

Catalog

2011 - 2012

Texas College of Osteopathic Medicine
Graduate School of Biomedical Science
School of Public Health
School of Health Professions



UNT

HEALTH[™]
SCIENCE CENTER

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This catalog is an official bulletin of the UNT Health Science Center and is intended to provide general information. It contains policies, regulations, procedures and fees in effect as of May 1, 2011.

The Health Science Center reserves the right to make changes at any time to reflect current University of North Texas System Board of Regents policies, administrative regulations and procedures, amendments by state law and fee changes. Information provided by this catalog is subject to change without notice and does not constitute a contract between the Health Science Center and a student or an applicant for admission. The institution is not responsible for a misrepresentation or provisions that might arise as a result of errors in preparation.

Students are responsible for observing the regulations included in the catalog and therefore, they are urged to read this catalog carefully. This catalog does not contain all institutional rules, regulations and policies for which a student is responsible. Students should also consult the Student Policy Handbook and the web site (www.hsc.unt.edu). The Health Science Center reserves the right to withdraw a student for cause at any time.



The Health Science Center is an equal opportunity/affirmative action institution. It is the policy of the Health Science Center not to discriminate on the basis of race, color, religion, sex, age, national origin, disability or disabled veteran or veteran of the Vietnam War Era status in its educational programs, activities, admissions or employment policies. Questions or complaints should be directed to the Equal Opportunity Office at 817-735-2218.

UNT Health Science Center
3500 Camp Bowie Boulevard
Fort Worth, Texas 76107
817-735-2000
<http://www.hsc.unt.edu>

A Message from the President

At the UNT Health Science Center, we are in the business of creating healthier communities. Regardless of the degree they obtain, our graduates are equipped to improve our well-being by treating patients, addressing public health needs or finding better ways to prevent and treat disease.

As a result of this focus, we have grown into one of the nation's most distinguished graduate academic institutions. Enrollment is now 1,579, and we're still growing.

Our students are enrolled in one of four schools:

- Texas College of Osteopathic Medicine
- Graduate School of Biomedical Sciences
- School of Public Health
- School of Health Professions

The Texas College of Osteopathic Medicine (TCOM), our cornerstone school and the sole source of an osteopathic medicine education in Texas, has two programs ranked in the top 20 (the highest of all Texas medical schools) by *U.S. News & World Report* magazine: primary care and geriatrics. *Hispanic Business* magazine has ranked TCOM as one of the Top 20 Medical Schools for Hispanics for four of the past five years.



One reason for our growth can be found in the classrooms and laboratories: our widely known and highly regarded faculty members who continue to expand our body of knowledge with innovative research. Our research funding has grown to more than \$41 million annually, most of it provided by the National Institutes of Health, which is considered the gold standard when judging the quality of biomedical research.

Our students find themselves learning side-by-side with these professionals as they pursue careers as osteopathic physicians, scientists, physician assistants, public health professionals, health care administrators, and physical therapists. We offer eight graduate degree programs, with two more nearly ready to begin.

Our facilities are growing as well. Our 33-acre campus in the heart of Fort Worth's Cultural District now has more than 1.2 million square feet of building space.

Despite this growth, we remain true to our mission: to improve the health and quality of life for people and communities throughout Texas and beyond.

We invite you to join our momentum in creating a healthier future for us all.

Scott B. Ransom, DO, MBA, MPH
President
University of North Texas Health Science Center

UNT Health Science Center - Our History

The UNT Health Science Center is one of the nation's distinguished graduate academic health science centers, dedicated to education, research, patient care and service. It comprises the Texas College of Osteopathic Medicine, the Graduate School of Biomedical Sciences, the School of Public Health and the School of Health Professions, which includes the departments of Physician Assistant Studies and Physical Therapy. UNT Health is the clinical practice of the Health Science Center and supports our educational, research and community service missions through its 230 health care providers.

The Health Science Center began when the Texas College of Osteopathic Medicine (TCOM) accepted its first students in 1970. The first class of doctors of osteopathic medicine graduated in 1974. Under the leadership of TCOM's first president, Marion E. Coy, DO, the school earned full accreditation from the American Osteopathic Association Bureau of Professional Education and full recognition from the Texas State Board of Medical Examiners. Coy opened TCOM's first two community health care clinics - one urban, one rural. He also traveled constantly during his presidency, sharing TCOM's story with the public and legislators, and attending every meeting of the Texas Higher Education Coordinating Board. He successfully rallied statewide support, and in May 1975, the Texas Legislature passed Senate Bill 216, which made TCOM a state-assisted medical school under the jurisdiction of the North Texas State University Board of Regents.



Ralph L. Willard, DO, TCOM's second president, took the helm in 1981, leading the evolution of TCOM's physical presence from a renovated bowling alley and assorted leased facilities into a modern campus of significant impact in Fort Worth's renowned Cultural District. During Willard's tenure, TCOM issued goal statements that would permanently guide the school's areas of emphasis: education, research and community service. The statements defined how the people and programs of TCOM should contribute to finding solutions to America's health care problems, to preventing disease and to fostering collaborative biomedical research initiatives.

TCOM's third and longest-serving president, David M. Richards, DO, took office in 1986 and led the transformation of TCOM into a Health Science Center with the addition of the Graduate School of Biomedical Sciences (GSBS) in 1993, a Physician Assistant Studies Program (now the Department of Physician Assistant Studies) in 1997 and the School of Public Health (SPH) in 1999. Research also thrived, and the Health Science Center developed the fastest growing academic research program in Texas. Five Institutes for Discovery were established to nurture groundbreaking research in aging and Alzheimer's disease, cancer, cardiovascular disease, vision and physical medicine. The DNA/Identity Laboratory, originally funded to reduce the backlog of paternity cases pending in state courts, opened in 1990.



In 2001, Ronald R. Blanck, DO, became the Health Science Center's fourth president after serving as the highest-ranking physician in the armed forces, the surgeon general of the U.S. Army and commander of the U.S. Army Medical Command. Blanck led the expansion of all of the Health Science Center's programs and created a fourth school, the School of Health Professions (SHP). During his tenure, enrollment increased

from just over 700 to more than 1,000. He established several hospital partnerships, helped bring the first federally funded community health clinic to Fort Worth and expanded biotechnology incubator activities with the city. In 2001, the national Osteopathic Research Center was founded, and the Texas Missing Persons DNA Database was established on campus. In 2002, TCOM was ranked for the first time among the top 50 medical schools for primary care by U.S. News & World Report, a distinction it has earned each year since, and the GSBS received the National Science Foundation's Presidential Award for Excellence in Science Mentoring. In 2005, the physical growth of the Health Science Center was guaranteed when Blanck oversaw the purchase of the adjacent former Osteopathic Medical Center of Texas property, which increased the campus from 16 to 33 prime acres in the heart of Fort Worth's Cultural District.

Scott B. Ransom, DO, MBA, MPH, became the Health Science Center's fifth president in 2006 after a career as a leading physician, National Institutes of Health-funded scientist, educator, author and administrator at the University of Michigan. Ransom expanded the Health Science Center's capacity for growth and excellence by doubling the size of the full-time faculty from nearly 200 to over 400 and more than tripling the clinical volume of UNT Health to nearly 600,000 patient encounters. In 2007, the Master Facility Plan was approved by the Board of Regents, launching a building program that included our new 112,000-square-foot academic building. Several partnerships were developed, including a combined academic pediatrics program with Cook Children's Medical Center. Several new degree and research programs were established, including the master of health care administration, doctoral degree in public health, and a doctoral degree in physical therapy, as well as several centers and institutes including the Primary Care Research Institute, the Center for Community Health and the Mental Sciences Institute, all part of the Health Institutes of Texas. Opened in 2008, the TECH Fort Worth Acceleration Lab was created to help promote the commercialization of research.

Today, the Health Science Center has a \$220 million annual budget and adds approximately \$500 million into Fort Worth's economy annually. Since 2005, the number of students has rapidly grown from 1,000 to 1,579, and research expenditures have dramatically expanded from \$22 million to more than \$40 million per year funded by organizations such as the National Institutes of Health, National Science Foundation, and others. It employs approximately 1,400 full-time faculty and staff and 750 part-time staff and adjunct faculty to support the Health Science Center's students and missions of excellence in academics, research, clinical care and community engagement.

The Health Science Center proudly serves the community through a variety of community and school outreach programs. For example, the Health Science Center founded our signature event, the annual Cowtown Marathon, co-founded Fort Worth's annual Hispanic Wellness Fair, and remains highly involved in both.

Educational Programs

As the sole source of an osteopathic medical education in Texas, the Texas College of Osteopathic Medicine (TCOM) is unique among the state's eight medical schools. TCOM is a state and national leader in training physicians skilled in comprehensive primary care. Approximately 58 percent of TCOM's medical students go on to practice primary care medicine, helping reduce the shortage of physicians in our Texas communities.



The Graduate School of Biomedical Sciences (GSBS) is committed to achieving excellence in education, research and service. GSBS offers students opportunities to earn advanced degrees in biomedical sciences in an innovative educational environment that encourages rigorous health science research, exemplary teaching skills and service to the community. GSBS offers both MS- and PhD-level studies and trains students for dual DO/MS and DO/PhD degrees in conjunction with TCOM. GSBS graduates fill positions in health science centers, colleges and universities, community health centers, federal agencies and industry.

