courses introduce students to the basic principles of pathophysiology and clinical microbiology. Courses during semesters 3 and 4 focus on pathophysiology and clinical science in each of ten organ systems. Review materials that help students prepare for their board examinations are provided throughout year 2 and a comprehensive review course is provided during the final three weeks of semester four.

Courses devoted to osteopathic manipulative medicine and clinical medicine run in parallel to the systems courses throughout both years 1 and 2 of the curriculum. The Osteopathic Manipulative Medicine courses introduce students to the principles of osteopathic medicine and the diagnostic and therapeutic applications of manipulative medicine. The aim of the Clinical Medicine courses is to introduce the students to the proper approach to the patient to obtain a thorough history and physical exam. In year 2, students are introduced to the hospital-based, team approach and hone their skills of focused history and physical exam, order writing, interpretation of laboratory data, and retrieval of evidence-based information using electronic resources. In addition, students are exposed to actual clinical instruction by participating in hospital rounds, by working alongside community physicians, and by participating in required community service assignments and observing various health-related services in the community.

Medical Ethics forms a core element of the Clinical Medicine series in Years 1, 2, and 3. In this series of lectures, small group discussions, and plenary sessions students are asked to critically examine key issues related to awareness of cultural, ethnic, and religious diversity, death and dying, patient rights, and other major real life scenarios that impact the physician-patient relationship.

The last 23 months of the curriculum consist of clerkship rotations and preceptorship assignments. Each student rotates through a series of core clinical clerkships. These clinical rotations are scheduled in TCOM-affiliated teaching hospitals, TCOM clinics and physicians' offices in or near the Fort Worth/Dallas area, or at other affiliated hospitals throughout the state of Texas. 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 one-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
Fundamentals of Treatment
Immunology
Clinical Medicine 1
Osteopathic Manipulative Medicine 1
Medical Informatics
Community Resources 1

Year 1, Semester 2

Hematopoietic System 1
Cardiopulmonary System 1
Gastrointestinal System 1
Renal System 1
Endocrine System 1
Reproductive System 1
Mechanisms of Disease 1
Mechanisms of Disease 2
Clinical Medicine 2
Osteopathic Manipulative Medicine 2
Medical Informatics
Community Resources 2

Year 2, Semester 3

Renal System 2
Cardiovascular System 2
Respiratory System 2
Hematopoietic System 2
Gastrointestinal System 2
Clinical Medicine 3
Osteopathic Manipulative Medicine 3

Year 2, Semester 4
Endocrine System 2
Reproductive System 2
Nervous System 2
Musculoskeletal and Skin System 2
Fundamentals of Behavioral Science
Correlative Basic Science & Clinical Medicine
Clinical Medicine 4
Osteopathic Manipulative Medicine 4

Year 3, Semesters 5 and 6
Core Clerkships
Clinical Skills (2 weeks)
Family Medicine (8 weeks)
Internal Medicine (8 weeks)
Manipulative Medicine (4 weeks)
Obstetrics and Gynecology (6 weeks)
Pediatrics (6 weeks)
Psychiatry (4 weeks)
Surgery (8 weeks)
Selective (4 weeks)

Year 4, Semester 7
Emergency Medicine (4 weeks)
Geriatrics (4 weeks)
Primary Care Partnership selective (4 weeks)
Subspecialty Internal Medicine (4 weeks)
Elective Clerkships (6 X 4 weeks)

Year 4, Semester 8 (1 week)
Graduation Preparation &
Documentation

Course Descriptions
Year 1

9150. Clinical Medicine 1
Thomas Dayberry, PhD, DO, Richard Virgilio, DO, Co-Course Directors: This course is taught longitudinally during semester 1 with the course content being integrated with that of the systems courses. The goal of this course is to ensure that the student develops essential interviewing and physical examination skills. The skills are taught primarily in a small group lab setting with practical hands-on learning experiences. In addition to specific skills, the student will be introduced to issues of culture, ethics, faith and community as important factors that impact the physician-patient relationship. 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 and philosophy, the osteopathic model, somatic dysfunction, palpation, and direct and indirect treatment methods. (4 SCH, Year 1, Semester 1.)

9191. Rural Medicine 1
This Rural Osteopathic Medical Education (ROME) course is the first of four (4) preclinical courses in a special medical school curriculum designed to train future physicians for rural practice. This course is comprised of four (4) components of activities: Classroom Learning Modules, Rural Clinical Correlations, Skills Labs and Clinical Activities. To enroll in this course you must be a ROME participant.

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. (3 SCH, Year 1, Semester 2)

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. (3 SCH, Year 1, Semester 2.)

9292. Rural Medicine 2
This course is the second of four (4) preclinical courses in a special medical school ROME curriculum designed to train future physicians for rural practice. This course is comprised of four (4) components of activities: Classroom Learning Modules, Rural Clinical Correlations, Skills Labs and Clinical Activities. Prerequisite: Rural Medicine 1.

9103 9203. Community Resources
Thomas Dayberry DO PhD, Brent Sanderlin, DO, and Mark Sanders DO, JD, MPH, Co-Course Directors. This course is designed to introduce the student to the community-wide system of health care and support services in an urban or rural setting. Experiences allow student physicians to observe and/or participate in a variety of health and social services with diverse groups in the community. Students are given opportunities to develop an understanding of the roles and skills of other professionals as members of the health care team (1 SCH, Year 1, Semesters 1&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 biological processes with an introduction to the signs and symptoms associated with diseases affecting the system.

9110. Cellular Science
Ladislav Dory, 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. Major elements of the course include key concepts in biochemistry and cell and molecular biology. (8 SCH, Year 1, Semester 1.)

9120. Medical Informatics
Daniel Burgard, MSLIS, Course Director: (2 SCH, Year 1, Semester 1&2.)

9130. Musculoskeletal and Skin System 1
Harold Sheedlo, PhD, Course Director: (9 SCH, Year 1, Semester 1.)

9140. Nervous System 1
Tina Machu, PhD, Course Director: (9 SCH, Year 1, Semester 1.)

9160. Immunology System 1
Jerry Simecka, PhD, Course Director: (5 SCH, Year 1, Semester 1.)

9215. Cardiopulmonary System 1
Michael Smith, PhD, Course Director: (7 SCH, Year 1, Semester 2.)

9220. Hematopoietic System 1
Linda Cunningham, MD, Course Director: (3 SCH, Year 1, Semester 2.)

9240. Gastrointestinal System 1
Patricia Gwirtz, PhD, Course Director: (5 SCH, Year 1, Semester 2.)

9250. Renal System 1
Robert Mallet, PhD, Course Director: (2 SCH, Year 1, Semester 2.)

9260. Endocrine System 1
Robert Wordinger, PhD, Course Director: (2 SCH, Year 1, Semester 2.)

9270. Reproductive System 1
Patricia Gwirtz, PhD, Course Director: (3 SCH, Year 1, Semester 2.)

9310. Fundamentals of Treatment
Michael Martin, PhD, Course Director: (2 SCH, Year 1, Semester 1.)

9280. Mechanisms of Disease 1
Linda Cunningham MD, Course Director: (3 SCH, Year 1, Semester 2.)

9285. Mechanisms of Disease 2
Linda Cunningham MD, Course Director: (7 SCH, Year 1, Semester 2.)

Year 2

9370. Clinical Medicine 3
Thomas Dayberry, PhD, DO, Richard Virgilio, DO, Co-Course Directors: 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. (6 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)

9393. Rural Medicine 3
This ROME course is the third of four (4) preclinical courses in a special medical school curriculum designed to train future physicians for rural practice. This course is comprised of four (4) components of activities: Classroom Learning Modules, Rural Clinical Correlations, Skills Labs and Clinical Activities. Prerequisite: Must have successfully completed Rural Medicine 1 and Rural Medicine 2.

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. (7 SCH, Year 2, Semester 4. Prerequisite: Clinical Medicine 3)

9400. Osteopathic Manipulative Medicine 4
Russell Gamber, DO, Course Director: Advanced osteopathic treatment methods. (3 SCH, Year 2, Semester 4.)

9494. Rural Medicine 4
This ROME course is the fourth of four (4) preclinical courses in a special medical school curriculum designed to train future physicians for rural practice. This course is comprised of four (4) components of activities: Classroom Learning Modules, Rural Clinical Correlations, Skills Labs and Clinical Activities.

System 2 Courses

The overall goal of the following system 2 courses is for students to gain the knowledge to understand the pathophysiology of commonly and important clinical problems in each of the organ systems. In addition the basic clinical knowledge and skills necessary for diagnosis and management of common and important diseases and clinical problems is emphasized. The pharmacological approach to treatment is included in each system course.

9380 Renal System 2
Michael Oglesby, PhD, Course Director
(5 SCH, Year 2, Semester 3)

9330. Cardiovascular System 2
Frederick Schaller, DO, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director: (6 SCH, Year 2, Semester 3.)

9340. Respiratory System 2
Bruce D. Dubin, DO, JD, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director: (6 SCH, Year 2, Semester 3.)

9420. Hematopoietic System 2
Linda Cunningham, MD, Course Director: (5 SCH, Year 2, Semester 3.)

9440. Gastrointestinal System 2
Linda Cunningham, MD, Course Director: (4 SCH, Year 2, Semester 3.)

9360. Endocrine System 2
Craig Spellman, DO, PhD, Clinical Content Consultant; Michael Oglesby, PhD., Administrative Course Director: (3 SCH, Year 2, Semester 4.)

9430. Reproductive System 2
Ralph Anderson, MD, Course Director: (5 SCH, Year 2, Semester 4.)

9410. Nervous System 2
William McIntosh, DO, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director: (6 SCH, Year 2, Semester 4.)

9350. Musculoskeletal and Skin System 2
Rahul Patel, MD, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director: (4 SCH, Year 2, Semester 4.)

9370 Fundamentals of Behavioral Science
Alan Podawiltz, DO, Clinical Content Consultant; Michael Oglesby, PhD, Administrative Course Director: (4 SCH, Year 2, Semester 3.)

9450. Correlative Basic Science and Clinical Medicine
Steve Fogoros, Course Director: (6 SCH, Year 2, Semester 4.)

Years 3 & 4

Family Medicine/Primary Care

701. Core Clinical Clerkship in Family Medicine
This course is a required 8-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. (8 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 third or 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)

725. Core Geriatric Medicine
A required four-week clerkship in geriatric medicine designed to provide the foundation for competent, compassionate care of the older patient. (4 SCH)

Internal Medicine
704. Core Clinical required 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 or 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 Osteopathic Manipulative Medicine. 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
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.

Psychiatry
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, pathol-

ogy 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 assistant or associate dean for academic 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 Academic 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 of five days or more on a four-week clerkship, or seven days or more 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 assistant or associate dean for academic 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. Instructors may require a letter of verification of any observed holy days from a religious institution. The Religious Holy Day Request Form is available in the Office of Academic Affairs. 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. A grade of "I" will be recorded for any student who does not complete required course evaluations within the prescribed time limit.

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 as soon as officially posted by the Course Director. 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 the Office of Academic 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 Academic 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 course director to authorize a make-up examination. If a makeup exam is not authorized by the course director, the student may appeal to the phase director. The phase director will meet with the assistant or associate dean for academic affairs and the course director to consider the appeal and render a decision to the student. The final decision on any appeal for a request for a makeup examination will be made by the Associate Dean for Academic Affairs.

A student who misses a scheduled examination without receiving approval by the Associate Dean for Academic Affairs, phase director, 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 course director. In the case of an early examination, the completed form must be submitted to the course director 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 phase director and forwarded 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 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 from the National Board of Medical Examiners (NBME) 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 National Board of Osteopathic Medical Examiners (NBOME) subject exam for Osteopathic Principles and Practice will be administered a the end of the core rotation in Manipulative Medicine.

All students are required to take the subject examinations without prior determination that the course has been passed. Core Clerkship Subject Examinations will be graded and a scaled score based on national performance data will be used to determine 25% of the clerkship grade.

National Board Examinations

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. To be eligible, a student must have be currently in "good academic standing" at the time of registration for the COMLEX Level I exam.

All students are 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, phase director and 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. All students are required to take the COMLEX-USA Level II-PE. Beginning with the Class of 2008, the COMLEX 2-PE Performance Evaluation Component must be passed prior to graduation.

Physician Licensure

Physician licensing is the prerogative of individual states. In Texas, the 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 at private testing centers located throughout the state. 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, II, and II PE 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:

- A student may be re-examined in no more than one course of seven or more credit hours. A student may be reexamined 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.
- 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 may not 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 evalu-

ate 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 two or more courses in 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 2011

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:

- have maintained a cumulative weighted average of at least 70, have successfully remediated any failing grades and have no grades of "I;"
- are at least 2l years of age;
- 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;
- have completed the licensing examination board review program;
- have passed Level I and Level II of the Comprehensive Osteopathic Medical Licensing Examination; and taken and passed COMLEX Level II-PE.
- have complied with all legal and financial requirements of the college;
- have exhibited the ethical, professional, behavioral and personal characteristics necessary for the practice of osteopathic medicine;
- 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
- 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.*

Postdoctoral Medical Training

The Texas College of Osteopathic Medicine (TCOM) encourages graduates to complete at least three years of approved postdoctoral training. All internship, residency and fellowship programs affiliated with TCOM are approved by the American Osteopathic Association or the Accreditation Council for Graduate Medical Education. Graduates of approved programs are eligible for certification by the corresponding specialty board. Interested candidates should contact the following sites for more information regarding admissions requirements and application procedures: :

Bay Area Corpus Christi Medical Center
7101 S. Padre Island Dr.
Corpus Christi, TX 78412
(361) 761-3280
Steven L. Gates, DO, Director of Medical Education
Approved Programs:
- Family Practice Residency
- Traditional Internship

Brazos Family Medicine Residency
1301 Memorial Dr. #200
Bryan, TX 77802
(979) 862-4465
David McClellan, MD, Director of Medical Education
Approved Programs:
- Family Practice Residency

Driscoll Children's Hospital
3533 South Alameda
Corpus Christi, TX 78411
(361) 694-5465
Toni Picerno, DO, Director of Medical Education
Approved Programs:
- Pediatrics Residency

JPS Health Network
1500 S. Main St.
Ft. Worth, TX 76104
(817) 927-1173
Gary D. Smith, EdD, Administrative Director of Medical Education
Approved Programs:
- Obstetrics and Gynecology Residency
- Orthopedic Surgery
- Psychiatry Residency
- Radiology Residency
- Traditional Internship

Methodist Charlton Medical Center
3500 Wheatland Rd.
Dallas, TX 75237
(214) 947-5441
Thomas Shima, DO, Director of Medical Education
Approved Programs:
- Family Practice Residency

Plaza Medical Center of Fort Worth
900 8th Avenue
Ft. Worth, TX 76104
(817) 347-5887
Bernard Rubin, DO, Director of Medical Education
Approved Programs:
- Cardiology Fellowship
- Family Practice Residency
- Gastroenterology Fellowship
- General Surgery Residency
- General Vascular Surgery Residency
- Internal Medicine Residency
- Interventional Cardiology Fellowship
- Neuromusculoskeletal Medicine Residency
- Neuromusculoskeletal Medicine Plus One Residency
- Rheumatology Fellowship
- Traditional Internship

San Jacinto Methodist Hospital
4301 Garth Rd., Suite 400
Baytown, TX 77521
(281) 420-8745
Alphonse Mehany, DO, Director of Medical Education
Approved Programs:
- Family Practice Residency

Texas Tech University Health Science Center-Lubbock
3601 4th Street
Lubbock, TX 79430
(806) 743-2770
Ron Cook, DO, Director of Medical Education
Approved Programs:
- Family Practice Residency

University of Texas Medical Branch-Galveston
301 University Boulevard
Galveston, TX 77555-1123
(409) 772-0620
Lisa R. Nash, DO, Director of Medical Education
Approved Programs:
- Family Practice Residency

TCOM and its affiliate hospitals are members of the Texas Osteopathic Postdoctoral Training Institutions (Texas OPTI), an educational consortium committed to assuring the availability of quality postdoctoral training in the State of Texas. For more information, please view the Texas OPTI website at: http://texasopti.hsc.unt.edu.