The School of Public Health (SPH), founded in 1999 as a result of local efforts by community leaders and public health officials, is now one of only 44 accredited schools of its kind in the United States. SPH has grown rapidly in student enrollment and research funding since its initial accreditation with the Council on Education for Public Health (CEPH) in June 2002, while maintaining strong and vital links with public health professionals in the community. In 2007, SPH was re-accredited for the maximum term of seven years. In addition to the MPH, DrPH and MHA, SPH now offers the PhD in Public Health Sciences degree.

The School of Health Professions (SHP) is the home of the Department of Physician Assistant Studies and the new Department of Physical Therapy. Physical therapy faculty members team up with TCOM physicians and specialists to offer unparalleled training in musculoskeletal and orthopedic practices and osteopathic manipulative therapy techniques.

Health Institutes of Texas Overview

The UNT Health Science Center established the Health Institutes of Texas (HIT) to speed research discoveries from the bench to the bedside to create a healthier and more productive Texas. HIT leverages our growing expertise in public health, interdisciplinary scientific research, medical education and health care delivery. HIT's goal is to improve the health of Texans and beyond by reducing disparities, developing new treatments and therapies, and improving access to care in rural and underserved communities in Texas.

Cardiovascular Research Institute (CRI)

The CRI seeks to further our understanding of cardiovascular disease and improve the techniques used in the prevention, detection, diagnosis and treatment of cardiovascular disease, and the rehabilitation of its victims by targeting myocardial infarction, hypertension, congestive heart failure and stroke.

Center for Commercialization of Fluorescence Technologies (CCFT)

Funded by an Emerging Technology Fund grant from the governor of Texas, the CCFT works to develop and commercialize new approaches for diagnostics and treatment using the emerging fields of nanophotonics and nanotechnology.

Center for Women's Health (Focused on Resources for her Health, Education and Research - For HER)

For HER is a collaborative, multidisciplinary organization to address and meet the health care needs of women of all ages and ethnic groups.

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

The IAADR focuses on early detection of Alzheimer's, estrogen's role in Alzheimer's and Parkinson's, stroke therapy and identification of oxidation processes to measure brain aging. It has several treatment drugs in clinical trials.

Institute for Cancer Research (ICR)

The ICR provides leadership in all aspects of cancer research, education and training.

Institute for Investigative Genetics (IIG)

The mission of IIG is to improve safety, security and quality of life through the application of genetics. The mission is met through the institute's three centers: the Center for Human Identification, the Center for Computational Genetics, and the Center for Biosafety and Biosecurity.

Mental Science Institute (MSI)

The MSI conducts multidisciplinary research, and provides education and consultation in the mental sciences associated with human behavior.

North Texas Eye Research Institute (NTERI)

NTERI is dedicated to preserving vision and curing eye disease by using basic research, clinical research and medical education of clinicians and scientists to improve treatment of glaucoma, age-related macular degeneration, diabetic retinopathy and other vision disorders.

The Osteopathic Research Center (ORC)

The ORC, housed at the Health Science Center campus, is the national center of collaborative research on the efficacy of osteopathic manipulative medicine (OMM) through multicenter clinical trials, teaching research skills and promoting collaborative studies.

Texas Prevention Institute (TPI)

The Texas Prevention Institute is dedicated to conducting innovative translational research focusing on primary care and chronic disease prevention. It is composed of the Center for Community Health, the Primary Care Research Institute and the Texas Center for Health Disparities.

UNT Health: The Clinical Enterprise of UNTHSC

UNT Health has become one of Tarrant County's largest multi-specialty medical group practices with more than 240 health care providers at 43 clinics. Over the past three years, UNT Health has doubled its clinical volume to almost 600,000 patient encounters, including more than 7,500 obstetrical deliveries each year. The group's doctors practice in 28 medical and surgical specialties, along with the talented and dedicated support of the full spectrum providers such as physician assistants, nurse practitioners, physical therapists, certified nurse-midwives and medical assistants.

With hospital partnerships spanning across the county, UNT Health offers patient care in subspecialties, including allergy/immunology, family practice, cardiology, neurology, gastroenterology, obstetrics/gynecology, orthopedics, psychiatry, osteopathic manipulative medicine, pediatrics, sleep medicine, psychology, sports medicine, general surgery, infectious disease and internal medicine.

Through these partnerships, UNT Health can expand its reach to offer more health care services to more patients.

While UNT Health's primary mission is to provide outstanding clinical services to Tarrant County citizens, it also supports the educational needs of our medical and physician assistant students.



Missions, Vision and Values

Mission:

To improve the health and quality of life for the people of Texas and beyond through excellence in education, research, clinical care and community engagement, and to provide national leadership in primary care.

Vision:

To become a top-10 health science center.

Our Values:

- Compassion
- Innovation
- Integrity
- Pride
- Teamwork
- Excellence

Current Facilities

The Health Science Center's 33-acre campus is located in Fort Worth's Cultural District and consists of many buildings designed to meet the needs of our faculty, staff and students. These buildings total more than 1.4 million square feet. There are also three parking garages centrally located on campus along with various parking lots to facilitate accessibility. Our UNT Health physicians and health care providers see patients in 43 clinics across Tarrant County.

Click here for an updated map of UNTHSC: <http://www.hsc.unt.edu/campusmap/default.cfm>

Master Plan: Growing Facilities

The first phase of our campus expansion included the recent opening of the 112,000 square-foot Medical Education and Training Building. This state-of-the-art education center will support the expansion of our academic programs and the continued growth of our students, faculty and staff. This building is part of a phased five-year plan that will add approximately 270,000 square feet to our campus and promises to advance our legacy of innovation to an entirely new level.

This new building includes spacious new auditoriums and lecture halls, cutting-edge patient simulation labs, an osteopathic manipulative training center, and a small food services center.



In our long-range master plan, the campus also will feature four open quads that will link clustered buildings and establish one large interconnected campus with 10 new energy-efficient buildings. Parking will be improved and integrated with the campus design to accommodate the growing campus population. Finally, a central "spine" walkway will unify the west and east ends of the campus. At night, this spine

will be transformed into a "Walk of Light," a metaphor for eternal health.

By creating a greener, more welcoming and integrated campus, the new structures will better serve the needs of students, faculty and staff, and they will become a valued and desirable destination point in Fort Worth's already renowned Cultural District.

Accreditation

The UNT 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 Health Science Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award master's and doctoral degrees. The Texas College of Osteopathic Medicine (TCOM) has received accreditation from the Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. TCOM is approved by the Texas Medical Board and is a member of the American Association of Colleges of Osteopathic Medicine. The Department of Physician Assistant Studies is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARCPA). Program graduates are eligible to sit for national certifying examinations. The University of North Texas Health Science Center School of Public Health is accredited by the Council on Education for Public Health (CEPH).

For further information regarding the institution's accreditation and state approval or to review related documents, contact the Provost's Office, Education and Administration Building, Room 854, 817-735-0268.

UNT Health Science Center Accreditation Summary*

| Accreditation Group | Year Accredited | Expiration Date |
|--|-----------------|-----------------|
| Southern Association of Colleges and Schools-SACS (UNTHSC) 1866 Southern Lane, Decatur, GA 30033 Phone: (404) 679- 4500 www.sacs.org | 2010 | 2020 |
| Southern Association of Colleges and Schools - SACS (Fifth-Year Interim Report) 1866 Southern Lane, Decatur, GA 30033 Phone: (404) 679 - 4500 www.sacs.org | 2010 | 2016 |
| Accreditation Council for Continuing Medical Education-ACCME (PACE) 515 N. State Street, Suite 1801, Chicago, IL 60654 Phone: (312) 527- 9200 www.accme.org | 2011 | 2017 |
| Forensic Quality Services-International-FQS-I (Center for Human Identification) 13575 58th Street North, Suite 153 Clearwater, FL 33760-3721 Phone: (727) 538 - 4134 www.thefqsi.org | 2010 | 2014 |
| National Commission for Health Education Credentialing-CHES (PACE) 1541 Alta Drive, Suite 303 Whitehall, PA 18052-5642 Phone: (888) 624 - 3248 www.nchec.org | 2010 | 2014 |
| Texas Department of Public Safety-DPS (Center for Human Identification) 5805 North Lamar Blvd., Austin, TX 78752-4422 Phone: (512) 424-2000 www.txdps.state.tx.us | 2010 | 2014 |
| Accreditation Review Commission on Education for Physician Assistants-ARCPA (PA Program) 12000 Findley Road, Suite 240 Johns Creek, GA Phone: (770) 476 - 1124 www.arc-pa.org | 2007 | 2014 |
| American Association of Blood Banks-AABB (DNA Identity Lab-Paternity Division) 8101 Glenbrook Road Bethesda, MD 20814-2749 Phone: (301) 907 - 6977 www.aabb.org | 2009 | 2011 |

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| <p>American Osteopathic Association-AOA (Continuing Medical Education for PACE) 142 East Ontario Street Chicago, IL 60611 Phone: (800) 621 - 1773 www.osteopathic.org</p> | 2011 | 2014 |
| <p>Council on Education for Public Health-CEPH (School of Public Health) 800 Eye Street, NW, Suite 202 Washington, DC 20001 Phone: (202) 789 - 1050 www.ceph.org</p> | 2007 | 2014 |
| <p>Texas Nurses Association (PACE) 7600 Burnett Road, Suite 440 Austin, TX 78757 Phone: (800) 862 - 2022 www.texasnurses.org</p> | 2010 | 2013 |
| <p>Association for Assessment and Accreditation of Laboratory Animal Care International-AAALAC (Lab Animal Medicine) 5283 Corporate Drive, Suite 203 Frederick, MD 21703-2879 Phone: (301) 696 - 9626 www.aaalac.org</p> | 2008 | 2011 |
| <p>Clinical Laboratory Improvement Amendments-CLIA (Pathology) 1600 Clifton Road, Atlanta, GA 30333 Phone: (800) 232 - 4636 www.cdc.gov/clia/regs/toc.aspx</p> | 2008 | 2011 |
| <p>Council on Osteopathic Postdoctoral Training Institution-OPTI (GME) 142 East Ontario Street, Chicago, IL 60611 Phone: (800) 232 - 4636 www.osteopathic.org</p> | 2008 | 2013 |
| <p>Commission on Osteopathic College Accreditation-COCA (TCOM) 142 East Ontario Street, Chicago, IL 60611 Phone: (800) 232 - 4636 www.osteopathic.org</p> | 2004 | 2011 |
| <p>Commission on Accreditation of Healthcare Management Education-CAHME (Health Administration Program) - currently in process to secure Candidacy Status** 2000 14th Street North, Suite 780 Arlington, VA 22201 Phone: (703) 894 - 0960 www.cahme.org</p> | TBD | TBD |
| <p>Commission on Accreditation for Law Enforcement Agencies- CALEA (HSC PD) 10302 Eaton Place, Suite 100 Fairfax, VA 22030-2215 Phone: (800) 368 - 3757 www.calea.org</p> | TBD | TBD |

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| Commission on Accreditation in Physical Therapy Education- CAPTE*** (Physical Therapy Program) 1111 N. Fairfax Street Alexandria, VA 22314-1488 Phone: (800) 999 - 2782 www.apta.org | Candidate for Accreditation 2010 | 2013 |
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*If you have concerns or complaints regarding accreditation procedures, please contact the appropriate representative body listed above.

**Candidate status is an indication that a program in healthcare management has voluntarily committed to participate in a plan of self-improvement and is actively progressing toward the status of accreditation. Candidate status is not accredited status and does not guarantee eventual accredited status.

***UNTHSC has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Associations (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

Our Leadership

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Jean Tips, Vice President, Marketing and Communications

Associate Vice Presidents

Robert D. McClain, PhD, Associate Vice President, Research
Pam McFadden, Associate Vice President, Professional and Continuing Education

Deans

J. Warren Anderson, EdD, Dean, School of Health Professions
Richard S. Kurz, PhD, Dean, School of Public Health
Don N. Peska, DO, MEd, Dean, Texas College of Osteopathic Medicine
Jamboor K. Vishwanatha, PhD, Dean, Graduate School of Biomedical Sciences

Associate and Assistant Deans

John R. Bowling, DO, Assistant Dean of Rural Medical Education, Texas College of Osteopathic Medicine
Joel Daboub, MBA, Assistant Dean of Admissions and Outreach, Texas College of Osteopathic Medicine
Thomas Dayberry, DO, PhD, Associate Dean, Academic Affairs, Texas College of Osteopathic Medicine
Matthew Dolan, EdD, Associate Dean for Administration and Student Services, School of Public Health
Russell Gamber, DO, MPH, Associate Dean, Admissions, Texas College of Osteopathic Medicine
Patricia Gwartz, PhD, Assistant Dean, Graduate School of Biomedical Sciences
Robert Kaman, PhD, JD, Acting Associate Dean and Director of Outreach, Graduate School of Biomedical Sciences
John Licciardone, DO, MS, MBA, Associate Dean, Clinical Research, Texas College of Osteopathic Medicine
Tina Machu, PhD, Assistant Dean, Pre-clinical Medical Education, Texas College of Osteopathic Medicine
Christine Moranetz, PhD, Associate Dean, Academic Affairs, School of Public Health
Lisa Nash, DO, Associate Dean, Educational Programs, Texas College of Osteopathic Medicine
Frank Papa, DO, PhD, Associate Dean, Instructional Design and Faculty Development, Texas College of Osteopathic Medicine
Dennis P. Shingleton, MS, MBA, Senior Associate Dean, Administration and Finance, Texas College of Osteopathic Medicine
Elizabeth Trevino, DrPH, Assistant Dean, Curriculum, School of Public Health

Admissions

Joel Daboub, MBA, Assistant Dean of Admissions and Outreach, Texas College of Osteopathic Medicine
Mike Kennedy, Ed.D., Director of Admissions, Texas College of Osteopathic Medicine
Carla J. Lee, Director of Admissions and Services, Graduate School of Biomedical Sciences
Matthew Dolan, Ed.D., Associate Dean for Administration and Student Services

Other Noted Positions

Clayton F. Holmes, EdD, PT, Chair and Professor, Physical Therapy Program

William S. LeMaistre, JD, MPH, Chief Compliance and Enterprise Risk Management Officer

Henry Lemke, MMS, PA-C, Director and Assistant Professor, Physician Assistant Studies Program

Laurel Slezak, CPA, CIA, CFE, Director, Internal Audit

Division of Student Affairs

The Division of Student Affairs is a full institutional partner dedicated to fostering student success. The division supports co-curricular and extracurricular programming, activities, and services to facilitate students' academic training, professional growth, and personal development. Additionally, the division supports 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 the Center for Academic Performance (CAP), Financial Aid, Registrar, Testing and Evaluation Services, Student Development, Health Promotion, International Student Services, and Career Services, the following goals are defined in support of the Health Science Center's educational mission:

- Create a culture of compassion, integrity, and excellence
- Promoting student success
- Engage the community
- Develop resources through grants and scholarships

Personal, academic, and career counseling are available to students in the Office of Student Affairs. Professional counseling for students and their families are available through the Student Assistance Program (SAP).

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.

Office of Student Affairs

The Office of Student Affairs fosters student success. The office provides the leadership and oversight for all the staff and offices within the Division of Student Affairs. Additionally, the staff encourage student participation in and contribution to all Health Science Center programs. The senior 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 visit the website at www.hsc.unt.edu/departments/studentaffairs or contact the Office of Student Affairs at 817-735-2505.

Department of Enrollment Services

The Department of Enrollment Services is comprised of the Office of the Registrar, Financial Aid Office and the Office of Testing and Evaluation Services. Enrollment Services oversees all enrollment processes for the University, provides student academic and financial services to our current and former students and also provides academic support services to faculty.

Office of Financial Aid

The Office of Financial Aid offers scholarship and loan programs to assist students in meeting the costs of financing their education. Although financial aid is available for eligible students, it should be considered supplemental to a student's own financial resources. The Office of Financial Aid is dedicated to quality customer service and the prompt delivery of aid program funds. Counselors are available to assist students in the application process to ensure that students receive the information needed to make the best decisions regarding their financial aid options. While financial aid is subject to strict federal and state regulations, the staff strives to help students navigate this complex plan in a professional and courteous manner.

For more information about these services, please contact the Office of Financial Aid 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, degree certification, the enrollment and registration process of all students, and verification of enrollment, academic standing, and completion of degree. The Office of the Registrar coordinates reports for internal and external compliance, oversees functions related to Veteran's Affairs, assists in commencement planning, prepares data for State audit reports; coordinates compliance with the Family Educational Rights and Privacy Act (FERPA); and provides data to support the institution's tactical 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/Registrar and clicking on "forms."

Office of Testing and Evaluation Services

The Office of Testing and Evaluation Services scores, analyzes, and reports results of classroom testing. Testing and Evaluation Services also administers and proctors classroom examinations. In addition to testing services, Testing and Evaluation Services supports various data collection activities of departments, faculty, and students through the design of optical mark scanning forms and online collections screens, along with the analysis and reporting of resulting information.

Department of Student Services

The Department of Student Services is comprised of the Center for Academic Performance, Office of Health Promotion, and Office of Student Development, including career services and international student services. Student Services provides co-curricular services, programs, and activities to facilitate students' academic training, personal growth, and professional development.

Center for Academic Performance (CAP)

Academic support programs provide services designed to facilitate the academic success of all students. Working with faculty to provide and support students in periods of academic difficulty, the staff can aid in planning alternate programs and assist in reassessment of student priorities.

Students benefit from tutoring programs, tips on time management and basic academic counseling skills.

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

Learning Strategies

People learn in a variety of ways. Each student needs to find the most effective learning strategy for their personal needs. A wide range of factors goes into determining what works best for a student. Some students learn being 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 staff can help you find and implement your best strategy through assessment, counseling, and academic support workshops.