Don N. Peska, DO, Associate Dean for Educational Programs
Texas College of Osteopathic Medicine
3500 Camp Bowie Blvd., EAD 426
Ft. Worth, TX 76107
(817) 735-2149
dpeska@hsc.unt.edu

Texas College of Osteopathic Medicine

Master of Physician Assistant Studies Curriculum Information

2007-2008 CATALOG

2007-2008 Master of Physician Assistant Studies Academic Calendar

Fall 2007

July 5, 2007
Registration for fall classes

July 23-27, 2007
Orientation for Year 1 students

July 30, 2007
First day of classes for Year 1 & 2 students

August 10, 2007
Ranchland

August 25, 2007
Last day for Year 1 & 2 students to withdraw with partial refund of tuition and fees

September 3, 2007
Labor Day Holiday*

September 14, 2007
White Coat Ceremony

November 22-23, 2007
Thanksgiving Holiday*

December 3-4, 2007
Registration for Spring 2007 semester

December 14, 2007
End of fall semester*

December 22, 2007
Electronic submission of Fall grades due to Registrar

December 15- January 1, 2008
Winter Holiday* Year 2 & 3 students

December 15- January 6, 2008
Winter Holiday* Year 1 students

Spring 2008

January 2, 2008
First day of classes - Years 2 & 3

January 7, 2008
First day of classes - Year 1

January 21, 2008
Martin Luther King Holiday*

January 29, 2008
Last day for Year 2 students to withdraw with partial refund

February 5, 2008
Last day for Year 1 students to withdraw with partial refund

March 17-21, 2008
Spring Break*

March 28, 2008
Research Appreciation Day

March 28, 2008
Last day of classes for Year 2 students

April 7, 2008
First day of clinical practica Year 2, moving to Year 3

May 16, 2008
Last day of classes for Year 1 & 3 (graduating) students

May 19, 2008
Commencement

May 22, 2008
Registration for Summer - Year 1

May 25, 2008
Electronic submission of Spring grades due to Registrar

Summer 2008

June 2, 2008
First day of class - Year 1

July 4, 2008
Independence Day Holiday

July 11, 2008
Last day of class - Year 1

July 20, 2008
Electronic submission of Summer grades due to Registrar

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

Master of Physician Assistant Studies

Admission Requirements

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

To be considered for admission to the Master of Physician Assistant Studies degree program, an applicant must have participated in the competitive admissions process and previously earned a minimum of 90 transferable semester hours taken at a regionally-accredited college or university, *or* coursework deemed equivalent by the PA Studies Program. The minimum semester credit hour requirement cannot be waived. The minimum overall grade point average (GPA) required for admission is 2.85 on a 4.0 scale. All enrolled students must meet the program's minimum *Health and Technical Standards* to participate in the program. A standardized entrance exam is not required.

Prerequisite Coursework

The minimum prerequisite coursework requirements cannot be waived and must be obtained by the posted deadline(s) from regionally-accredited U.S. colleges or universities *or* coursework deemed equivalent by the PA Studies Program. Exceptions are not permitted. Prerequisite coursework must be satisfied with a grade of "C" or higher (2.0 on 4.0 scale). A single course cannot be used simultaneously to meet more than one course prerequisite. All coursework completed by the applicant will be considered in the admissions process.

General Course Requirements	
English Composition	6
U.S. History	6
U.S. Government	6
(Applicants are exempt from the above requirements if they hold a Bachelor's Degree from an accredited U.S. university prior to the application deadline)	
Psychology (General or Introductory)	3
Electives: Psychology, Sociology and/or Anthropology	6
Mathematics: College Algebra or higher	3
Statistics	3
Science Course Requirements	
Anatomy & Physiology (with lab)	8
General Microbiology (with lab)	4
Organic Chemistry (with lab)	4
Immunology or Genetics	3
Biochemistry or Cellular Biology (Upper-Level)	3

Coursework is converted to semester credit hours when calculating GPA and when determining if minimum prerequisite requirements have been met. Meeting the prerequisite requirements generally calls for completion of courses designed for science majors; courses offered for non-science majors do not typically satisfy the prerequisite requirements of anatomy, physiology, microbiology, organic chemistry, immunology, genetics, biochemistry, or cellular biology. A maximum of three (3) semester credit hours in each of the following categories, English, U.S. History, U.S. Government, and Psychology, may be obtained through advanced standing examination such as CLEP or its equivalent. The English, U.S. History, and U.S. Government prerequisites can only be exempted if the applicant has received a bachelor's degree from a regionally-accredited U.S. college or university by the posted completion deadline for of prerequisites. Prerequisite credit received through advanced standing examinations such as CLEP (or equivalent) is not acceptable for science coursework other than psychology. Credit for coursework obtained through correspondence or television courses will be recognized as meeting prerequisite requirements as long as course credit is awarded from a regionally-accredited U.S. college or university.

Foreign Coursework

An applicant with academic credentials from a college or university located outside the United States, who chooses to apply that study toward meeting prerequisite requirements, must follow all instructions posted in the Centralized Application Service for Physician Assistant (CASPA) application. Applicants must follow application instructions when submitting coursework from foreign colleges or universities for U.S. equivalence through CASPA, and these courses must be deemed equivalent by the PA Studies Program. 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.

Transcripts

Official transcripts used for evaluation in the admissions process must be submitted according to instructions published by the application service (CASPA).

Upon acceptance of an offer of admission, applicants must request final official transcripts from each institution previously attended be sent directly to the TCOM Office of Admissions and Outreach. Final transcripts must list all courses including those that were in progress between initial application and final matriculation into the program.

Prerequisite Coursework Substitution

Prospective applicants seeking substitution for prerequisite coursework should submit their request via e-mail to: PAAdmissions@hsc.unt.edu or by regular mail to:

UNT Health Science Center
TCOM Office of Admissions and Outreach
Attn: PA Admissions
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699

A catalog course description or course syllabus from the college or university where the course was completed must be submitted with the request. If a catalog course description is not available, a letter from the academic department that offered the original course describing the content and nature of the course may be substituted. Coursework substitutions and content hours must be equivalent or comparable to the prerequisite. Substitutions are approved on an individual basis. The program reserves the right to approve or deny any prerequisite course substitution requests.

Admission Procedures

In order to be considered for admission, a complete CASPA and Supplemental Application must be received for the year in which the candidate is applying. Early application is recommended. Applications cannot be held over for subsequent years. Applications to the Master of Physician Assistant Studies Program are accepted through the Centralized Application Service for Physician Assistants (CASPA) from May through November 1. Applicants will be considered for admission into the program as early as October of the year prior to matriculation; therefore, early application is recommended. To allow for timely receipt and processing, it is strongly recommended that all application materials, fees, transcripts, and reference forms be submitted at least 30 days prior to the posted deadline to allow for timely receipt and processing. Applications submitted after the posted deadline will not be considered.

Applicants are also required to submit PA Supplemental Application. Supplemental Applications become available online on June 1, and can be accessed at my.hsc.unt.edu. Applicants must submit the Supplemental Application by December 31. Applicants will not be reviewed until both the CASPA and Supplemental Application are received by the Admissions Office.

Applicants should not send application materials, transcripts, reference letters or additional information to the Admissions Office unless specifically requested to do so. The program does not assume any responsibility for application materials sent to CASPA, and will not forward materials to the application service on behalf of applicants.

Applicant Selection

The Physician Assistant Admissions Committee seeks applicants who are academically qualified to progress through the curriculum. Although an applicant's entire academic record is considered, this alone does not ensure acceptance. Evidence of personal integrity, maturity, creativity, motivation, dedication, and the ability to work with others are additional factors that will be considered. These qualities and attitudes are evaluated by several means, including letters of reference, the scope and nature of extracurricular activities (including work and volunteer experience), the scope and breadth of prior education and through the interview process. Although prior experience in a health care setting is not required, this experience is considered a beneficial attribute and viewed positively by the Physician Assistant Studies Admissions Committee. Selected applicants will be invited to the UNT Health Science Center in Fort Worth for an admissions interview prior to selection. The Senior Vice President for Health Affairs and Dean of the Texas College of Osteopathic Medicine has final approval for all admission decisions.

Texas Residency

The Texas Higher Education Coordinating Board sets rules and regulations for determining residency status. Up to 10 percent of each entering class may be filled with non-Texas residents. Residency is based on the student's status on the census date. Questions regarding requirements should be referred to the TCOM Office of Admissions and Outreach.

Transfer Policy

The program does not admit transfer students from other physician assistant programs.

Advance Placement/Course Waivers

Advance placement and/or course waivers may only be considered once the student is already enrolled in the Master of Physician Assistant Studies program and that student has: 1) successfully completed the exact or nearly exact same course as that listed in the current MPAS curriculum; 2) taken the exact or nearly exact same course within 3 years of enrollment into the MPAS curriculum; 3) completed the exact or nearly exact same course with a letter grade of "B" or better; and 4) has obtained written approval of the Director of PA Studies. Advance placement/course waivers may not be offered or approved during the admissions process. Requests for advance placement or a course waiver must be initiated by the student in writing within 5 class days of enrollment into the MPAS curriculum. No requests for course exemption will be considered after that time. Approval of advanced placement and/or course exemption is determined on a case-by-case basis.

Tuition, Fees and Other Charges – 2007-2008

Tuition	
Texas Resident	$17,940 (charged over the course of the program)
Non-Resident	$58,746 (charged over the course of the program)
Fees	
Medical Malpractice Fee:	$600 (charged over the course of the program)
Student Service Fee:	$1062 (charged over the course of the program)
Medical Service Fee:	$600 (charged over the course of the program)
Library Use Fee	$450 (charged over the course of the program)
Activity Center Fee:	$225 (charged over the course of the program)
Student Center Fee	$90 (charged over the course of the program)
Laboratory Fee:	$75 (charged over the course of the program)
Clinic/Lab Coat Fee:	$30 (one-time charge at matriculation)
Matriculation Fee:	$25 (one-time charge at matriculation)
Anatomy Fee:	$100 (charged over the course of Year 1 and Year 2)
Publication Fee:	$12 (per academic year)
Graduation Fee:	$100 (one-time charge at graduation)
Student Identification Card:	$25 (one-time charge)
Course Fees:	$2,035 Year 1; $385 Year 2; $435 Year 3
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:	$25
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):	$90 (Replacement permits will be issued at a charge of $5 if the original is lost, stolen or destroyed.)

Health and Technical Standards

All candidates for enrollment must meet certain health and technical standards to participate in the Physician Assistant (PA) educational program. Graduation signifies the graduate is prepared for entry into the practice of medicine with the requisite knowledge and skills to function in a broad variety of clinical situations and provide a wide spectrum of patient care. Technological compensation can be made for some disabilities in certain areas, but the PA candidate should be able to perform in a reasonably independent manner upon graduation. The use of a trained intermediary (or trained intermediaries) during the educational program requires the student's judgment to be mediated by someone else's power of selection and observation and is not a permissible accommodation. A candidate for the MPAS degree must have abilities and skills in the following five areas:

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

Communication: A candidate should be able to speak, hear and observe in order to elicit information, describe changes in moods, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor: Candidates should have sufficient motor function to elicit information by palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. This includes performance of basic laboratory tests (urinalysis, CBC, etc.) and may also include diagnostic procedures (proctoscopy, paracentesis, etc.) and reading EKGs and X-rays. A candidate should be able to execute movements which are reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required include the application of pressure to stop bleeding, the opening of obstructed airways, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Intellectual: Candidates should possess Conceptual, Inte-

grative 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.

Behavioral: Candidates must have sufficient emotional health required for full use of their intellectual abilities in the exercise of good judgment and prompt completion of all • responsibilities attendant to the diagnosis and care of patients in a mature, sensitive and effective relationship to patients. Candidates must be able to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities which are assessed during the admission and education process.

Course of Study

Teaching Goals

The overall goals of the Master of Physician Assistant Studies (MPAS) 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 provides 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 with the knowledge and skills needed to perform clinical research activities and projects.
- Prepare physician assistants with the knowledge and skills needed to be life-long learners and design educational activities appropriate for patients, clinical students, and colleagues.
- 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.

Curriculum

PA Class of 2010			
Year 1: Fall (PA Class of 2010)			
Course #	**Course Name**	**SCH Hrs**	**Approx Time**
PA 4104	Basic Human Sciences	12	July 30, 2007 through
PA 4211	Medical Interviewing	2	Dec 14, 2007
PA 4212	Physical Exam Skills with lab	4	
PA 5107	Principles of Evidence-Based Medicine	2	
PA 5201	Introduction to PA Master's Project	2	
PA 5202	Introduction to PA Profession	1	
Year 1: Spring (PA Class of 2010)			
PA 4222	Physical Diagnosis with lab	3	Jan 7, 2008 through
PA 4450	Professional Issues for Medical Practice/Ethics	3	May 16, 2008
PA 5212	Underserved Primary Care	3	
PA 5301	Introduction to Disease	5	
PA 5303	PA Master's Project	1	
PA 5602	Fundamentals of Behavioral Science	3	
PA 5603	Introduction to Pharmacology/Clinical Therapeutics	3	
Year 2: Summer (PA Class of 2010)			
PA 5303	PA Master's Project	1	June 2, 2008 through
PA 5304	Introduction to EKG	2	July 11, 2008
PA 5202	Emergency Medicine	2	
PA Class of 2009			
Year 2: Fall (PA Class of 2009)			
PA 4441	Supervised Practice I with practicum	2	July 30, 2007 through
PA 4532	Health Promotion/Disease Prevention 1	2	Dec 14, 2007
PA 5303	PA Master's Project	1	
PA 5609	Integrated PA Clinical Medicine I with Clinical Integration Labs	15	
Year 2: Spring (PA Class of 2009)			
PA 4542	Supervised Practice II with practicum	2	Jan 2, 2008 through
PA 5303	PA Master's Project	1	May 30, 2008
PA 5702	Clinical Skills	2	
PA 5712	Integrated PA Clinical Medicine II with Clinical Integration Labs	9	
PA xxxx	Clinical Practicum Begin	8	
Year 3: Summer (PA Class of 2009)			
PA xxxx	Clinical Practicum Continue	8	June 9, 2008 through August 1, 2008
PA Class of 2008			
Year 3: Fall (PA Class of 2008)			
PA xxxx	Clinical Practicum Continue	20	July 30, 2007 through December 14, 2007
Year 3: Spring (PA Class of 2008)			
PA xxxx	Clinical Practicum Continue	16	January 5, 2008
PA 690	Senior Seminar	1	through May 15, 2008
	GRAND TOTAL	**139**	

List of Clinical Practicum			
PA 650	Elective Practicum	4	May 2006
PA 651	Master's Clinical Practicum	4	through
PA 653	Internal Medicine	8	May 2007
PA 654	Pediatrics	4	
PA 655	Family Medicine	8	
PA 656	Psychiatry	4	
PA 657	Surgery	8	
PA 658	Obstetrics & Gynecology	4	
PA 659	Emergency Medicine	4	

Course Descriptions

PA 4104. Basic Human Science
Basic Human Science is an integrated course offered by the departments of Anatomy and Cellular Science, Integrative Physiology, and Molecular Biology and Immunology. The course content consists of human anatomy, including radiographic 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 4211. Medical Interviewing
This course is based upon a series of lectures and application exercises designed to teach medical interviewing techniques and communication skills. Learning activities focus on patient-centered and provider-centered interviewing proc-esses useful in obtaining subjective information, defining symptoms, organizing data and documenting the patient chart. The course will incorporate the use of medical terminology in medical understanding and documentation.

PA 4212. Physical Exam Skills
This is a lecture and laboratory course that focuses on the accurate acquisition of objective findings from a screening physical exam of the average patient. Psycho-motor skills for performing exams, as well as verbal descriptions of exam findings are equally emphasized. The course also includes the proper documentation of the physical exam and the use of appropriate medical ter-minology in the documentation.

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 organizing medical information around prototypical common diseases, using the specific historical 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 disease prevention in medical practice. Students are encouraged to consider the social, psychological, spiritual, economic, cultural and ethi-cal aspects of health promotion within the challenges of the modern health care delivery system. Emphasis on the practical application of health promotion and preventive medicine principles and goals is included.

PA 5107. Principles of Epidemiology and Evidence-Based Medicine
This is a course dedicated to the knowledge base and skills needed by clinicians for the critical analysis of clinically related journal articles and the practice of medicine as it relates to the evidence in the literature.

PA 5201. Introduction to PA Master's Project
This course is designed to introduce the requirements of the MPAS Master's project and to ensure PA students acquire the necessary research knowledge and skills to implement their projects. In this course, PA students will identify an area of interest and develop a feasible prospectus for their Master's projects.

PA 5202. Introduction to Medical Practice
This course provides an introduction of the history of medicine and the physician assistant (PA) profession. Students examine the historical development of the PA profession and the PA role in healthcare delivery. Discussions focus on professional and social issues, including ethics and professionalism.

PA 5212. Underserved Primary Care
This is a course designed to prepare the physician assistant for underserved primary care practice by examining issues specific to underserved patient populations, underserved health care delivery settings, and underserved community health needs.

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. The course also includes an overview of common laboratory tests and how the pathophysiology of disease may be manifested in lab test results.

PA 5303. PA Master's Project
The goals of this course are to initiate students' independent study attitude and to familiarize students with formats of scholarly activities by implementing their own Master's projects. In this course, PA students will be required to conduct, complete and present their master's projects for program completion. Program and institutional faculty guide and monitor the student's progress and assess the quality of the work presented.

PA 5304 Introduction to Electrocardiography
A clinical medicine course designed to educate the Physician Assistant student on the utilization and interpretation of the electrocardiogram. This course will utilize lecture, reading assignments, and practice workshops. Course content includes an overview of the electrophysiology of the heart, basic approach to the evaluation of an electrocardiogram, obtaining a 12 lead electrocardiogram and rhythm strip, and the recognition of common cardiac abnormalities.

PA 4441. Supervised Practice I
This course is designed to introduce the student to direct patient care through supervised clinical experiences and provide a venue for the practice of medical interviewing and physical exam skills. The primary focus is to elicit and document a complete history and physical exam on actual patients.

PA 4450. Professional Issues for Medical Practice
This course is a series of lectures and small group discussions of current topics on professional, legal, and ethical issues in health care that effect Physician Assistant practice. Topics important to the Physician-PA-health care team are included, such as PA professional credentials and marketing, medical jurisprudence, health care organizations, health care policy, reimbursement issues, and office management skills. The course will also focus on ethical situations and dilemmas relevant to clinical practice and its relationship with the unique role of the Physician-PA team."

PA 4542. Supervised Practice II
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 and differential diagnostic skills, as well as disease scripting are further refined in this course through practical experiences and case presentations in small group discussion settings.

PA 5502. Emergency Medicine (Year 2)
This course introduces the student to common problems encountered in emergency medicine. Attention is given to evaluation, diagnosis, and treatment of common conditions seen in emergency room settings. The course includes clinical integration labs (CILs) conducted in workshop formats that allow for learning patient management skills through case studies, patient presentations, and evaluation of outcomes. Effort is made to guide the students in developing skills of medical problem-solving and self-directed patient management.

PA 5602. Fundamentals of Behavioral Science
This course is designed to introduce the student to common psychosocial disorders encountered in primary care practice. The focus of this course is the clinical presentation, differential diagnosis, clinical pharmacology, and opportunities for prevention of the most common presenting psychosocial disorders.

PA 5603. Introduction to Clinical Therapeutics
This course introduces the student to basic principles of pharmacology and focuses on the major drug classifications discussed in the Integrated PA Clinical Medicine courses, including mechanisms of action, side effects, and commonly prescribed medications in each category. Students also learn prescription writing skills and drug calculations to insure appropriate dosage.

PA 5609. Integrated Clinical Medicine I with Clinical Integration Labs
The course presents a multidimensional approach to the understanding of the most common clinical disorders in the following areas: dermatology, ophthalmology, otorhinolaryngology, the pulmonary system, the cardiovascular system, the musculoskeletal system, the neurological system, and the endocrine system. Attention is given to the diagnosis, pathophysiology, treatment and outcome measurement of common disease processes encountered in primary care. The course includes clinical integration labs, conducted in workshop/laboratory formats, allowing maximum participation, using case studies. Effort is made to guide the students in the skills of medical problem-solving and self-directed patient management.

PA 5702. Clinical Skills
This course is designed to teach students the basic clinical skills and procedures utilized in primary care practice. Areas of focus include suturing, sterile technique, casting, venipuncture, IV's, catherization, and intubation. Students are also trained in Basic Life Support and Advanced Life Support in preparation for supervised clinical experiences.

PA 5712. Integrated Clinical Medicine II with Clinical Integration Labs
The course presents a multidimensional approach to the understanding of the most common clinical disorders in the following areas of clinical practice: the urinary/renal system, the gastrointestinal system, geriatrics, and pediatrics. Attention will be given to the diagnosis, pathophysiology, treatment and outcome measurement of common disease processes encountered in primary care. The course includes clinical integration labs, conducted in workshop/ laboratory formats, allowing maximum participation, using case studies. Effort is made to guide the students in the skills of medical problem-solving and self-directed patient management.

Clinical Practica

PA 650. Elective Practicum
This is a supervised clinical experience in an area chosen by the student, according to the student's individual clinical interest and approved by the clinical education coordinator. Students are responsible for developing their own educational goals and objectives for this practicum.

PA 653. Internal Medicine Practicum
This is a supervised clinical experience that focuses on the adult patient population by concentrating on the evaluation and ongoing treat-ment of patients with complex medical problems and/or chronic illness. This practicum contains experiences in both the outpatient and inpatient setting for the discipline.

PA 654. Pediatric Practicum
This is a supervised clinical experience that focuses on the patient population that 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 de-velopment from infancy through childhood and adolescence.

PA 655. Family Medicine Practicum
This is a supervised clinical experience that 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 primary care as it relates to the patient, family and community. Stu-

dents will develop the skills necessary to evaluate, monitor and manage common health problems.

PA 656. Psychiatry Practicum
This is a supervised clinical experience that focuses on the evaluation and management of patients with a variety of psychiatric problems. The practicum will provide students with the opportunity to develop an understanding of the role of physician assistants, psychiatrists, psychologists, social workers and nurses in the care of psychiatric patients. There will be opportunities for students to practice the skills necessary to perform a psychiatric inter-view and mental status examination and make referrals for specialized psychiatric treatment.

PA 657. Surgery Practicum
This is a supervised clinical experience that focuses on the evaluation and management of the pre- and post-surgical patient. Students gain experience in operating room, including proper sterile technique, the efficient use of surgical instruments, and surgical techniques. This practicum contains experiences in general surgery and specialty surgery settings in out-patient and inpatient areas of the discipline.

PA 658. Obstetrics & Gynecology Practicum
This is a supervised clinical experience that focuses on the impact of disease processes related to the reproductive system of female patients. Students will develop the skills and knowledge necessary to evaluate, man-age 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 Practicum
This is a supervised clinical experience that focuses on 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.

PA 690. Senior Seminar
The senior seminar is a capstone course designed to assess the graduate competencies required for entry into the PA profession in the areas of knowledge base, patient management skills, written and oral communication skills, and professionalism, through the use of specifically designed assessment mechanisms and the review of comprehensive student portfolios. Presentations, lectures and workshops are also provided during the course to assist in students in preparing for the PA National Certifying Examination (PANCE) after graduation.

Academic & Administrative Policies

Each student enrolled at the Health Science Center is responsible for knowing current academic and administrative policies and procedures that apply to enrollment in their chosen degree program. This section of the catalog provides selected academic and administrative policies unique to the MPAS degree program. Other Health Science Center and TCOM policies also apply to PA students and are contained elsewhere in this catalog or in official Health Science Center publications. The Health Science Center reserves the right to amend or add to these policies and scholastic regulations at any time during an individual student's 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.

Registration

Registration is conducted each semester and consists of paying tuition and fees as well as completing the appropriate registration forms and submitting them to the offices of the Registrar, Financial Aid and the Student Affairs. Late fees are assessed for late registration for each day following the designated registration date. PA students are only permitted to attend courses and clinical practica listed on their official schedules and/or otherwise approved by the Director of PA Studies. Students are not permitted to enroll in two or more courses scheduled to meet at the same time. Only properly enrolled students will be permitted to attend classes. No record will be kept of academic work done by individuals whose enrollment has not been duly authorized. A check returned because of insufficient funds will incur a penalty and may also result in additional charges for late registration.

Attendance

Classroom and Laboratory Attendance

Participation in class and laboratory sessions is essential to good academic performance. Courses are typically offered only once during a student's enrollment period, therefore students are expected to attend all scheduled educational activities. 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 an attendance roster on behalf of another student. Excessive absences can contribute to a failing grade and lead to dismissal. Each student is responsible for obtaining and learning subject materials presented during their absence. Instructors and/or course directors are not obligated to provide make-up sessions to students. The PA Student Performance Committee is permitted to consider attendance when reviewing a student's performance and making recommendations on probation, remediation and/or dismissal.

Clinical Practica (Rotations)

Clinical practicum experiences generally will require 40+ hours per week of attendance. Some practica may require students to be available for more than 40 hours a week in

order to meet all educational and performance objectives; including taking call and attending to patient care experiences during non-regular hours. Other activities that may require additional attendance by the student include attending rounds and medical education activities; and researching and presenting case studies. Students who become ill or have an emergency which causes them to be absent from any portion of a clinical practicum are required to notify the attending preceptor and the Clinical Education Coordinator as soon as possible. Excused absences are approved by the Clinical Education Coordinator in accordance with school policy. Clinical precep-tors are not authorized to approve excused absences. Stu-dents will usually be required to make up any missed time from a practicum experience, even if the absence was con-sidered excused. Students who miss more than 4 days of a practicum may be required to repeat all of the affected clini-cal practicum and be subject to other sanctions, including dismissal.

Excused Absence for Special Activities

Excused absences from regularly scheduled activities are generally 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 Director of the PA Studies. Such approval must be documented and approved prior to the absence. Students are cautioned not to confirm travel plans or purchase nonrefundable tickets until written approval for the absence had been obtained.