Peer Tutoring Programs

Tutoring programs provide the opportunity to share strategies for organizing and learning the large volume of material required to succeed in graduate and professional schools. The following tutoring options are provided: limited individual tutoring, large group tutorials, and drop-in sessions.

For more information, to make an appointment for study skills counseling, or to request tutoring assistance, contact the Center for Academic Performance at: CAP@unthsc.edu, or visit the website at www.hsc.unt.edu/CAP/.

Counseling Services

The Center for Academic Performance counseling services are designed to promote personal growth through academic achievement and the safeguarding of overall wellness. Counselors assist in defining goals, gaining insight, teaching new skills, and supporting choices that are consistent with an individual's feelings, values, and responsibilities. Counseling services are confidentially provided in accordance with Texas State Law, the Family Education Rights and Privacy Act (FERPA), and the Texas Department of Health - Texas State Board of Examiners of Professional Counselors. Our counselors are active Licensed Professional Counselor Interns. The Center for Academic Performance has a counselor available Monday through Friday 8 am - 5 pm by appointment. Students in need of counseling services can call 817-735-5159 or email counselor@unthsc.edu.

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 five 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); Physician Assistant Student Association (PASA); and the Physical Therapy Student Association (PTSA).

The Office of Student Development oversees three lounge areas. Two are located on the first floor of the Education and Administration Building (EAD). The student lounge in EAD 116 has organizational storage, a networked printer, a copy machine, a telephone for on-campus and

local calls, a fax machine, 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, microwave ovens, restrooms, recreational equipment (pool table, ping-pong tables), a big-screen television, and tables and chairs for relaxing. A third lounge is located on the second floor of the Center for Bio-Health.

Student 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 Development. For more information, please contact the Office of Student Development at 817-735-5006 or studentdevelopment@unthsc.edu.

Scheduling Events

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

Office of International Student Services

The Office of International Student Services conducts orientation programs for new international 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 Office of International Student Services at 817-735-2780 or studentdevelopment@unthsc.edu.

Office of Career Services

The Office of Career Services offers assistance and tools needed to help students improve interviewing and networking skills, as well as resume/CV assistance, job fairs, career resources, and presentations on such topics as professional behavior, dressing for success, and much more. In coordination with other academic departments, Career Services provides opportunities for students to succeed further in their chosen profession. For more information, please contact the Office of Career Services at 817-735-2501 or studentdevelopment@unthsc.edu.

Office of Health Promotion

The Office of Health Promotion is dedicated to promoting health and wellness on the University of North Texas Health Science Center campus through various programming and campus activities. The Office of Health Promotion is located in the Founders' Activity Center on the north end of campus. For more information and a current schedule of activities, please visit www.hsc.unt.edu/sites/HealthPromotion/ or contact the Health Promotion Manager at 817-735-2791. See the listing below for descriptions of activities provided by the Office of Health Promotion.

Founders' Activity Center (FAC)

The Founders' Activity Center (FAC) is the center for physical fitness on the University of North Texas Health Science Center campus. The FAC is open 7 days per week to students, faculty, staff, and community members. The Founders' Activity Center includes multiple weight rooms, a room complete with new cardiovascular equipment, indoor and outdoor basketball courts, full-service locker rooms, and FREE group exercise classes for all members. Equipment Orientations are available upon request to all members.

President's Fitness Challenge (PFC)

The President's Fitness Challenge is a program that encourages participants to improve their health through exercise and nutrition changes. The PFC does pre- and post-assessments for weight, body fat percentage, and body circumference measurements for all participants. Participants are also counseled on their personal goals and guided on the appropriate steps to take to achieve those goals.

Intramural Sports

The Office of Health Promotion offers various intramural sport activities for UNTHSC students. Tournaments that are offered include Table Tennis, 3-on-3 Basketball, Flag-Football, and many more! Financial sponsorship for extramural leagues is also available upon request if funding is available.

Health Promotion Seminars and Activities

The Office of Health Promotion gives presentations on various wellness topics including *Stress Management*; *Simmer Down Now*-A guide to cooking and nutrition for the busy professional and student; and *Thirsty Thursday*- An anti-drunk driving campaign sponsored by the Student Services offices.

Campus Resources

Health Services

Health care services are available to all students through the UNT Health Student Health Clinic, located at 3400 Camp Bowie Boulevard, Suite 113, on the corner of Camp Bowie Boulevard and Boland Street. The student must provide proof of insurance and is responsible for all appropriate fees as outlined in their individual insurance policies. Referrals to UNT Health specialty providers must be approved by Student Health Services or the student's primary care physician, in accordance with their insurance carrier. For more information, please contact the Student Clinic at 817-735-5051.

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 Office of Student Development at 817-735-5006.

Food Service

Snack food is available from various on-campus vending machines. Lunch is served daily at the Four Star Cafe located on the first floor of the Medical Education & Training building (MET) and in the Stairwell Café, located on the first floor of the library building.

Police Department

The Health Science Center Police Department operates 24 hours a day, seven days a week. 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. The non-emergency phone number for the Police Department is 817-735-2210. For emergencies, please dial 2600 from any campus phone.

Motor Vehicle Registration

Those who operate motor vehicles and bicycles on campus must comply with the Texas Uniform Traffic Code and the published regulations regarding vehicle and bicycle use, parking, display of permits, and penalties for violations. Details are available at <http://students.hsc.unt.edu>.

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 regarding veterans' benefits.

Institutional Support Services

Gibson D. Lewis Health Science Library

The Gibson D. Lewis Health Science Library supports the educational, patient care, research, and community service missions of the University of North Texas Health Science Center (UNTHSC) by meeting the information needs of faculty, students, staff, and the local health sciences community. Featuring the latest information technology, the spacious and attractive library building provides the resources needed for study, instruction, and research. All UNTHSC faculty and students receive a full complement of library services, including borrowing privileges, use of individual and group study areas, photocopying, document delivery/interlibrary loan, expert instruction in the use of information resources, and access to professionally trained librarians for reference and search assistance. The library also offers three computer labs outfitted with up-to-date hardware and software used in both teaching and research on campus.

Lewis Library's staff of 25 employees, including 11 degreed librarians, provides in-person research and study assistance for 109 hours per week. Both the library's main and top floors are available for student and faculty use 24 hours a day, 7 days a week. The library's scholarly collection contains approximately 160,000 print volumes and 10,000 electronic journal titles in the biomedical sciences, clinical medicine, public health, and affiliated fields. All electronic resources can be accessed through the Lewis Library web page at <http://library.hsc.unt.edu> and are available to UNTHSC students, staff, and faculty on a 24x7 basis from anywhere in the world.

The library uses an online system from Innovative Interfaces, Inc. (III) to acquire, process, and provide access to its collections. Students and faculty may obtain books and journals not owned by Lewis Library via interlibrary loan. Lewis Library has been a resource library in the National Network of Libraries of Medicine (NNLM) since 1991 and is also a member of the South Central Academic Medical Libraries Consortium (SCAMEL), a group of 14 academic medical/health science center libraries in Texas, Arkansas, Louisiana, Oklahoma and New Mexico. Additionally, the library participates in TexShare, a state of Texas cooperative library program. TexShare allows UNTHSC students, staff, and faculty physical access to and borrowing privileges from all public libraries as well as various public and private institutions of higher education in Texas. As a member of the University of North Texas System, the library is able to gain access to a wide array of electronic resources outside the health sciences. The library's participation in NNLM, SCAMEL, TexShare, and the UNT System ensures that UNTHSC students and faculty have access to the world of information beyond the walls of Lewis Library.

Information Technology Services

Information Technology Services provides quality computer and telecommunication services to all academic and administrative areas of the Health Science Center. The departments of Information Technology Services that provide services to students are Helpdesk and Client Services, Infrastructure and Security, and Telecommunication Services. All three departments are located in the Library building and can be accessed through the student helpdesk on the main floor of the Library. For more information on IT Policies, please visit the policies website at www.hsc.unt.edu/policies/PoliciesList.cfm.

Helpdesk and Client Services

Provides consultation and user assistance to computer users relative to hardware and software use, communications, printing, email, and provides computer purchase recommendations. Re-sells certain software to students under academic purchase agreements. Manages and provides

warranty support for the student laptop one-to-one program. All student laptops are supported by this office located in the Library main floor, Room 205. Other services include classroom lecture capture, setup of audiovisual equipment for classroom use, and student equipment checkout.

Infrastructure and Security

Responsible for the design, installation and maintenance of academic and administrative local-area networks (LANs) and wireless networks on campus, email systems, servers, data storage, user access and accounts. Computer users connected to the UNTHSC network have access to a variety of software programs and are able to exchange data and e-mail with users across the institution and off-campus. VPN access is available for both PC and Macintosh platforms.

Telecommunication Services

Operates and maintains the campus-wide telephone system with state-of-the-art equipment and software. This division also manages the voice mail system, as well as all pagers and advises users about cellular telephones.

Biomedical Communications Department

Media services include video recording, production of educational, promotional, and training programs, video and web conferencing, media streaming, and satellite program distribution. Duplicating, digital printing, and graphic arts production from business cards to research displays are also available. Photographers provide image files and prints to complete these instructional and promotional materials, as well as on-site photography of campus events. Web developers design institutional web pages and related applications, build templates, and provide technical support to content managers. Engineering and fabrication services provide custom-made equipment, system designs, and technical repairs and maintenance. A turnkey fleet of over 120 copiers is also maintained by the department. These services are located on the first floor of the Library building.