Holidays and Religious Holy Days

Students should consult the official academic calendar for approved holidays. Absences for these days shall be approved in accordance with Health Science Center policy. The Clinical Education Coordinator and clinical preceptors are required to be notified in advance of the absence for religious holy days. Reasonable attempt will be made to accommodate absences for religious holy days where possible. 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 medical or serious personal problem. Students seeking leave of absence should obtain assistance from the Student Affairs office. Requests for Leave of Absence must be submitted in writing. Leave can not be granted for reasons of poor academic standing. Re-quests for Leave of Absence submitted by a student on academic probation shall be considered on a case-by-case basis. A request for Leave of Absence due to medical rea-sons must be accompanied by documentation from a phy-sician or licensed professional describing the nature of the disability and the estimated length of time for recovery. A request for Leave of Absence due to personal reasons may also require substantiating documentation. Students must submit a written request for an approved Leave of Absence through the Director of PA Studies to the Registrar before they can be placed into an approved leave status. In addition, prior to readmission into the program the student must submit a request for readmission through the Director of PA Studies to the Office of the Dean. The request for readmission must be accompanied by documentation (such as a letter from a physician) substantiating the student's ability to participate fully in the academic program upon their return. The student may also be required to reaffirm their compliance with the Health and Technical Standards of the program. Leave of absence will not be approved to extend beyond one calendar year

Grading

Academic standards for successful completion of each course are contained in the course syllabi. Specific requirements for each course, including academic assignments, evaluation and grading schemes; and other conditions of satisfactory performance are contained in course syllabi. Modifications to course requirements and grading schemes may be made when judged necessary to improve instruction or to conform to scholastic regulations of the college. Students are expected to participate in all scheduled activities. Participation may be considered when assigning course grades. .

Recording Grades

All course grades will be recorded on transcripts as pass/fail, letter grades, credit or no credit, or as numerical grades using a 4.0 scale. Course grades using the 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
F	<60	0.0

A grade of "I" (incomplete) may be assigned when a student has not completed all course requirements and assignments due to special circumstances. Students must complete all requirements and assignments for courses and remedy incomplete grades by the end of the fifth class day of the next academic semester or according to a timeframe approved by the Director of Physician Assistant Studies or the Dean. If the didactic course grade is not remedied within that time frame, the student cannot be promoted to the next semester or clinical practica without approval of the Director of Physician Assistant Studies. Students who receive a grade of incomplete on any clinical practica course will have 12 months or less from the date of issuance to fulfill requirements. If all course requirements are not completed, incomplete course grades will automatically convert to "F" or failing for that course.

Evaluation of Student Performance

Successful completion of the curriculum depends upon the student's ability to demonstrate the knowledge, attitudes, and skills commonly held by the graduate physician assistant working in a primary care setting. The use of a trained intermediary by the student is not permitted. Technological compensation and/or reasonable accommodation

can be made in certain areas, but the student should be able to demonstrate the competencies contained within the curriculum in a reasonably independent manner.

Frequency of examinations and evaluations is determined by course directors according to the volume and types of material covered. Primary methods used for evaluating student per-formance are by written examination, multiple choice, matching, true/false, short answer and essay-type ques-tions. Evaluation of performance also may include demon-strations of particular skills: examples 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, clinical problem-solving, and partici-pating in group discussions. In some courses, research, self-learning and written reports are required. Evaluation of students in clinical and laboratory settings will often require students to demonstrate visual, somatic, communicative, analytical, behavioral and discriminatory skills. Participa-tion at lectures and laboratory sessions may be used when evaluating student's performance in a course. Professional-ism is also assessed and graded. Students will be required to successfully complete practical assignments that include technical skills, problem-solving skills, interactions with pa-tients and other health care workers, and the use of re-search tools (textbooks, journals and sources of medical information). An overall performance grade based on the above factors is assigned for each course and clinical prac-ticum. Students shall be informed of their progress through formal and informal feedback mechanisms and through grades. Course syllabi contain the value(s) of grade com-ponents during a course. Students are generally advised of their progress through interactions with instructors and preceptors.

Grade Appeals

Grades are assigned according to requirements contained in the course syllabus. Grade appeals must be submitted in writing and comply with the Student Grievance Policy found in the General Student Handbook. Disputes over individual grades within a course are handled at the course level by the course director and involved faculty members. Course grades may be appealed if: 1) The final course grade has been incorrectly assigned to the student (e.g., to miscalculation or failure to include points earned by the student but not credited towards the final grade); 2) The final course grade has been unjustly rendered (e.g., did not follow the procedures outlined in the course sylla-bus); or 3) The final course grade appears to have been assigned in a capricious manner. A student will first seek to resolve the academic problem or complaint through the appropriate administrative channels, entering at the lowest appropriate level and proceeding in the order contained in the Student Grievance Policy with the exception that the Director of Physician Assistant Studies shall be inserted just ahead of the Associate Dean, who is then followed by the Dean of the Texas College of Osteopathic Medicine. Grade appeals must be submitted within five working days of their official posting. Appeals of decisions must be initi-ated by the student in writing within five (5) working days of receipt of the decision. The decision of the Dean on aca-demic appeals is final.

Remediation of Failing Course Grades

Physician Assistant students must achieve a passing grade in each course listed in the Master of Physician Assistant Studies curriculum to progress and graduate. Students may be given an opportunity to remedy deficiencies contributing to a failing course 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 will generally include:

- Attending help sessions
- Participation in each educational experience
- Participating in class, laboratories and small group activities
- Seeking help with study skills through the Office of Academic Support (OASIS)
- 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.

Any student who has failed a course or clinical practicum, or whose cumulative grade point average (GPA) falls below 2.5, will be placed on academic probation. In all cases, grading and learning requirements listed in the course or practicum syl-labus will be used to determine a remedy plan for obtaining a passing grade. Subsequent failure of a course or any other course while on academic probation will result in dis-missal, unless otherwise recommended for retention by the PA Student Performance Committee and approved by the Dean. Students may be permitted to continue in courses until all remediation opportunities have been completed.

Promotion/Probation and Dismissal

Each student must meet the minimum standards and requirements set by the PA Studies Program, the Texas College of Osteopathic Medicine, and the University of North Texas Health Science Center to remain in good standing. The PA Student Performance Committee (PASPC) may be called upon to evaluate an individual student's progress and/or performance in order to provide recommendations on matters of probation, dismissal, promotion, retention, graduation, and remediation. Normal progression through the curriculum requires students to satisfactorily complete all course requirements to graduate. The program does not guarantee any student that they will accomplish all degree requirements once enrolled. Students who do not meet standards for promotion and graduation may be offered opportunities to correct deficiencies according to college guidelines and/or program policy. Remediation activities may include requiring the student to repeat any or all courses in the MPAS curriculum in order to graduate. Removal from academic probation except upon approval of the Dean or his/her designee.

Non-academic Probation

Enrollment at the health science center is considered implicit acceptance of the rules, regulations, and guidelines governing student behavior and promulgated by the institution. The student is responsible for being aware of these requirements and posted changes. In addition, all students are expected to know and obey the requirements of federal, state, and local laws. Any student who violates a provision of those laws is subject to disciplinary action, including expulsion, notwith-standing any action taken by civil authorities on account of the violation. Special care shall be taken to assure due process and to identify the defined routes of appeal when a student feels their rights have been violated. PA students may be subject to misconduct penalties and placed on non-academic probation for breaches of conduct contained in the Student Code of Conduct and/or a course syllabus.

Academic Probation

"Good" standing requires maintenance of a cumulative grade point average of 2.50 or better in the MPAS curriculum. Any student whose academic performance falls below minimum standards may be placed on academic probation. A student who fails a course during their enrollment will be placed on academic probation, which serves notice to the student that their continued enrollment is subject to remedy of failing grades and satisfactory performance in all subsequent courses. A student who fails to meet minimum standards of academic performance or who fails to pass a course a second time will be recommended for dismissal. Students not in good standing or on academic probation are not eligible to hold office in sanctioned student groups and therefore may be required to resign from any elected or appointed positions held.

Marginal Performance

Any student whose overall GPA falls below 2.85 for a single semester will be considered as having marginal performance. First or second year PA students with marginal performance will be required to meet with the Director of PA Studies (or designee) and the Vice President of Student Affairs (or designee) to develop a plan for improving their performance. If the student's overall GPA falls below 2.50 and based upon a recommendation by the Academic or Clinical Coordinator for the program, the student may be considered for placement on academic probation .

Dismissal

A student may be dismissed from the program if that student:

- Earns a failing grade in any course
- Fails a course due to unprofessional behavior
- Fails any course a second time
- Fails to progress satisfactorily as outlined in an approved remediation plan
- Fails to comply with the Student Code of Conduct

Failure to earn a passing grade for a course will be considered grounds for automatic dismissal unless otherwise approved for retention by the Dean. The PA Student Performance Committee is not restricted from recommending PA students for probation or dismissal for reasons of unethical, unprofessional, and/or unacceptable behavior by the student. Failure due to poor class participation must be documented. Students who do not meet the standards specified for promotion and graduation may be given opportunities to correct deficiencies. Any student failing a course while on academic probation is subject to automatic dismissal, unless otherwise recommended for retention by the PA Student Performance Committee and approved by the Dean.

Re-Admission after Dismissal

Any student seeking readmission after dismissal from the PA program must apply through the normal admissions process. The academic record of any student who applies for re-admission will automatically become a part of the data considered by the admissions committee. Any student who is readmitted and subsequently receives a failing grade in any course will be automatically recommended for dismissal without an opportunity for subsequent 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. Students may be required to meet additional requirements in order to meet other health science center, accreditation, state or national standards and/or regulations. Students who have met all requirements and been recommended for graduation may be awarded the Master of Physician Assistant Studies (MPAS) degree provided they meet the conditions listed below:

1. Have completed all academic requirements and achieved grades of C, Credit, Pass or better in assigned courses.
2. Have completed six academic years of credit at an accredited college or university, of which at least 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 an exit questionnaire and returned to the Office of the Registrar 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, decelerates, or is dismissed and later re-enters the program, or if a student is granted an extension beyond 36 months, that student must meet the requirements listed for the class with whom he or she will graduate. 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(s) that was (were) failed and must also complete any subsequent incomplete courses. A student dismissed due to a failing grade in a clinical practicum course, who later is readmitted to the program, has not more than 12 months from the date of re-entry to successfully complete the course that was failed and any subsequent incomplete courses. The maximum time limit for completing all graduation requirements is 72 months. Have met the following requisites and time limits: If a student withdraws, decelerates, or is dismissed and later re-enters the program, or if a student is granted an extension beyond 36 months, that student must meet the requirements listed for the class with whom he or she will graduate. 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(s) that was (were) failed and must also complete any subsequent incomplete courses. A student dismissed due to a failing grade in a clinical practicum course, who later is readmitted to the program, has not more than 12 months from the date of re-entry to successfully complete the course that was failed and any subsequent incomplete courses. 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 without permission of the Dean (or designee). Only in unusual circumstances, and with approval of the Health Science Center President, will a degree be awarded in absentia. Students will not be considered graduates in any capacity until they have successfully completed all graduation requirements.*

Withdrawal

The Master of Physician Assistant Studies program adheres to the UNTHSC policy on course withdrawals. A student who withdraws from a course or fails to complete it within specified time periods will not be permitted to progress in the curriculum or to graduate.

Application for voluntary withdrawal must be made in writing. Except in rare and unusual circumstances, the application for withdrawal will be accompanied by a personal interview with the Program Director, the Associate Vice President for Student Affairs, and the Dean. Students who withdraw or fail to attend classes or clinical experiences without notifying the Registrar and/or the Dean and with-out completing the established withdrawal procedures within 30 days, will automatically be dismissed.

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.

Students must obtain and complete a Withdrawal Form from the Registrar before they can officially withdraw from the educational program. Students who do not complete the withdrawal process will not be entitled to an official withdrawal and consequently, can not be considered for readmission at a later date. Readmission is not assured unless it is a part of the final decision and/or agreement made by the withdrawing student, the Director of the PA Program and the Dean. 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 the next academic year and must register for all courses scheduled during that academic year, including those previously completed and passed, unless stipulated otherwise in a written agreement with the Dean.

Students who withdraw, who are not in good academic standing may request readmission through regular the Admissions process. The admissions committee will evaluate the student’s entire academic record and make a recommendation to the Dean. Any student who withdraws due to poor academic progress, re-enters the health science center and receives a failing grade in any course will be recommended for dismissal without opportunity for readmission .

Other Policies

Master’s Project

All students enrolled in the Master of Physician Assistant Studies Program must successfully complete a master’s project and receive a passing grade in order to graduate. Faculty will guide, monitor, and assess the quality of the work presented in this process. The Coordinator of PA Research Studies will determine and notify the student when successful completion of requirements has been achieved.

Scheduling of Examinations

Examinations are given at a scheduled time and date. Course directors determine examination formats. 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. All students who arrive later than the scheduled start time for the exam must fill out a “Late for Exam” form and schedule a meeting with the Academic Coordinator immediately. Consistent patterns of late arrivals for exams will be considered unprofessional conduct and could result in dismissal from the program. No students will be exempt from taking final examinations.

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 documented medical excuse. Approval is required from the course director in order to authorize a make-up examination. Students who miss a scheduled examination without receiving approval by the course director to either 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. To arrange for an early or late make-up examination, students must obtain and complete an excused absence form requesting a make-up examination. In the case of an early examination, the completed form must be submitted to the course director 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. In the case of a missed examination due to an emergency or illness, the student must obtain and complete an excused absence form to request a make-up examination within five business days after the missed examination. Approval of the excused absence and make-up examination is based upon the discretion of the course director and must be obtained from both the course director and Academic Coordinator. If approved, the make-up examination must be administered within seven (7) days following approval, except when the course director determines that additional time is needed.

Use of Examinations Obtained from External Sources

UNTHSC takes reasonable actions to ensure the security of testing materials obtained from external sources. Measures include, but are not limited to notifying students that:

- External testing materials are owned and copyrighted by outside entities and that any form of copying is prohibited.
- Students are not permitted to reproduce or distribute external testing materials that are owned and copyrighted by outside entities.
- Students are not permitted to distribute any external testing materials (or portions thereof) to students at other schools or to any other persons.

Performance of Patient Care Related Activities

Achieving the educational goals of the program will call for students to become involved in activities at medical clinics and in hospital settings where direct patient care is provided. These activities typically include supervised direct patient care and access to patient care related information. Students are not permitted take the responsibility or place of qualified professional staff. Involvement in patient care is permitted only when authorized or by an assigned clinical preceptor or a faculty member. Under no circumstances are students permitted to write patient care orders independently or be assigned patient care activities that exceed those a graduate physician assistant would otherwise be directed to perform. Students may be asked to obtain and provide documentation indicating that they do not have conditions that would endanger the health and well being of patients before starting clinical rotations, including a Criminal Background Check and/or Drug Screen to complete all requirements for acceptance at a particular clinical site or hospital. Students must be able to demonstrate that their health and abilities enable them to meet the defined technical standards of the program, which are provided prior to admission. Students must be able to demonstrate their status related to infectious disease that could pose a threat to patient's well being. Students are required to obtain tuberculosis testing/screening annually.