Center for Learning and Development

Home of the QEP Higher Order Thinking program that works with faculty in each of the schools to improve students' higher order thinking skills. This Center is located on the fourth floor of the Library building.

Records and Information Management

The mission of the Records and Information Management Division is to provide systematic control of records regardless of medium from creation to disposition, reduce the cost and liability associated with records and information management relative to space, litigation, privacy, regulatory non-compliance; provide training and support to the campus in all areas of records and information management, maintain records, containing adequate and proper documentation of UNT Health Science Center functions, policies, decisions, procedures and essential transactions of the institution; designed to furnish information to protect the legal and financial rights of the state and of any person directly affected by activities of the institution. This service is located on the first floor of the Library building.

Research Office

The Research Office is responsible for all basic and applied research, clinical trials, and biomedical technology programs.

Programs that promote these activities include seminars and workshops, faculty research programs, collaborative, and community outreach activities, and a variety of programs to encourage students to pursue careers in research.

The Research Office develops policies and administers programs to enhance research and scholarly activity and to assure institutional compliance with all mandated requirements related to research. The office assists in proposal development, identification of and negotiations with potential sources of support and post-award management of research funds. The office manages intellectual property (patents and copyrights), institutional policies, and research contractual matters.

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. Please refer to the policies website at www.hsc.unt.edu/policies/PoliciesList.cfm.

The Health Science Center reserves the right to amend or add to the academic policies and scholastic regulations at any time.

ID Cards

Identification cards are issued after new student orientation. These must be worn at all times while the student is on campus or, if applicable, on preceptorships, internships, and clinical rotations or any other practical experience performed as a member of the UNTHSC community. The ID 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). Replacement ID cards may be purchased. Please contact Biomedical Communications at 817-735-2470 for more information. A lost or stolen card should be reported to Police immediately. To report a lost or stolen ID card, call the Police Department at 817-738-2210.

Course and Instructor Evaluations

University of North Texas Health Science Center faculty and administrators rely on student input to maintain and enhance the quality of the curricula in each of the schools on campus. Students are responsible for providing constructive evaluations of each course in which they are enrolled, as well as the course instructor(s).

Daily curriculum comments entered while a course is in session (formative evaluations) are immediately available to faculty and administrators. Numerical summaries of end-of-course evaluations (summative evaluations) are published and available to faculty, administrators and students one week after the completion of the course.

Curriculum comments and course evaluations are regularly viewed by faculty and administrators. Students may also view course summative evaluations.

During each course, students may choose to provide written comments about the organization, presentation, interaction, pace and workload, tests, and support available. At the end of the course, students may be asked to complete a course evaluation. When a course has multiple instructors, students are encouraged to evaluate only instructors whose presentations they clearly remember.

Evaluations for all clinical rotations and practical experiences must be completed within 30 calendar days following the end of the experience.

Immunizations

Immunization is only mandatory for "all students enrolled in health-related higher education courses, which will involve direct patient contact with potential exposure to blood or bodily fluids in educational, medical or dental care facilities." 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 the 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.

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 insurance documents showing minimum coverage amounts must be provided by the census date of each term of 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. For policy information, visit www.hsc.unt.edu/policies/PoliciesList.cfm.

Liability: Personal Property on Campus

The Health Science Center is not responsible for and does not assume any liability for loss or damage of personal property. Students may want to purchase personal insurance coverage for their possessions on campus.

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 visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

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 following: the student's name, e-mail address, mailing 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, dates of attendance, thesis and dissertation titles, advisors, major professors, and postgraduate training site for D.O. graduates and degree candidates. Students who do not want all or part of their directory information to be released must submit a written request to the Office of the Registrar during the first 12 days of the semester. Forms for submitting the written request to withhold directory information are available in the Office of the Registrar. Students have a right to request amendments 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. Please visit the policy website for more information on FERPA (Policy 07.113) at www.hsc.unt.edu/policies/policieslist.cfm.

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 Policy Handbook.

Respect for Diversity

The Nondiscrimination/Equal Employment Opportunity and Affirmative Action policy affirms the requirement for every member of the UNTHSC community to comply with existing federal and state equal opportunity laws and regulations. The 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 UNTHSC does not discriminate on the basis of race, color, religion, sex, national origin, age, disability or veteran status. In addition, the UNTHSC declares harassment that is based on individual differences (including sexual orientation) to be inconsistent with its mission and educational goals. The increasing diversity of the UNTHSC community is one of the institution's greatest strengths. Differences of race, religion, age, gender, culture, physical ability, language, nationality, and lifestyle make it a microcosm of the nation as a whole, reflecting the values of our pluralistic society. As an educational institution, the Health Science Center is committed to advancing the ideas of the 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. The 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. Individuals with concerns regarding discrimination can pursue a concern or a complaint through the confidential ethics hotline at 877-606-9187.

Sexual Harassment

It is the policy of the University of North Texas Health Science Center that acts of sexual harassment toward guests of and visitors to the campus or any member of the health science center community including faculty, staff, students and candidates for positions at the health science center (regardless of the individual's gender) will not be tolerated. All members of the administration, faculty, staff and students will be subject to disciplinary action for violation of this policy. Members of the public doing business with the health science center who violate this policy may be subject to sanctions.

Conduct constituting sexual harassment toward another person of the same or opposite sex is prohibited by this policy. For more information, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Americans with Disabilities Act

Since 1972, the UNTHSC has welcomed students with disabilities, providing the Center for Academic Performance (CAP) as a central referral agency when accommodations are necessary because of specific limitations. The UNTHSC is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws including the Americans with Disabilities Act of 1990, as amended in 2008, and Section 504 of the Rehabilitation Act of 1973. To provide equality of access for students with disabilities, accommodations and auxiliary aids and services will be provided to the extent necessary to comply with state and federal law.

Services provided by the CAP include:

1. Holds student disability documentation which current or prospective students provide as part of a request for special accommodation;
2. Provides information from students to other Health Science Center offices to obtain special accommodations (interpreter, CART, scribe, taped information, typist etc.);
3. Assists students with scheduling and class access concerns;
4. Provides appropriate registration assistance;
5. Provides reader/scribe and special equipment access for academic test situations;
6. Provides liaison between students and agencies or department interpreters, note takers, tutors and other auxiliary aids;
7. Coordinates special equipment access for in-class use;
8. Acts as consultant in on-campus situations which constitute an accommodation challenge;
9. Works with individual students and professors or academic advisors regarding special needs.

For information regarding applying for services please contact the CAP at CAP@unthsc.edu. For more information on the American with Disabilities policy, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics 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.

Information for the Health Science Center crime statistics is available on the Campus Police website: http://www.hsc.unt.edu/departments/police/crime_stats.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 for 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 UNTHSC policies related to substance use or abuse can be found on the institution's web page www.hsc.unt.edu/policies/policieslist.cfm.

Course and Grading System

Course Numbering

The course numbering system consists of a four-letter discipline abbreviation followed by a four-digit number. The first digit identifies the course level. The second digit generally identifies the semester credit hour value of the course. The last two digits are the distinguishing numbers of the course within the discipline.

- 5000 - master's level courses
- 6000 - doctoral level courses
- 7000 - medical didactic courses
- 8000 - medical clerkship core courses
- 9000 - medical clerkship elective courses

Grading System

All academic grades will appear on the student's official UNTHSC transcript as follows:

- A 4 grade points for each semester credit hour
- B 3 grade points for each semester credit hour
- C 2 grade points for each semester credit hour
- F 0 grade points for each semester credit hour
- WF Withdraw Failing; 0 grade points

Designations and other symbols that do not earn grade points and are not used for the calculation of grade point averages are as follows:

- P/NP Pass/No Pass
- S/U Satisfactory/Unsatisfactory
- W Withdrawal
- I Incomplete
- PR In Progress
- Z Grade not recorded

Calculation of Grade Point Average

Grades of A, B, C, F, and WF and associated semester credit hours will be used to calculate grade point averages. The GPA is calculated by dividing the total number of grade points by the total number of semester credit hours attempted. The number of semester hours attempted includes all courses with grades of A, B, C, F, and WF unless replaced by a later grade. Grades of I, NP, P, S, U, W, PR, or Z are not counted as courses attempted. All GPA calculations are subject to post audit and correction by the Registrar's Office.

Registration

Registration is coordinated by the Registrar's Office in cooperation with the school in which the student enrolls. Tuition and fees are due in full the last business day prior to the first day of class unless arrangements for installment payments have been completed. Students should review their school-specific academic calendar for more information about registration dates. All students are required to login to their EIS Student Portal (<http://my.hsc.unt.edu>) to review their course schedule, make payment, and review holds that may prevent registration. A student who fails to

make full payment of tuition and fees, including any incidental fees, by the due date maybe prohibited from registering for classes until the full payment is made. A student who fails to make full payment prior to the end of the semester or term may be denied credit for the work done that semester or term.