Confidentiality

Students are bound to commonly held confidentiality principles, state regulations and federal guidelines upheld in healthcare settings regarding patient information. Patient information MUST be maintained in confidence in accordance with federal guidelines, institutional policy and that of affiliate institutions. Students may not release patient information to anyone outside of their clinical preceptor or a qualified faculty member unless they are instructed to do so by their clinical preceptor or qualified faculty member. In those cases where students are required to collect or produce documents for the purposes evaluating their performance, the student is required to remove or obliterate all potentially identifying patient information according to Federal HIPAA guidelines. Students may be required to sign a statement of understanding regarding patient confidentiality and complete additional training to insure compliance with affiliated institutional/hospital policies.

Patient Notification of Student Status

Students must take reasonable steps to disclose their status as a "physician assistant student" while performing patient care related activities. Except in the operating room or other location where it would pose an infection or safety hazard, students are required to wear an identification badge at all times while on clinical rotations and when involved in patient care.

Service Work

Students are not permitted to take the responsibility or place of professional or regular staff while serving in clinical experiences or clinical practica. Students may not accept payments, stipends, or other remuneration for services that they perform as a part of their educational program.

Menial Tasking

Students may be asked to perform menial tasks such as transporting patients, collecting laboratory specimens, answering telephones, paging team members, or filing reports as long as they are not paid for performing these services and as long as the activities do not conflict with the student's overall learning experience.

Supervision of Medical Services

PA students are prohibited from performing any medical services or function without appropriate supervision.

Employment

Students are expected to give attendance to completion of assignments and rotation requirements priority over employment. Some assignments may call for the student to attend patient care activities at unusual or irregular hours or at places that are geographically separate from the main campus and/or their primary residence. Failure to meet course expectations due to employment conflicts may be cause for dismissal from the program.

Off-Campus Educational Activities

Some clinical practica and educational experiences take place off-campus and outside the immediate vicinity of Fort Worth. Attempt is made to assist students in obtaining free or reduced-cost housing; however students are not guaranteed its availability and cannot be afforded special consideration due to employment concerns. Students should recognize that securing housing is a student responsibility. Assistance with locating housing is a service provided for students and is not a program obligation. At no time should the university or PA program be considered responsible for paying student housing at clinical rotation sites.

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 ends. This responsibility is met by participation in the course evaluations and as defined in administrative policy S/TCOM/Acad-36; if the responsibility is not met, the student will be given an "I" (incomplete) for the course until such evaluation is completed. All evaluations must be current before students can register for the next semester or graduate.

Academic Honors

It is a health science center tradition to recognize its highest scholars and promote academic excellence. Students may be awarded "Honors" upon graduation if their overall grade point average is greater than or equivalent to 3.51 on a 4.0 scale. No more than 20% of a single PA graduating class will be awarded "Honors" at graduation. The Dean's List is established to rec-ognize academic excellence when the student achieves a semester grade point average of 3.51 or greater for a se-mester that is primarily didactic. Due to the variable nature of clinical practica, Dean's List recognition is not awarded for clinical practica. A student who has been placed on pro-bation for any reason during their enrollment is not eligible for Dean's List recognition. Other special awards may be utilized by the PA program to recognize exceptional aca-demic, clinical and leadership performance by a student. Special awards are not annotated on the student's official transcript. 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 disci-plinary probation during their enrollment can receive a de-gree with honors.

Transcripts from UNTHSC

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 fee is charged thereafter for each official transcript. A fee is also 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.

Texas College of Osteopathic Medicine

Dual Degree Program Curriculum Information

2007-2008 CATALOG

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. Students must have permission from the TCOM Associate Dean for Academic Affairs prior to registering for graduate courses.

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 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. Students must have permission from the TCOM Associate Dean for Academic Affairs prior to registering for graduate courses.

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. Participation in this program is subject to approval by the TCOM Associate Dean for Academic Affairs.

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

2007-2008 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/ 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
- Must be a U.S. citizen or eligible non-citizen

Applying for Financial Aid

1. New applicants should complete a Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.ed.gov. A computer with access to a printer and the previous tax year's information are required. For continuing students you can complete a renewal application with your pin number.
2. All students must complete a student questionnaire located on the financial aid website at http://www.hsc.unt.edu/departments/financialaid/
3. The Office of Financial Aid does not have an application deadline. However, it is highly recommended that applications be submitted as early as you can since some funding is limited. Applications should be received no later then April 1st to have aid here on-time. The Office of Financial Aid cannot guarantee that funds will be available by the start of class if applications are received past April 1st. If aid is not here on time then students should be prepared to pay for own expenses and wait until aid dollars arrive to be reimbursed.
4. Students selected for verification will be required to provide additional documentation and financial aid forms. If the selected data is incorrect, the processing time may increase.
5. Take adequate time to complete the FAFSA. Read and answer all questions carefully and accurately. The additional time spent will enhance and ensure a successful application process.
6. Schedule an appointment with a financial aid counselor to discuss eligibility requirements, verification, problems, budgeting of resources, or loan applications. Call (817) 735-2505 or (800) 346-8266.

The Office of Financial Aid is located in the Division of Student Affairs on the second floor of the Educational and Administration building (EAD-247)

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 annually and may or may not change depending on require-ments by federal law. Student budgets are based on the following expenses for the student only (does not include spouse or other dependents):

- Tuition and fees
- Books and supplies
- Room and board
- Transportation
- Personal or Miscellaneous expenses
- Health Insurance

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:

- TPEG Grant (limited in funds and only available to 3 and 4 year medical students)
- Federal Work Study
- Federal Perkins Loans (limited on funds)
- Scholarships for Disadvantage Students
- Federal Subsidized Loan
- Federal Unsubsidized Loan

We encourage all students to apply early since some financial aid is limited. In addition, students may apply through the health sci-ence center's Financial Aid Office for various state, institu-tional and private scholarship/loan programs. Students may also apply directly to private foundations for scholar-ships also apply directly to private foundations for scholar-ships and loans. Several programs have individual selec-tion criteria and various award limits. Contact the Financial Aid Office for more information. Also students interested in armed forces programs should contact their local recruiter or a recruiter in the Dallas/ Fort Worth metroplex.

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 Resources

Recreation Facilities-Founder's Activity Center

The Founders' Activity Center, located on the north end of campus, is open seven days a week to students, faculty and staff. The center features aerobics classes, regularly scheduled recreational sports, a multipurpose outdoor court and recreational equipment. Cardiovascular exercise equipment is also available, as well as free-weights and weight machines. Exercise and nutrition programs can be tailored to the individual by the center's staff. For more information and a current schedule of activities, please visit their website at http://www.hsc.unt.edu/fac/ or contact the health promotion manager at 817-735-2209.

Food Service

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

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 is maintained and made available to the public. Such crimes are logged and open to public inspection within two business days of report. Exceptions to disclosure of statistics will be made to protect on-going investigations and victims of sensitive crimes. This information may be obtained on the Campus Police website at http://www.hsc.unt.edu/Cleryact. The non-emergency phone number for campus police is 817-735-2210. **For emergencies, please dial 817-735-2600 or 2600 from any campus phone.**

Motor Vehicle Registration

People who operate motor vehicles and bicycles and on the health science center campus must comply with the Texas Uniform Traffic Code and the published center regulations regarding vehicle and bicycle use, parking, display of decals and penalties for violation. More details are available from http://students.hsc.unt.edu in the parking policies of the Student Handbook.

ID Cards

Health science center identification cards are issued during registration. These must be worn at all times while the student is on campus. Also student should wear their ID badges on preceptorships, clinical rotations, internships, community service projects, and any other practical experiences preformed as a member of the UNTHSC community.

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 $2,000 (Class C Misdemeanor).

A replacement for a lost or stolen ID card can be purchased for $25. Please contact Biomedical Communications at 817-735-2470 for procedures and more information. A stolen card should be reported to Campus Police.

Liability: Personal Property on Campus

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.

Health Services

Health care services are available to students through the UNT Health Science Center's Student Health Clinic in the Patient Care Center on the northwest corner of campus. The student is responsible for all appropriate fees (lab costs, etc), 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. For more information, please contact the Student Health Clinic at 817-735-2228.

Student Health Insurance

It is compulsory for all students to carry medical and hospitalization insurance while enrolled at the health science center. Proof of insurance in the form of a signed verification form must be completed prior to initial registration and enrollment. Insurance coverage must remain in effect throughout the duration of enrollment.

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

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.

Policies Pertaining to Students

General Administrative Policies

This catalog contains official academic and administrative regulations. General policies that apply to all 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 prior to 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 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/.

Health & Hospitalization Insurance

All students are required to have annual health insurance in effect during all periods of enrollment to be in compliance with Health Science Center policy. Students have the right to select any health insurance plan that meets their personal and family needs. Prior to registration, each student is required to sign an acknowledgment that they have health insurance coverage and will maintain it for the duration of their enrollment.

Student Rights and Consumer Rights

The institution will consider the impact of a caregiver's personal cultural values, ethics and religious beliefs as related to all services provided. However, in no instance will the mission of the institution be compromised. In accordance with applicable laws, treatment and care of our consumers 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 home page 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 consider certain information to be "directory information," which is subject to disclosure without prior consent from the student. Directory information relating to students includes the fol-

lowing: 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 requested 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 return the appropriate refund to the student 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 during a fall or spring semester the and 7th class day during a summer term, 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, the schedule for refunds is 100% prior to the first class day, 80% during the first five class days, 70% during the second five class days, 50% during the third five class days, 25% during the fourth five class day (20th class day) and none after the 20th class day for the fall and spring semesters. The schedule for refunds for the summer semester is 100% prior to the first day of class, 80% during the first, second, or third class day, 50% during the fourth, fifth, or sixth class day, and none after the seventh day of class.

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 constitute 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.

Clery Act

What is the Jeanne Clery Act?

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (formerly the Campus Security Act) is a federal law that requires institutions of higher education in the United States to disclose campus security information including crime statistics for the campus and surrounding areas. It was first enacted by Congress in 1990 and amended in both 1992 and 1998.

Who is Jeanne Clery?

In 1986 Jeanne Clery, a freshman at Pennsylvania's Lehigh University, was murdered and sexually assaulted in her campus residence hall room by another student she didn't know. Her school hadn't informed students about 38 violent crimes on campus in the three years preceding her murder. Clery's parents led the crusade to enact the original Campus Security Act. Congress formally named the law in memory of Clery in 1998.

The law was most recently amended in 2000 to require schools beginning in 2003 to notify the campus community about where public "Megan's Law" information about registered sex offenders on campus could be obtained.

Crime statistics for the UNT Health Science Center are available on the Campus Police website: http://www.hsc.unt.edu/departments/police/unthscpd.htm

Substance Abuse & Self Reporting

The Health Science Center does not condone the abuse of alcohol or illegal drugs. Its administrative policies, in accordance with Texas state law, provide the penalty of suspension or dismissal of any student who abuses alcohol or uses illegal drugs on property owned or affiliated with the Health Science Center. However, the Health Science Center recognizes that students may develop substance abuse problems that can be treated successfully before critical incidents occur (e.g., arrests, usage on campus property, or intoxication in the classroom or health professions setting). Therefore, the Health Science Center encourages students who have developed substance abuse problems to voluntarily identify themselves and to seek immediate treatment. Complete listings of all health science center policies related to substance use or abuse can be found on the institutions web page www.hsc.unt.edu on the Human Resource Services Policy page and in the on-line Student Handbook.

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 August 2007 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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Director, Purchasing and Central Services

Robert Nimocks
Executive Director, Information Technology Services and Chief Technology Officer

Dennis Shingleton, MS, MBA
Chief of Staff, TCOM

James Sims, PhD
Safety Officer

Department Faculty

Cell Biology and Genetics

The Department of Cell Biology and Genetics is committed to excellence in teaching, research and service. The mission of the department is to become leaders in modern cell biology and genetics research and to provide excellent innovative teaching in the anatomical sciences for physician, biomedical science and physician assistant students. Our faculty do cutting-edge research in areas such as glaucoma and cataract biology, diabetes, DNA damage responses and apoptosis, stem cell biology, growth factors and ion channels, cell signaling, yeast genetics and cellular and molecular imaging. Our faculty is also nationally recognized for innovative techniques in anatomy education including gross anatomy, histology, embryology and neuroanatomy. The department also houses the Microscopy Imaging and Gene Array Core Facilities for the health science center. Our master's and Ph.D. graduate programs focus on cell biology and forensic genetics and offer students outstanding opportunities in research and teaching.

Faculty Roster

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Ranelle, Brian, DO

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McCartney, Mitchell, PhD
Nasreen, Jacobson, PhD
Shephard, Allan, PhD

Emeritus Faculty
Schunder, Mary, PhD
Associate Professor Emeritus

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. Our collaboration in October 2005 with the Department of Community Medicine at the John Peter Smith Hospital further increased this network. 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:

- Develop and maintain model osteopathic family medicine educational programs for medical, physician assistant and allied health students, resident physicians and other faculty and practicing physicians who train future health care providers.
- 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.
- 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.
- 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.
- 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, nurse practitioners and physician assistants and provides a continuous influence in the lives of TCOM medical and physician assistant 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 four-year longitudinal curriculum in rural medicine. The Rural Osteopathic Medical Education of Texas (ROME) curriculum is designed to prepare the graduate for practice in the special environment of rural medicine.

The projects link medical education and health care resources to build and strengthen community-based education programs.

The Department administers affiliated family practice residency programs in the state of Texas through OPTI. The learning focus is broad in scope. The Department directly supports Plaza Medical Family Practice Residents, including a full-time hospital ward service to further enhance the education of resident, medical and physician assistant students.

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 and begin in their fourth year of medical school as TCOM students.

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 Bio-

medical 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 Institutes 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 Research (DOR) provides an opportune learning experience for students. Opportunities to complete abstracts, posters and publications are encouraged. Pre- and post-doctoral fellowships are available. A Palliative Medicine Fellowship at Universal Health is a one year fellowship with an optional second year leading to a Master of Science (MS) degree in clinical research or education. The Department of Family Medicine's commitment to be an academic department of national stature was enhanced by the creation in 2005 of the North Texas Primary Care Practice-Based Research Network (NorTex). NorTex is a collaborative network of physicians located throughout North Texas who perform patient-oriented evidence-based research. NorTex serves as a model for the organization of practice-based research groups and will provide additional research opportunities for students.

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Janiak, Daniel, DO
Johnson, Jeffrey, DO
Judd, Timothy, DO
Juetersonke, George, DO
Kelley, Robert, DO
Kincheleo, Albert, DO
Kinsfather, Teresa, DO
Kislingbury, Todd, DO
Knapp, George, DO
Knox, Jonathan, DO
Kocsis, Imre, DO
Kretzer, Mary, DO
Kretzschmar, Shaun, DO
Kuenstler, Kevin, MD
Lang, Howard, DO
Lawrence, Kevin S., MD
Lee, Samuel, DO

LeFever, Leroy, DO
Leins, Edward, DO
Ling, Shirat, DO
MacClements, Jonathan E., MD
Macik, Felicia K., DO
Mahmoud, Waleed, DO
Maniet, Bruce, DO
Martin, Luther, DO
Matthew, Robert L. Jr., BS, PA-C
McClanahan, Mark, DO
McCrory, Kathleen, DO
McDaniel, Ronald, DO
McElya, Martin, DO
McKernan, Stephen L., DO
Megna, Robert, DO
Migala, Alexander F., DO
Mills, Charles, DO
Mitchell, Shaunna, DO
Moehring, Kurt, DO
Moser, Doreen, DO
Moss, Judith, DO
Nance, Henry, DO
Nichols, Stephen, MD
Nivens, Jamie, DO
Oswald, Richard, DO
Palmer, Hugh, DO
Paul, Robert, DO
Perkins, Randall C., DO
Perry, Richard, DO
Pham, Tony, DO
Pieniazek, Jack, DO
Purgason, James, MD
Ray, David, DO
Rector-Wright, Ruth, DO
Rettig, Jeffrey, DO
Richard, Robert, DO
Ruggiero, Michael, DO
Sanchez, Mario, DO
Santone, Pamela, DO
Saucedo, Joseph, DO
Sawtelle, John L., DO
Scott, Karen, DO
Scott, Randolph, DO
Shue, Randall, DO
Shima, Thomas, DO
Siewert, Rick A., DO
Simonak, David, DO
Sone, Daniel, DO
Spradlin, James, DO
Stark, Robert, DO
Stewart, Ronald, DO
Tarver, Denise, DO
Thomas, George, DO
Thomas, William, Jr., DO
Thomason, Dwayne, DO
Todd, Jansen, DO
Urich, Norman, DO
Vanderheiden, David, DO
Vasquez, Jaime, DO
Walker, Brent, DO
Wallingford, Craig, DO
Walter, Margaret, DO
Wang, Jeff, DO
Wasson, Bradley, DO
Weaver, William, DO
Whiting, Craig, DO
Williams, Michael, DO
Williamson, Scott, MD
Wilson, Wesley, DO
Wright, David, DO
Wysoki, Joseph, DO
Yeoham, Loraine, DO
Yount, Steven, DO
Zamora, Sergio, DO
Zengerle, Claire, DO

Clinical Instructor
Bereznoff, Craig, DO
Biery, John, DO
Bingham, Mark, PA-C
Black, Keith, DO
Campbell-Fox, Mary, DO
Clory, Michael, PA-C
Conner, Barbara N., MD
Copeland, Jon, DO
Daniels, Ronald, DO
Dennis, Sharon, DO
Dott, Kenneth, DO
Dow, Glendal, DO
Erickson, Richard C., DO
Evans, Stanley, DO
Forelich, James, E. III, DO
Giles, William, DO
Green, Peter, MD
Haman, Mark, DO
Hardy, William, Jr., PA-C
Hodde, James D., MD
Johnson, J.S., MD
Hooper, Dan RPh
Humphries, Kathleen, DO
Irvine, Sharon, DO
Isbell, Phillip, DO
Jafarian, Ali, DO
Johnson, J.S., MD
Leifheit, Steven, DO
Lewis, Carlton, DO
Lonergan, Frank, MD
Metzger, Daniel, DO
Mohney, John, DO
Penning, Christopher, DO
Phillips, Kyle, PA-C
Seger, William, MD
Sherbert, Ronald, DO
Simpson, Charles, MD
Spain, John, DO
Stahl, Kevin, DO
Stegall, Scott, PA-C
Waddleton, Beverly, DO
Watson, Terry, DO
Whiteley, Michael, DO
Whitley, Douglas, DO
Wolpin, Alan, Do
Yeo, Nancy, DO

Clinical Professor
Wright, Paul, MD

Research Associate Professor
Gibbs, Tyson, PhD
Schumacher, Randall, PhD

Research Assistant Professor
Gonzales, Adela, MPA, PhD

Research Instructor
Fulda, Kimberly, MPH

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.

Faculty Roster

Smith, Michael L., PhD
Professor and Chair
BS Texas Lutheran College
MS Southern Illinois University PhD University of North Texas

Caffrey, James L., PhD
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PhD University of Virginia

Carroll, Joan F., PhD
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MA and
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Dimitrijevich, S. Dan, PhD
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Downey, H. Fred, PhD
Professor
BS and MS University of Maryland
PhD University of Illinois at Urbana-Champaign

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BA Westmar College MS and
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PhD Thomas Jefferson University

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BS Anhui Medical University
MD Anhui Medical University
MS Anhui Medical University
PhD University of Nebraska Medical Center

Mallet, Robert T., PhD
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BS Catholic University of America
PhD George Washington University

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MS Shanghai Institute of Physical Education
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Burk, John, MD, FACP
Raven, Peter, PhD

Adjunct Associate Professor
Olivencia-Yurvati, Albert H., DO, FICS, FACOS
Squires, William, PhD

Adjunct Assistant Professor
Foresman, Brian, DO
Hannaman, Mary, MD
Stoll, Scott, DO, PhD

Research Assistant Instructor
Ogoh, Shigehiko, 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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AS Brookhaven Community College
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MD School of Medicine, UNAM

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MPH University of North Texas Health Science Center at Fort Worth

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MHSM University of Mary Hardin-Baylor

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BSN Texas Christian University
MSN University of Texas at Arlington

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DO University of Osteopathic Medicine and Health Sciences

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Griffith, David E., MD

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Dipaola, David P., MD
Fairchild, Thomas J., PhD
Gratch, Jack O., DO
Pemmaraju, Sankar, DO
Widerhorn, Josef, MD

Clinical Assistant Professor
Adamo, Michael P., DO
Adams, Elvin, MD
Adams, John. W., DO
Agoro, Adesubomi, MD
Aziz, Shahid, DO
Barry, John, MD
Blanck, Ronald R., DO
Bryce, Errol, MD
Chang, Shelly-Ann, MD
Claxton, Anthony, MD
Clibon, Unamarie, MD, PharmD
Cohen, Phillip, DO, PA
Cothern, William F., DO
Eelani, Frood, DO
Estep, Rita Merge, MD
Etter, Gary L., MD
Feingold, Richard J., DO
Firstenberg, Barry A., DO
Fisher, Aileen, MD
Friess, Gregory G., DO
Frusher, Donald, DO
Garrison, Daniel L., MD
Godwin, Karen, PhD
Hartman, Israel, MD
Houtz, Andrew W., PhD
Hunter, Leigh K., MD
Jordan, William M., DO
Khammar, George S., MD
Kopman, Norman, DO
Lastimosa, Augusto Cezar, MD
Layeni, Olufemi, MD
Le, Quang, DO
Loeb, Lazarus, MD
Maldonado, Gilbert, MD
Mandell, Harold Lance, MD
Mehta, Niraj, DO
Miller, Douglas S., MD
Mills, Jeffrey A., DO
Mize, Samuel R., MD
Mudalair, Chandramoham, MD
Mundluru, Giri, MD
Nair, Chandrasekharen, MD
Nophsker, Theodore, DO
Pincus, Lewis M., DO
Pogoda, Janice, PhD
Romero, Richard, MD
Ross, Michael B., MD
Sahbazian, Behzad, DO
Sankarapandian, Ponniah, MD
Shori, Sandeep, DO
Skiba, Mary Ann, DO
Strauss, Mark G., MD
Taskar, Varsha S., RN, MSN, PhD
Trese, Thomas J., DO
Walder, Lon, DO
Winter, Anthony, MD

Clinical Instructor
Bernard, Jack, MD
Casey, David, PA-C
Johnson, Steven, MD
Keller, Robert, MD

Manipulative Medicine

To find health should be the object of the doctor. Anyone can find disease. A.T. Still

manual medicine: the use of the hands to diagnose and treat disorders of the somatic system.

The mission of the OMM Department is to optimize practice of Osteopathic Manipulative Medicine (OMM).

Our vision is that OMM will be recognized and practiced as evidence-based medicine, to improve the quality of care actively supported by health care policies.

Course core values include: (1) Communication, (2) Opportunity, (3) Respect, (4) Empowerment

The Osteopathic Manipulative Medicine (OMM) Department is responsible for all OMM education occurring at UNTHSC. The faculty members of the OMM Department are the course directors for the Year I and Year II OMM courses, which are part of the osteopathic medical curriculum. There is a mandatory core clinical clerkship in OMM during the third year of medical school, which is directed and taught by our OMM faculty. Our OMM faculty members direct and teach “Plus-One” and Two-year Residents in Neuromusculoskeletal Medicine and OMM and are also involved in a variety of continuing medical education courses related to this specialty.

We see our responsibility to include a seven (plus) year OMM medical curriculum. We strive to develop a rational plan for taking medical students from introduction to osteopathic history and palpatory skill to a final post-graduate product of a clinician confident and competent in daily application of OMM in a wide-variety of clinical conditions. Special programs within this seven year curriculum including a Teaching Assistant Program which enables eighteen second year medical students to earn additional money and develop additional skills by providing assistance in the OMM laboratory in training both Year I and Year II medical students. We also have a rich Pre-Doctoral Fellowship Program which allows exceptional and interested medical students to add an additional year to their undergraduate medical education to focus on clinical skills, education, and research in the area of OMM. This standardized seven year curriculum in combination with specialized programs such as the Teaching Assistant Program and Pre-doctoral Fellowship Program allow both a broad minimum competency for all of our students as well as opportunities for appropriate individuals to excel in the specialty of OMM.

The osteopathic philosophy is rooted in four basic concepts: first, the human being is a dynamic unit of function; second, the body possesses self-regulatory mechanisms which are self-healing in nature; third, structure and function are interrelated at all levels; and fourth, rational treatment is based on these principles.

The goal of the Department of OMM is to apply these osteopathic con-cepts and philosophies to the teaching of stu-dents and residents, to continue research into the scientific basis for osteopathy, and to treat patients in clinic and hospital settings. Faculty members, residents, undergraduate teaching fellows and students work together to provide quality osteopathic manipulative medicine to patients from infancy to the elderly. The physi-cians in the OMM department use a variety of methods and treatments to maximize the body’s inherent self-healing properties. Students will learn to use direct and indirect manual methods that act on structures to improve function and thereby augment the body’s self-regulating and self-healing processes.

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.

Faculty Roster

Stoll, Scott T., DO, PhD
Chair and Associate Professor
BS University of Kentucky, Lexington
DO Texas College of Osteopathic Medicine
PhD University of North Texas

Cruser, des Anges, PhD, MPA
Associate Professor
BA St. Joseph College
MPA University of Arkansas
PhD Oklahoma State University

Dickey, Jerry L., DO, FAAO
Associate Professor
BS Texas Wesleyan University
DO Kirksville College of Osteopathic Medicine

Gamber, Russell G., DO, MPH
Professor
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MPH UNT Health Science Center
DO Kirksville College of Osteopathic Medicine

King, Hollis, DO, PhD
Associate Professor
BA Duke University
MS Trinity University
PhD Louisiana State University
DO Texas College of Osteopathic Medicine

Licciardone, John, DO, MS, MBA
Associate Professor
BS Fordham University
MS Ohio State University
DO Kirksville College of Osteopathic Medicine
MBA Texas Christian University

McGill, Jerry C., PhD
Associate Professor
BA Hardin-Simmons University
MA Texas Tech University
PhD University of North Texas

Pim, Kendi, DO
Assistant Professor
BS Louisiana Scholars' College at Northwestern State University
DO Oklahoma State University College of Osteopathic Medicine

Williams, Stuart F., DO, C-FP, FACOFP
Associate Professor
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DO Texas College of Osteopathic Medicine

Affiliated Faculty

Clinical Assistant Professor
Adedokun, Ade, SO, RPh
Birdy, Karen, PA
Cordas, Steven, DO, MPH
Cotton, Nell, DO
Downey, Fred, PhD
English, Wayne, DO
Hayes, Randall, DO
Hodge, Lisa PhD
Holubec, Jerry, DO
Irvine, Robert, DO
Kalich, Allan, DO
Pham, Chau, DO
Radar, Daniel, DO
Reese, Phillip, DO
Schmitz, Leslie, DO
Smith, Michael, PhD
Speece, Arthur, DO
Teitelbaum, David, DO, DVM

Master of Physician Assistant Studies

The Master of Physician Assistant Studies (MPAS) degree program provides an exemplary education to physician assistant (PA) students planning for careers in primary health care, teaching and research. The PA program is housed within the Texas College of Osteopathic Medicine and supports the university's mission to teach primary healthcare and to develop interdisciplinary approaches to healthcare delivery. As a program in the College of Medicine, we are uniquely qualified to provide PA education in primary care. Students learn in campus classrooms as well as in clinics managed by the medical school. Students also accomplish clinical rotations in other locations throughout Dallas-Fort Worth and Texas. The program has an experienced team of core faculty, representing diverse backgrounds ranging from primary to specialty care in medical and surgical disciplines. In addition, students are taught by physician faculty, and scientists, and public health professionals in the College of Medicine, the Graduate School of Biomedical Sciences, and the School of Public Health. Learning in this environment promotes an interdisciplinary perspective fostering mutual respect and understanding between these health-related professions.

The PA program is designed to teach the competencies required to practice as a PA. As members of the healthcare team, our graduates provide professional preventive and primary health care services to patients. As a master's level program, we place additional emphasis on defining healthcare needs of underserved populations and critical analysis of clinically-related research. Graduates obtain advanced knowledge and skills in implementing research protocols, analyzing outcomes, and making medical decisions based on population-based studies.