1. TCOM - Students will be preregistered by the Registrar's Office prior to the beginning of each academic term.
2. GSBS - Students are required to register on-line. Information on how to register can be found on the Registrar's Office website.
3. SPH - Students are required to register on-line. Information on how to register can be found on the Registrar's Office website.
4. SHP - All PA and DPT students will be preregistered by the Registrar's Office prior to the beginning of each academic term.

Adding and Dropping Courses

"Adding" and "Dropping" refers to the established procedure by which students add or drop one or more courses prior to the census date, but remain enrolled for the term. Students adding or dropping may be subject to additional tuition and fees or may be eligible for a refund. Additional fee assessments are due and payable when the change is executed. If the student is on a valid installment plan, the installment plan charges are adjusted accordingly. When a student drops a course, the course will not appear on the student's permanent record. Students should review their school's academic calendar for specific dates related to adding and dropping courses.

Full-time Enrollment/Classification of Students

Students admitted to the Graduate School of Biomedical Sciences, School of Public Health, or School of Health Professions are classified as graduate students.

A graduate student must be officially enrolled for a minimum of 9 semester credit hours in the fall or spring term or 6 semester credit hours in a summer term to be classified as full-time. A graduate student enrolled for less than 9 semester credit hours for the fall or spring or 6 semester credit hours for the summer is classified as part-time.

The maximum course load for a graduate student is 15 semester credit hours. Students registering for more than this maximum course load must have the consent of their advisor.

Enrollment Verification

Enrollment certification/verifications are completed by the Registrar's Office. Enrollment certifications can only be provided for a term after the census date.

Course Cancellations

The University reserves the right to cancel a scheduled course upon evidence of inadequate enrollment.

Course Duplications

Course duplication and grade replacement policies can be found in the program-specific sections of this catalog.

Probation and Suspension

Policies regarding probation and suspension can be found in the program-specific sections of this catalog.

Grade Changes

No grade except "I" can be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct clerical errors.

Requests for error correction must be initiated within 30 days after the close of the semester for which the grade was recorded.

An instructor who believes that an error has been made in calculating or recording a grade may submit a request for grade change to the discipline chair and the dean using a Request for Change of Grade/Removal of Incomplete form available from the Office of the Registrar. For more information visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Grade Reports

The electronic grade report and academic standing are available online at my.hsc.unt.edu at the close of each term. If the grade report or the academic standing is believed to be in error, the student should contact the Registrar's Office within 30 days following the first class of the subsequent term.

Incomplete Grades

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the term, the instructor may assign an incomplete (I) for the course. The student must arrange with the instructor to finish the course at a later date by completing specified requirements. These requirements must be entered on the grade roster by the instructor.

Incomplete grades must be changed to a permanent grade before the end of the grading period for the next term, or the grade will be automatically changed to an F.

Leave of Absence

Students are required to complete the "Leave of Absence" form in the Registrar's Office. If the student is currently enrolled, a withdrawal form must accompany the request for leave of absence. Students should review their school's section within this catalog for more information about leaves of absence procedures.

Official Communications

E-mail is considered the primary means of communication for our campus; therefore, students are expected to read their e-mail messages regularly. All new students are assigned an e-mail account at orientation. Students who do not check their e-mail accounts regularly are at risk of missing vital information relative to their academic programs.

Although e-mail is the primary method of communicating information to students, mail may also be received at the campus mailing address. Any communication from a Health Science Center office should be considered important and given immediate attention. In addition, news, events and announcements of interest to students may be posted on the institution's website.

Public Information Act

The university has established policies relating to the accessibility of student education records in accordance with the Family Education Rights and Privacy Act (FERPA). The UNTHSC FERPA policy statement appears in its entirety in the UNTHSC Policy Manual, policy number 7.113. Information not covered by the FERPA will be released only in accordance with the policy on public information found in policy 5.516 of the UNTHSC Policy Manual. Requests for public information must be made in writing. <http://www.hsc.unt.edu/policies/Policieslist.cfm>.

Policies

Policies and regulations are explained and available on the UNTHSC Policy website or printed in the Student Policy Handbook or in the UNTHSC Policy Manual, available in Human Resource Services. All policies are subject to change throughout the year.

Student Grievances

Academic Issues

A student seeking to resolve any academic problem or complaint other than for misconduct as provided by the Student Code of Conduct and Discipline in the Student Handbook will first seek solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: course instructor, course director, graduate advisor, department chair, assistant dean. The dean, at his/her discretion, may convene an ad hoc committee to review the case to assist in the resolution of the complaint. Recommendations from the assistant or associate deans or ad hoc committee will be forwarded to the dean for consideration. All decisions by the dean concerning academic matters are final.

Conduct Issues

A student seeking to resolve any issue involving misconduct as provided for in the Student Code of Conduct and Discipline at www.hsc.unt.edu/policies/policieslist.cfm should follow procedures outlined in said code.

Other Issues

A student seeking to resolve any problem or complaint other than for misconduct as provided by the Student Code of Conduct and Discipline at www.hsc.unt.edu/policies/policieslist.cfm or an academic issue, will normally seek resolution through the appropriate office on campus designated to address the particular student concern. Examples include: issues involving matters of sexual harassment, discrimination, disability, employment or mistreatment fall under institutional policies which are handled by specific offices such as Human Resource Services or the Equal Employment Opportunity Office.

Enrollment Status During Grievance/Appeal

A student who has filed an official appeal of a sanction of expulsion, suspension, or administrative withdrawal, may request to remain in classes, clinical clerkship rotations, and/or internships during the period of appeal until or unless one or more of the following circumstances is determined by the Senior Student Affairs Officer (non-academic issues) or the Dean (academic issues) of the respective school in which the student was enrolled:

1. The appeal has not been made according to officially recognized procedures for appealing an expulsion, suspension, or administrative withdrawal decision.
2. The presence of the student in classes, clinical rotation, or internship constitutes a disruptive influence to the educational process or to patient care activities.
3. The presence of the student potentially presents a threat or harm to the health, safety or welfare of patients, students or anyone associated with the educational process.

For more information on this policy, visit www.hsc.unt.edu/policies/policieslist.cfm.

Summons

In the event a student's conduct or behavior is alleged to be in violation of a published policy or regulation, a summons may be issued. A summons is an official request that the student appear before an administrator. It is always important and must have the student's immediate attention. Failure to answer a summons may result in disciplinary action.

Syllabi

Students should receive a syllabus no later than the second class meeting of any course. Syllabi will not be distributed for courses in laboratory techniques, individual research, internship practicum, thesis, or dissertation. All other courses must provide students with syllabi that include the following information as appropriate to the course: required texts, examination dates, lecture topics and assignments for each class meeting, attendance policy, course objectives, explanation of how grades will be determined, and information on contacting the course director.

Temporary Visa Holders

Students holding temporary visas are responsible for maintaining status with the United States Citizenship and Immigration Service (USCIS). All visa restrictions and regulations regarding enrollment, employment and visa renewal must be followed exactly as determined by the USCIS. For assistance with visa issues, please contact the International Student Services Office at 817-735-2780.

Withdrawal from UNT Health Science Center

A student may withdraw from the Health Science Center at any time prior to the deadline published in the Academic Calendar by making a request in the Office of the Registrar. The student must complete the Withdrawal Clearance form. For withdrawals processed by the relevant deadline, the grade of W is recorded for each course in which a withdrawn student was enrolled. After this date a withdrawn student receives a grade of W only for those courses in which he/she was passing at the time of withdrawal; otherwise, the grade of WF is recorded. Official dates and deadlines for withdrawing are specified in each school's academic calendar.

Withdrawal for Active Military Service

If a student withdraws because of a call to active military service, the university, at the student's option, shall:

1. Refund the tuition and fees paid by the student for the term in which the student withdraws;
2. Grant a student, who is eligible, under the institution's guidelines, an incomplete grade in all courses by designating "withdrawn-military" on the student's transcript; or
3. As determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of coursework and who has demonstrated sufficient mastery of the course material.

Fiscal & Financial Aid Policies

Tuition and Mandatory Fees

The amounts shown in this catalog are subject to change without notice by action of the Texas Legislature or the UNT System Board of Regents.

The Board of Regents has been granted the authority, within established guidelines, to set tuition rates by program.

The Health Science Center is a state-supported institution subject to state laws. Extension of credit is prohibited and all financial obligations to the Health Science Center must be cleared prior to registration in the next subsequent semester.

Residency Regulations for Tuition Purposes

Rules and regulations for determining residency status are specified under Title III of the Texas Education Code and are available in the Office of the Registrar. In general, students must physically reside in Texas for the 12-month period immediately preceding their initial registration in an educational institution in Texas. Other factors may be considered for residency determination for tuition. Students who are not legal residents of Texas must pay nonresident tuition including the statutory tuition charges and standard fees approved by the Board of Regents. Certain residency exceptions do not affect actual residency status but do allow for a non-resident tuition exemption. Refer to "Tuition and Fee Waivers" section of this chapter for further information.

Responsibility of the Student

The student is responsible for knowing their residence status and for registering under the proper status. Any questions concerning residency must be discussed with the Admission Office in TCOM, SPH, and GSBS Programs before registration. Any student erroneously classified as a resident will be reclassified and will be required to pay all out-of-state tuition due. Attempts to evade non-resident fees may subject the student to the statute penalty and to possible disciplinary action.

Change of Status: Non-Resident to Resident

A student who is at any time classified as a non-resident retains non-resident status until reclassification as a resident is applied for and is approved by the Registrar.

Change of Status: Resident to Non-Resident

Students who are classified as residents but become nonresidents by virtue of any change of domicile must notify the Office of Registrar of such change immediately. Students who believe they have been erroneously classified have the opportunity for appeal by requesting review from whom the original classification was assigned or in the Office of the Registrar.

Tuition and Fee Waivers

Several exemptions and waivers are available to qualifying students. Brief descriptions of these are listed below. Waiver refunds must be requested during the semester application is made. Such requests must be made before the census date in any given term. Census dates are published in each school's Academic Calendar. Requests for retroactive refunds cannot be honored. Additional information and applications are available in the office of each program.

Exemptions and Waivers

1. Certain Texas veterans and dependents of deceased Texas veterans of the Armed Forces of the United States are exempted from payment of tuition. State application and other documents required. This exemption pays all tuition and fees except for the Student Service Fee and Property Deposit. The student must pay the Student Service Fee each term/semester.
2. Certain orphans of members of the Armed Forces, Texas National Guard and Texas Air National Guard are exempted from payment of tuition. Documentation required. This exemption pays all tuition and fees.
3. Certain students from other nations of the American hemisphere are exempted from payment of tuition.
4. Deaf or blind residents are exempted from payment of tuition. Official letter required. This exemption pays all tuition and fees.
5. Certain disabled peace officers are exempted from payment of tuition and fees. Official letter required. This exemption pays all tuition and fees.
6. Children of disabled or deceased firemen, peace officers, employees of the Texas Department of Corrections and game wardens are exempted from the payment of tuition. Official letter required. This exemption pays all tuition and fees.
7. Children of U.S. prisoners of war or persons missing in action are granted exemption of tuition. Documentation required. This exemption pays all tuition and fees.
8. Resident rather than non-resident tuition is applied to out-of-state students enrolled through the Academic Common Market Program. This waiver waives out-of-state tuition. The student pays in-state tuition rates.
9. Resident rather than non-resident tuition is applied to U.S. military personnel, their spouses and dependents if they meet designated criteria. (Certificate must be approved by the Registrar prior to registration.) Form submitted by the Registrar's office. This waiver waives out-of-state tuition. The student pays in-state tuition rates.
10. Resident rather than non-resident tuition is applied to teachers and professor of Texas state-supported institutions of higher education, their spouses and their dependent children. Requires official application approved by hiring department. This waiver waives out-of-state tuition. The student pays in-state tuition rates.
11. Resident rather than non-resident tuition is applied to a teaching or research assistant provided the student is employed at least one-half time by the Health Science Center in a position that relates to the degree sought. Requires official application approved by hiring department. This waiver waives out-of-state tuition. The student pays in-state tuition rates.
12. Resident rather than non-resident tuition is applied to a non-resident holding a Health Science Center competitive academic scholarship of at least \$1,000 for the academic year or summer for which the student is enrolled. Requires official approval from the department awarding the scholarship. This waiver waives out-of-state tuition. The student pays in-state tuition rates.
13. Students who are concurrently enrolled in more than one program at the Health Science Center are not charged duplicate fees.
14. Certain Health Science Center fees are waived for students enrolled only in off-campus courses.

Exemptions and Waivers are governed by the Texas Education Code and are subject to change at any time.

Tuition and Fee Refunds

A student who drops a course or withdraws from school within certain time periods may be entitled to a partial refund of tuition and fees. These refunds are calculated according to the category and time schedule listed in each school's Academic Calendar. Application fees, late registration charges, ID card fees, matriculation fee, delinquent payment fees, and installment handling fees are non-refundable. Any financial obligation to the Health Science Center must be resolved before any refunds will be made.

Class Drop Refunds

Refunds are made for any course dropped on or before the census date of each term (see each school's academic calendar for dates). The term's first class day is always the first official day of classes rather than the first day of an individual class. To calculate the refund for a class dropped, take the fee paid for the original hours and subtract the fee shown in the Tuition and Fee Register for the new number of hours. The difference between the two is the amount of the refund. Note: If all classes for the semester are dropped, see "Withdrawal Refund" in this catalog.

Withdrawal Policy and Procedure

If a student leaves the Health Science Center through withdrawal, dismissal or leave of absence, the following procedure should be followed:

1. Inform the Office of the Registrar which will direct the student to the appropriate form(s).
2. Complete required forms according to established deadlines (when applicable).
3. Students receiving financial aid are required to schedule exit interviews to process the paperwork for repayment. A student who leaves the Health Science Center without completing the appropriate exit process or leave of absence will be dismissed.

It is not always possible to complete the clearance process in one day. Until a student is cleared in all areas, a hold will be in force on his/her transcript. Withdrawal refunds are determined by the number of enrolled semester credit hours at the time of withdrawal. Withdrawal percentages are applied to the total amount of tuition and fees as prescribed by state law, not the amount paid. The withdrawal schedule and percentages of refund shown below pertain to total withdrawal for the semester. The withdrawal schedule and the percentages of refund are mandated by the Texas Legislature. The term's first class day is always the first official day of classes for the term rather than the first day the individual attends class. A withdrawal refund is based on the day of withdrawal, regardless of the date the class first meets. See each school's academic calendar for dates.

Withdrawal Refunds

The Health Science Center shall refund a percentage of tuition and mandatory fees to students withdrawing from the institution during a fall or spring term or a 10 or more week summer session according to the following withdrawal schedule.

Fall/Spring Term or 10+ Week Summer Session:

100 percent refund - Prior to the first day of classes

80 percent refund - During the first five class days

70 percent refund - During the second five class days

50 percent refund - During the third five class days

25 percent refund - During the fourth five class days

No refund - After the fourth five class days

Summer Session 5 Weeks or Less:

100 percent refund - Prior to the first day of classes

80 percent refund - During the first class day

50 percent refund - During the second class day

No refund - During the third class day and thereafter

Any financial obligation to the Health Science Center must be resolved before any refunds will be made.

Correction of Errors

Students are responsible for any additional amounts due the Health Science Center resulting from auditing and correction of records after registration fees have been paid, including all registration assessment errors, change from off-campus to on-campus classes, invalid employment waivers, etc.

Payments by Third Party

Checks issued by a third party in payment of a student's tuition, fees or other charges should be made payable either to the student or to both the student and the Health Science Center. Arrangements may be made with the Office of Student Financials where cash amounts should not be made available to the student.

Returned Checks

A returned check is defined as any check returned to the Health Science Center unpaid due to no fault of the bank or the institution. Upon receipt of a returned check, notification is mailed to the issuing party or the individual in whose behalf the check was issued. The address on the check and/or the address in the official record is used. An additional \$25 fee is charged for each returned check.

Financial Aid Information

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

The Office of Financial Aid is dedicated to quality customer service and the prompt delivery of aid program funds. Counselors are available to assist students in the application process to ensure that students receive the information needed to make the best decisions regarding their financial aid options. While financial aid is subject to strict federal and state regulations, 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
- Must be admitted to an eligible degree program

Applying for Financial Aid

Students must complete a Free Application for Federal Student Aid (FAFSA) electronically at <http://www.fafsa.ed.gov> to be considered for financial aid. 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.

Students must complete a new FAFSA annually to be considered for financial aid.

The Office of Financial Aid does not have an application deadline. However, it is highly recommended that applications be submitted as early as possible as some funding is limited. Applications should be received no later than April 1 to facilitate the delivery of aid funds prior to payment deadlines. Students are ultimately responsible for the payment of their tuition and fee charges by stated deadlines and will receive a reimbursement upon receipt of any eligible financial aid funds.

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.

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.

Students may schedule an appointment with a financial aid counselor to discuss eligibility requirements, verification, problems, budgeting of resources, or loan applications by calling (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 complete electronic loan entrance counseling before the release of the first disbursement of their first loan.

Student Budgets

Student budgets are developed within federal and state guidelines. These budgets are evaluated annually and may or may not change depending on requirements by federal and state law. Student budgets are based on the following expenses for the student only (does not include spouse or other dependents) and may vary by college and/or degree program:

- 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 educationally-related expenses that require special consideration should contact the Office of Financial Aid promptly. Students may be required to supply additional information for consideration of such requests. Regardless of the source, the total financial aid received by a student cannot exceed their cost of attendance budget.

Financial Aid Programs

Students who complete the FAFSA and meet eligibility requirements will be considered for federal, state, and/or institutional financial aid. In addition to financial criteria, most aid programs require the recipient meet academic standards in order to maintain eligibility. Some programs have limited funds, so early completion of the FAFSA is encouraged. The following are programs that eligible students may apply for:

- Texas Public Education Grant
- Texas College Work Study
- College Access Loan
- Health Education Loan Program
- Federal College Work Study
- Federal Perkins Loans
- Scholarships for Disadvantage Students
- Loans for Disadvantaged Students
- Primary Care Loans
- Federal Stafford Subsidized Loans
- Federal Stafford Unsubsidized Loans
- Graduate PLUS Loans
- Various Institutional Loan Programs

We encourage all students to apply early since funding for some financial aid programs is limited. Students may also apply through the Health Science Center's Office of Financial Aid for various state, institutional and private scholarship programs. Students may also apply directly to private foundations for scholarship opportunities. Students are encouraged to contact the Office of Financial Aid for more information or questions they might have regarding financial aid and scholarships. For questions related on financial benefits associated with armed forces service, students should contact their local military recruiter.