We encourage applications from individuals who are broadly representative of the ethnic, cultural and socioeconomic groups they wish to serve as practitioners. The MPAS degree program has been accredited by the Accreditation Review Commission on Education for the Physician Assistant since 1997. PA graduates are eligible to sit for the national certifying examination administered by the National Commission on Certification of Physician Assistants and required in most states for licensure as a PA.

Faculty Roster

Lemke, Henry R., MMS, PA-C
Assistant Professor
Director, Physician Assistant Studies
BS/PA University of Oklahoma Health Science Center/USAF
MMS St. Francis College

Chen, Olive, PhD
Assistant Professor
Coordinator of Research Studies
BS, Catholic Fu-Jen University
PhD, Texas Women's University

Clark, Michael, PhD, PA-C
Assistant Professor
BS/PA University of Oklahoma Health Science Center/USAF
PhD City University of Los Angeles

Cooper, Christopher, MPAS, PA-C
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BS/PA University of Nebraska Medical Center, Omaha
MPAS University of Nebraska Medical Center, Omaha

Dyer, Ruthie, MS, PA-C
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MS/PA Baylor College of Medicine

Firozbakht, Parvaneh, MMS, PA-C
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BS Western Michigan University
MMS, PA Western Michigan University

Friedman, Gerald D. DO
Medical Director, Physician Assistant Studies and Simulation Lab Coordinator
BS Wayne State University
DO College of Osteopathic Medicine and Surgery, Des Moines

Hill, Laurie, PA-C
Assistant Professor
PA-C Quinnipiac College
MHS-PA Quinnipiac College,

Pagels, Patti, MPAS, PA-C
Assistant Professor
Clinical Education Coordinator
BA University of Texas at El Paso
BS/PA University of Texas Southwestern Medical School at Dallas
MPAS University of Nebraska Medical Center, Omaha

Reed, Linda, EdD, PA
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Associate Director/Academic Coordinator
BS University of Oklahoma
BS/PA University of Oklahoma Health Science Center
MEd University of Oklahoma
EdD University of North Texas

Roch, James, MPAS, PA-C
Assistant Professor
BS/PA University of Oklahoma Health Science Center/USAF
MPAS University of Nebraska Medical Center, Omaha

Medical Education

The Department of Medical Education provides educational support services to TCOM and to other health science center programs. Faculty and staff of the department schedule medical school classes and coordinate the scheduling of all other classes, support curriculum development activities in the medical school, conduct faculty development programs designed for the professional development of all faculty, and contribute to educational research.

Medical Education assists basic science and clinical science faculty review and provides staff support to the Curriculum Committee and course director groups that carry out the improvement of the curriculum.

Faculty Roster

Dubin, Bruce D., DO, JD
Associate Dean, Academic Affairs
Associate Professor, Internal Medicine (Pulmonary and Critical Care Medicine)
BA Eastern Michigan University
DO Kirksville College of Osteopathic Medicine

Budd, Michael L., PhD
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PhD Michigan State University

Friedman, Gerald D., DO
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DO College of Osteopathic Medicine and Surgery, Des Moines

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PhD Thomas Jefferson University

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PhD University of Texas at Houston

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BS University of Memphis
MDiv and DDiv Brite Divinity School, Texas Christian University

Oglesby, Michael, PhD
Year 2 Phase Director
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PhD State University of New York at Buffalo

Papa, Frank DO, PhD
Assistant Dean, Curricular Design and Educational Technologies
BA LaSall University
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PhD University of North Texas

Zachery, T. Eugene, DO
Clinical Education Coordinator, Student Affairs
Professor Emeritus, Family and Community Medicine, Division of Rural Medicine
BS University of North Texas
DO Kansas City University of Medicine and Biosciences

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, cardio-vascular 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 prokaryotic 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 American Heart Association, 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

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Affiliated Faculty

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Romeo, Tony, PhD
Weiner, Alan L., PhD
Wu, Ming-Chi, PhD

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McConathy, Walter J., PhD
Pertusi, Raymond, DO
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Hart, Mark E., PhD
Kumaresan, Pappanaicken R., PhD
Sims, James L., PhD

Emeritus Faculty
Harris, Elizabeth F., PhD
Associate Professor Emeritus

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, postgraduate medical education, continuing medical education and resident research scholarly activities.
The department has approximately 7,300 deliveries and 110,000 outpatient visits per year. It provides services related to general obstetrics and gynecology, Reproductive Endocrinology, Maternal-Fetal Medicine, Gynecologic Oncology, Urogynecology and pain management.

The providers of the Department consist of 25 physicians, 4 nurse midwives, 16 nurse practitioners, 1 physician assistant and 16 residents. 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 education of medical students by providing and presenting a reproductive systems course in second year to prepare students for their clinical years and their licensing examinations. In addition, department members supervise and administer an obstetrical and gynecologic residency program consisting of 16 residents.

The faculty supports postgraduate education and continuing medical education by participating in educational conferences, clinical case reviews, grand rounds and journal clubs. 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

Anderson, Ralph MD,FACOG,FRCS (C)
Assistant Professor and Chair
FRCS University of Western Ontario
MD University of Western Ontario

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

Bailey, Phillip MD, FACOG
Assistant Professor
BA Huntingdon College
MD University of Alabama School of Medicine

Boone, Melchor MD, FACOG
Assistant Professor
BA St. Mary's University
MD University of Texas Medical School Houston

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 and Clerkship Director
BS Northeast Missouri State University
DO Kirksville College of Osteopathic Medicine

Chu, Khoi MD, FACOG
Assistant Professor
BS University of Florida
MD University of South Florida College of Medicine

Crowley, Kathleen MD
Assistant Professor
BA Texas Christian University
MD Baylor College of Medicine

DeLeon, Frank MD, FACOG
Assistant Professor
BA Princeton University
MD University of Utah

Elliot, Peter MD, FACOG
Assistant Professor
MD University of Oklahoma, College of Medicine

Hantes, Jeffrey, DO
Assistant Professor
BS Southwest Texas State University
DO University of North Texas Health Science Center

Hardick, Leslie DO
Assistant Professor
BS University of North Texas
DO University of North Texas Health Science Center

Hinkle, Jennifer, MD
Assistant Professor
BS University of South Carolina
MD Medical University of South Carolina

Hinkle, Kollier, MD
Assistant Professor
BS University of South Carolina
MD Medical University of South Carolina

Kobs, Tracy, MD, FACOG
Assistant Professor
BS University of Oklahoma
MD University of Oklahoma School of Medicine

LaCoco, Salvatore, MD, FACOG
Assistant Professor
BA Constantine College of Liberal Arts/ University of Dallas
MD Texas Tech University

Massingill, G. Sealy, MD, FACOG
Assistant Professor and Vice Chairman
BA University of Texas Austin
MD University of Texas Medical School at Houston

Moreland, David, MD, FACOG
Assistant Professor
BS Louisiana State University
MD Louisiana State University School of Medicine

Rindfusz, David, MD, FACOG
Assistant Professor
BA Indiana University
MD Indiana University School of Medicine

Roberston, Kathleen, MD, FACOG
Assistant Professor
BS University of Minnesota
MD University of Minnesota

Robles, Guillermo, DO
Assistant Professor
BS from University of Texas at El Paso
DO University of North Texas Health Science Center

Speaks, Lynn, DO
Assistant Professor
BS University of Texas Health Science Center at San Antonio
DO University of North Texas Health Science Center

Tatum, G. Douglas, MD, FACOG
Assistant Professor
BS Texas Christian University
MD Tulane Medical School

Affiliated Faculty

Clinical Associate Professor
Hayes, Vernon M., DO, FACOOG
Howard, Thomas, MD, FACOG
Quist, Carolyn, DO
Tabor, Bannie, MD, FACOG

Clinical Assistant Professor
England, Michale, MD
McWherter, Joseph, MD, FACOG

Adjunct Porfessor
Berquist, Carol, MD

Emeritus Faculty
Walker, Lee J., DO, FACOOG
Professor Emeritus

Orthopaedic Surgery

The newly organized Department of Orthopaedic Surgery at the University of North Texas Health Science Center is a multidisciplinary group of orthopaedic and podiatric surgeons who are involved in patient care, education, and research. This team of surgeons and staff collaborate to provide comprehensive care of all musculoskeletal problems in a caring environment while utilizing modern surgical techniques and technologies. Our surgeons also instruct and teach orthopaedic and podiatric residents in our fully accredited graduate medical education programs at John Peter Smith Hospital. The individual departmental faculty members actively participate in research and have published in internationally recognized peer reviewed journals. Within these rich clinical and academic practices, our orthopaedic and podiatric surgeons and staff provide compassionate, evidence based care to achieve optimal outcomes and patient satisfaction.

Faculty Roster

Lichtman, David M. MD
Professor and Chair
BA Tufts College
MD State University of New York Downstate Medical Center

Armstrong, George MD
Assistant Professor
BA Texas Christian University
MD Southwestern Medical School

Carpenter, Brian DPM
Associate Professor
BS Texas A&M University
DPM Pennsylvania College of Podiatric Medicine

Garrett, Alan DPM
Assistant Professor
BS Texas A&M University
DPM Des Moines University College of Podiatric Medicine and Surgery

Kelley, Zachary MD
Instructor
PharmD University of Washington School of Pharmacy
MD University of Washington School of Medicine

Kessinger, Stacee MD
Instructor
BS, BA New Mexico State University
MD University of Colorado School of Medicine

Nana, Arvind MD
Associate Professor
BA University of Texas at Austin
MD University of Texas Medical Branch

Protzman, Robert MD
Assistant Professor
BS United States Military Academy at West Point
MD University of Kansas Medical School

Reddix, Robert MD
Associate Professor
BS United States Military Academy at West Point
MD Baylor College of Medicine

Tinley, Jason, MD
Instructor
BS Presbyterian College
MD Medical College of Georgia

Tobias, Brian DO
Assistant Professor
BA Indiana University
DO Kirksville College of Osteopathic Medicine

Motley, Travis DPM
Assistant Professor
BS Texas Christian University
DPM Des Moines University College of Podiatric Medicine and Surgery

Wagner, Russell, MD
Associate Professor
BBA University of Texas at Austin
MD UTHSCE - Southwestern Medical School

Pathology and Anatomy

As the scientific basis of clinical medicine and a clinical medical specialty, Pathology contributes in a prolific fashion to the teaching/adult learning activities of TCOM's integrated medical education curriculum particularly in the first two years. This includes major commitments both in the MPAS program and the medical school [MS] curriculum. It begins most prominently with the MS Mechanisms of Disease Courses, in Year One, and is an integral and significant contributor to the MS System II Courses in Year Two.

Pathologists emphasize the clinical utilization of laboratory data and relevant, targeted pathophysiology in the MPAS program.

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, forensic DNA methodologies, the molecular basis of neoplasia in surgical pathology and transfusion medicine and practical clinical applications of certain pleuro-potential blood and bone marrow cell lines.

The department includes a large and sophisticated DNA/Identity Laboratory whose activities encompass human forensic identification/ paternity and vector/tick-borne analyses utilizing a diversity of modern scientific techniques. These include RFLP, PCR and both nuclear and mitochondrial DNA methodologies. Our spectrum of highly significant programs center upon active participation in CODIS (the Combined DNA Indexing System) with the Federal Bureau of Investigation, working agreements and grants with the National Institutes of Justice, and the Texas Missing Persons DNA Database supporting the State of Texas, with additional programs in conjunction with the National Center for Missing and Exploited Children. Departmental Ph.D. molecular biologists conduct a large and competitive Master's program in Forensic Genetics, although this graduate school program is formally under the administration of the Department of Cell Biology and Genetics (See Graduate School of Biomedical Sciences Catalogue for information concerning this program).

The Department of Pathology and Anatomy maintains numerous activities for continuing and professional education in its Biomedical Skills Research and Education Facility, a substituent part of the Gross Anatomy Laboratory.

Faculty Roster

Nizzi, Frank, DO
Associate Professor and Acting Chair
BS Texas A&M University
DO University of North Texas Health Science Center

Cunningham, Linda F., MD, FCAP
Associate Professor
BS University of Alabama
MD Vanderbilt University

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

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

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

Williamson, Phillip, PhD
Assistant Professor
BS, MS and PhD University of North Texas

Affiliated Faculty

Clinical Associate Professor
Hoblit, David, MD
Vuitch, Milan, MD

Clinical Assistant Professor
Wasson, Lori, DO

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 University of North Texas Health Science Center, the Child Study Center and Cook Children's Medical Center (all in Fort Worth). In addition, Driscoll Children's Hospital in Corpus Christi, Texas Tech Health Science Center in Odessa 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

Alexander, Deborah, PA-C
Instructor
BS Physician Assistant Studies University of Texas Medical Branch at Galveston

Kinsay, Toyya, DO
Assistant Professor
BS Lamar University
DO UNT Health Science Center, Texas College of Osteopathic Medicine

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

Levine, Marianne, DO, FAAP
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

Pagels, Patti, MPAS, PA-C
Assistant Professor
BA University of Texas at El Paso
BS/PA University of Texas Southwestern Medical School at Dallas
MPAS University of Nebraska

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

Affiliated Faculty

Clinical Professor
Lanier, Bobby, MD

Clinical Associate Professor
Bowman, W. Paul, MD
Cunninham, James, MD
Dambro, Nancy, MD
Dyson, Maynard, MD
Forman, Mitchell, DO
Kukolich, Mary K., AB, MD
Pfaff, Kenneth, MD
Riley, William, MD

Clinical Assistant Professor
Carrizales, Eva D., DO
Chintapalli, Meenakshim MD
Cowan, Michael, DO, FAAP
Etuknwa, Udauk, MD
Hadeed, Sami, MD
Laney, Mark, MD
Levy, Neil S., DO
Lund, Gregg C., DO
Reed, William J., MD
Robbins, Bart, DO
Ryals, Brian, MD
Tam, Vincent, MD
Wylie, Kevin, DO

PA Preceptor/Clinical Instructor
Hedayati, 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
Professor
BSc University of Calcutta
PhD University of Nebraska

de Fiebre, Christopher, PhD
Associate Professor
BA University of Minnesota
PhD University of Colorado

Diban, Adnan, PhD
Research Assistant Professor
PhD University of North Texas Health Science Center

Dillon, Glenn H., PhD
Professor and Associate Vice President, Research and Biotechnology Administration
BS Southwest Missouri State University
MS and PhD University of Illinois at Urbana-Champaign

Forster, Michael J., PhD
Professor and Vice Chair
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

Hayrapetyan, Volodya, PhD
Research Assistant Professor
BS Moscow Pedagogical Institute
MS Yerevan State University
PhD Center of Biophysics, Armenian Academy of Sciences

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

Jung, Marianna, PhD
Assistant Professor
BS & MS Ewha Woman's University
MS & PhD University of North Texas Health Science Center

Koulen, Peter, PhD
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
Professor
BA and BS University of Illinois at Urbana-Champaign
PhD University of Pennsylvania

Machu, Tina, PhD
Associate Professor
PhD University of Texas at Austin

Martin, Michael W., PhD
Assistant Professor and Assistant Dean for Academic Affairs
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

Prokai-Tatrai, Katalin, PhD
Research Assistant Professor
BSc, MSc and PhD Univerty of Veszprem

Rybalchenko, Volodymyr, PhD
Research Assistant Professor
MS Moscow Institute of Physics & Technology
PhD Institute of Bio-organic Chemistry, National Ukrainian Academy of Sciences

Schetz, John, PhD
Associate Professor
PhD University of Florida

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

Sumien, Nathalie, PhD
Research Assistant Professor
BS University of Florida
PhD Southern Methodist University

Yan, Liang-Jun, PhD
Research Associate Professor
BS Peking University
MS, Institute of Biophysics, Chinese Academy of Science
PhD University of California at Berkeley

Yang, Shaohua, PhD
Assistant Professor
PhD University of North Texas Health Science Center
MD School of Medicine, Beijing Medical University

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

Affiliated Faculty

Adjunct Associate Professor
Pang, Iok-Hou, PhD
Sharif, Naj, PhD

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

P & N Instructor
Hooper, C. Dan, RPh

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

Professional Library Faculty

Faculty Roster

Broyles, Kathy D., MLS, AHIP
Reference Librarian
Instructor, Education

BS Texas A & M – Commerce
MLS Texas Woman's University

Burgard, Daniel E., MSLIS
Senior Director Public Services
Assistant Professor, Education
BS, MSLIS University of Illinois at Urbana-Champaign

Carter, Bobby R., MS (LS)
Associate Vice President for Information Resources and Executive Director, Lewis Library
Associate Professor, Education
BS University of Houston
MS (LS) Louisiana State University

Crenshaw, Clayton, MSLS
Access Services Librarian
Instructor, Education
BA Baylor University
MSLS University of North Texas

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

Jones, Emily, MLIS
Reference Librarian, Part-Time
BA Stanford University
MLIS University of Washington

Leudecke, Katie, MLS, MS, CHES
Instruction Librarian
Instructor, Education
BA Southwest Texas State University
MLS and MS Texas Woman's University

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

Smith, Lisa, MLS
Outreach Librarian
Assistant Professor, Education
BA Texas Tech University
MLS University of North Texas

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

Psychiatry

The Department of Psychiatry provides services for JPS Health Network (JPSHN) and the University of North Texas Health Science Center at Fort Worth (UNTHSC). The Department of Psychiatry offers the following current programs:

- Psychiatric Emergency Center (PEC)
- Acute Psychiatric Center (APC)
- Consult and Liaison Services (C&L)
- Inpatient Adult Services (38 beds)
- Inpatient Adolescent Services (16 beds)
- JPSHN Outpatient Behavioral Services
  - Stop Six
  - Viola Pitts (Como Pitts)
  - Northeast
  - Central Arlington (CHC)
- UNTHSC Outpatient Clinic
- UNTHSC Neuropsychiatry Mansfield Clinic

The JPSHN actively supports medical education as the primary sponsor of several residency programs, psychiatry included. The department of psychiatry accepts 4 residents each year into the four-year program. The medical staff is involved in the residency training programs, creating a strong commitment to academic pursuits.

The department of psychiatry has a full time faculty of seventeen (17) psychiatrists, one (1) part-time psychiatrists, two (2) psychologists and five (5) administrative support staff.

The Department of Psychiatry residency program has received full accreditation from the Accreditation Council for Graduate Medical Education (ACGME) and American Osteopathic Association (AOA).

The Department of Psychiatry has implemented a plan for a program of research training and research.

The Department of Psychiatry's clinical and educational responsibilities have been an important educational component of Texas College of Osteopathic Medicine (TCOM). The Department of Psychiatry's activities for the medical students include the following:

- Develop and maintain educational programs for medical student.
- Provide and teach comprehensive, high quality, cost-effective healthcare
- Medical interviewing, physical examination and physical diagnosis

The Department's mission is to provide the highest level of quality of care for the people of Texas through exemplary psychiatric medicine education, clinical practice, research and community service.

Faculty Roster

Podawiltz, Alan L., DO
Chairman and Assistant Professor
BS University of Oregon
MS University of Oregon
DO Oklahoma State University, College of Osteopathic Medicine

Bleker, Edward, PhD
Assistant Professor
BS Southwestern University
MS Stephen F. Austin State University
PhD Texas Tech University

Deardorff, Daralynn, DO
Assistant Professor
DO University of North Texas Health Science Center

Djokovic, Marija, MD
Assistant Professor
MD University of Belgrade School of Medicine

Etter, Gary L., MD
Vice Chairman and Assistant Professor
MD University of Texas Medical Branch at Galveston

Granado, Elma G., MD
Assistant Professor
MD University of Santo Tomas

Haider, Kanwal, MD
Associate Professor
MBBS King Edward Medical College

Haqqani, M.A. Rahim, MD
Assistant Professor
MD Sindh Medical College

Hawkins, Germaine, DO
Assistant Professor
BS Texas A&M University
DO University of North Texas Health Science Center

Houtz, Andrew, PhD
Assistant Professor
BS University of Florida
MS and PhD University of North Texas

Klymiuk, Jadwiga, MD
Assistant Professor
MD Medical School of Wroclaw

Manjunath, Prema, MD
Assistant Professor
MBBS Bangalore Medical College

Mian, Muhammed M., MD
Assistant Professor
MD Nishtar Medical College-Hospital

Nati, Carol A., MD
Assistant Professor
BS and MS St. John's University School of Art's and Sciences
MD Oral Roberts University School of Medicine

Packard, Russell C., MD
Professor
MD University of California, Irvine

Silvas, Jose, MD
Associate Professor
BS University of Texas at El Paso
MD University of Texas Health Science Center at San Antonio

Tukdi, Shakil A., MD
Assistant Professor
MD Dow Medical University, Karachi Pakistan

Williams, Delwin, MD
Assistant Professor
BS Earlham College
MD University Texas Southwestern Medical School at Dallas

Winter, Scott A., MD
Associate Professor
BS Mississippi State University
MD University of Mississippi

Witschy, James, MD
Associate Professor
BS University of Illinois
MS University of Texas Health Science Center at San Antonio

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. Department faculty members pursue many research interests, including critical care, endocrine surgery, laparoscopic surgery, endovascular surgery, swallowing disorders, airway obstructive diseases, wound healing, clinical outcomes studies and a variety of clinical trials. Other areas include basic science research in cardiac metabolism and cardiopulmonary bypass.

Faculty Roster

Olivencia-Yurvati, Albert H., DO, FACOS, FICS, FAHA
Chair and Professor
BS California State University
DO Texas College of Osteopathic Medicine

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

Hoxha, Besim, MD
Research Instructor
MD University of Prishtina School of Medicine

Fikkert, Arnold, DO
Assistant Professor
BS Baylor University
MA Baylor University
DO University of North Texas Health Science Center

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

Hill, Laurie, PA-C
Assistant Professor
BA, Southern Connecticut State University
MHS, Quinnipiac College

Malik, Muhammad Aslam, MD
Assistant Professor
BS and MD University of the Punjab

Peska, Don N., DO, FACOS
Associate Professor and Associate Dean for Graduate Medical Education
BS Brooklyn College
DO College of Osteopathic Medicine and Surgery

Phillips, Randall R., DO
Assistant Professor
BS Southwestern Union College
DO Texas College of Osteopathic Medicine

Affiliated Faculty

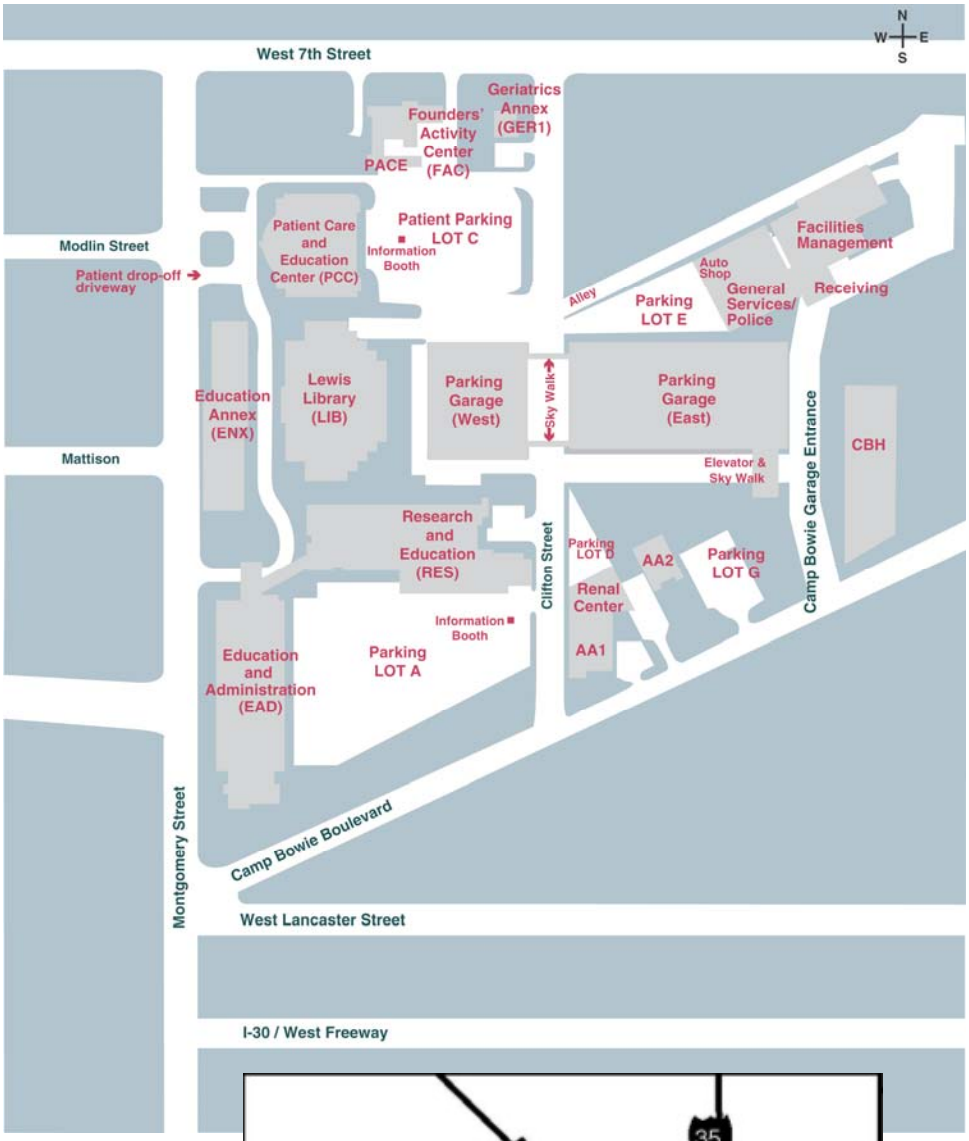
Clinical Professor
Otero, Angelo L., MD

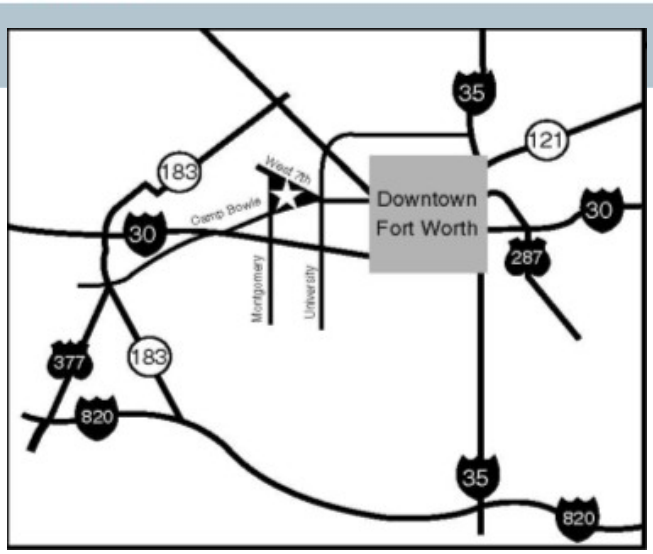
Clinical Associate Professor
Classen, Ashley M., DO
Erez, Eldad, MD
McReynolds, David B., MD
Rittenhouse, David R., DO, FACOS
Sanfelippo, Peter, MD
Smith, H. Gerhart, DO, FAOAO
Stephenson, Gerald R., MD

Clinical Assistant Professor
Blumenthal, Scott, MD
Bradley, William, MD
Dickerman, Rob D., DO, PhD
Ferrara, Craig A., DO
Gonzalez-Davila, Adolfo, DO
Griffin, Glenn A., DO
Guyer, Richard, MD
Hayhurst, James C., MD
Heistein, Jonathan, MD
Henry, Shawn, DO
Hisey, Richard, MD
Hull, Christopher K., DO
Korenman, Michael D., MD
LaManna, J.L., III, DO
Pearce, David, MD
Smith, Gregory H., DO, FACOS
Stroud, Robert DO
Syrquin, Abraham F., MD
Wallace, William E., DO
Young, Todd E., DO

Emeritus Faculty
Jenkins, William R., DO, FACOS Professor Emeritus
Stern, Paul, DO Professor Emeritus

Campus Map & Phone Numbers





Medical Student Admissions
817-735-2005

Master of Physician Assistant Studies Admissions
817-735-2301

Accounting (Student Receivables)
817-735-2548

Student Affairs
Associate Vice President
817-735-2505

Academic Support Services
817-735-2409

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
1970