Financial aid programs are governed by policies and practices of external governmental agencies and are subject to change without notice.

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 or private loans. Therefore, lenders usually review a student's credit history before granting an alternative or private loan. Educational loan defaults, bankruptcies, charge-offs, foreclosures, judgments, liens or an excess of slow payments could damage the chances of receiving the alternative or private 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.

Immigration Documents and Budget

When applying for a new visa document, international students may need to demonstrate sufficient financial support. This will usually be the case if:

- The student is requesting an I-20 upon admission;
- The student is asking for an extension of his/her stay;
- There is a change in funding;
- The student is asking for documentation for the first time for immediate family members and/or;
- Documents in the student's file are more than 12 months old.

The amount of financial support required will vary depending upon the number of dependents the student is supporting. Consult with the International Student Advisor for further information.

Scholarships

The University of North Texas Health Science Center offers several competitive scholarships. Awards are open for competition on departmental/degree plan basis. Students should contact the Scholarship Coordinator in the Office of Financial Aid for subject specific scholarships.

Scholarships are awarded on the basis of a student's academic qualifications. Generally, scholarships range in value from \$500 to \$5,000. Out-of-state and international students who are recipients of university competitive academic scholarships in the amount of \$1,000 or more qualify for in-state tuition rate.

The General Academic Scholarship application is located on the student portal at <http://my.hsc.unt.edu>. It is open to new and current students with a valid UNTHSC student ID number. The application deadline is March 1st of each year.

Additional scholarship opportunities are listed on the Office of Financial Aid department web site at <http://www.hsc.unt.edu/departments/financialaid>

The university administers many scholarships with applicants being selected based on meeting established criteria and subject to available funding. Listed below are several scholarships currently administered by UNTHSC:

A.E. Brooks Scholarship

Arrowsmith Award

Beverly & Stanley Weiss Scholarship

D.M. Richards Endowed Scholarship

DO/PhD Student Scholarship Stipend

Dr. C.W. & J. Spellman Endowed Scholarship

Dunlap Family Scholarship

Elizabeth Pelsma Levy Scholarship Fund

Elizabeth Reeves Henning Scholarship

Frederick L. Hill, DO Scholarship for Excellence in Primary Care Physicians in Texas

GSBS Endowed Scholarship

GSBS/Yorio 1st Year Scholarship

James O. Royder Endowed Scholarship

Jeremiah G. Mills Memorial Scholarship

Larry L. Bunnell, DO Scholarship

Makasha Colonvega Memorial Scholarship

MillerCoors Scholarship

Moorman Family Scholarship

PA Endowed Scholarship

Rachel Dauphin Memorial Fund

Ray & Edna Stokes Scholarship

Rural Medicine Scholarship

SPH Alumni Society Scholarship

SPH Dean's Award for Continuing Students

SPH Endowed Scholarship

Street & Williams Endowment Scholarship

Student Affairs Scholarship

TCOM Alumni Association Recognition of Achievement Scholarship

TCOM Alumni Association Scholarship

TCOM Dean's Meritorious Achievement Scholarship

TCOM Memorial Scholarship

UNTHSC Hackers Scholarship Fund

W.R. & Constance Jenkins Scholarship

Wayne & Norma Lee Stockseth Scholarship

Satisfactory Academic Progress

To maintain eligibility for consideration of all forms of financial aid, students must meet satisfactory academic progress as determined by their individual schools for all students. Academic progress is monitored by the Registrar's Office in conjunction with individual school personnel on a term by term basis. The minimum academic performance to remain enrolled in any program is equal to or exceeds the Federal standard of a minimum average grade of an overall "C" or grade point average of 2.0 and 75% completion of attempted hours. Furthermore, students can not continue enrollment in a course of study to the point that they would attain 150% of the required hours for that course of study.

Withdrawing from the University

If you officially withdraw, drop/stop-out, or are administratively withdrawn from the Health Science Center, any refund of tuition and fees and other University charges will be assessed for return to programs from which you were originally paid. An additional "repayment" calculation will be performed to determine if you must repay a portion of the assistance paid directly to you for living expenses. Office of Financial Aid personnel will apply the federally mandated formula for the return of financial aid funds. Funds will be returned to the programs from which the money was paid to you in the following order:

- Federal Stafford Loan Program
- Federal Perkins Loan Program
- Graduate Parent Loan Program (PLUS)
- Other Title IV Programs

Other Federal, State, Private or Institutional Student Aid

In addition, it is likely you will owe a repayment of unearned financial aid funds if you cease enrollment prior to the sixty percent (60%) completion point of any payment period for which you received financial aid funds. The completion point is based on the total number of class days in a payment period.

Texas College of Osteopathic Medicine

Office of the Dean

Don N. Peska, DO, MEd, Dean

Dennis P. Shingleton, MS, MBA, Senior
Associate Dean of Finance and
Administration

Thomas Dayberry, DO, PhD, Associate
Dean of Academic Affairs

Frank Papa, DO, PhD, Associate Dean of
Curricular Design and Faculty Development

Lisa R. Nash, DO, Associate Dean of
Educational Programs

John C. Licciardone, DO, MS, MBA, Associate Dean of Clinical Research

Russell Gamber, DO, MS, Associate Dean of Admissions

John Bowling, DO, Assistant Dean of Rural Medical Education

Tina Machu, PhD, Assistant Dean of Pre-Clinical Medical Education

Eryn Loney, MLA, Director of Program Development

Amy Moss, DO, Director of Osteopathic Graduate Medical Education

Rynn Ziller, EdD, Director of Clinical Education



Office of Admissions & Outreach

Joel Daboub, MBA, Assistant Dean of Admissions and Outreach

Mike Kennedy, EdD, Director

Lynn Scott, Associate Director

Patrick Middleton, MEd, Assistant Director

Fernando Vasquez, MA, Assistant Director-JAMP

Caroline Albert, Document Management Coordinator

Catherine Boney, Admissions Committee Coordinator

Caroline Gourley, Admissions Interview Coordinator

Our Mission

"The Texas College of Osteopathic Medicine educates tomorrow's patient-centered physicians and scientists by advancing medical knowledge and providing the highest quality primary and specialty care to the citizens of Texas."

TCOM Academic Calendar 2011-2012

| | Fall 2011 | Spring 2012 | Summer 2012 |
|--|-----------|-------------|-------------|
| Year 1 DO Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 15 | --- |
| Orientation | Jul 18-22 | --- | --- |
| First day of classes | Jul 25 | Jan 2 | --- |
| Census date | Aug 9 | Jan 18 | --- |
| Last day for students to withdraw with partial refund | Aug 19 | Jan 27 | --- |
| White Coat Ceremony (mandatory) | Jul 23 | --- | --- |
| Last day of classes | Dec 16 | Jun 8 | --- |
| Grades due to registrar by 5:00 p.m. | Jan 6 | Jun 15 | --- |
| Year 2 DO Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 15 | --- |
| First day of classes | Jul 25 | Jan 2 | --- |
| Census date | Aug 9 | Jan 18 | --- |
| Last day for students to withdraw with partial refund | Aug 19 | Jan 27 | --- |
| Last day of classes | Dec 16 | May 20 | --- |
| Grades due to registrar by 5:00 p.m. | Jan 6 | May 25 | --- |
| Year 3 DO Students | | | |
| Register for clinical clerkships(completed by the Office of the Registrar) | May 1 | --- | --- |
| Clinical Skills Clerkships begin | Jun 23 | --- | --- |
| Clinical Clerkships begin | Jul 5 | --- | --- |
| Last day of clerkships | --- | Jun 15 | --- |

| | | | |
|--|-----------------|-----------|-------|
| Year 4 DO Students | | | |
| Register for clinical clerkships (completed by the Office of the Registrar) | May 2 | --- | --- |
| Clinical Clerkships begin | Jul 5 | --- | --- |
| Last day of clerkships | --- | April 20 | --- |
| Semester 8 classes | --- | May 8-9 | --- |
| Commencement | --- | May 19 | --- |
| Holidays and Special Events (Please note that holidays may vary for students on rotation and for members of the faculty and staff) | | | |
| Labor Day | Sep 5 | | |
| Thanksgiving | Nov 24-25 | | |
| Winter Break | Dec 19 – Dec 30 | | |
| Martin Luther King, Jr. Day | | Jan 16 | |
| Spring Break | | Mar 12-16 | |
| Research Appreciation Day | | ---- | |
| Commencement | | May 19 | |
| Memorial Day | | May 28 | |
| Independence Day | | | Jul 4 |
| COMLEX - * TBD = To be determined | | | |
| COMLEX Level 1 Online registration and information for Level I: Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is available at www.nbome.org . Please check website for available dates. Registration several months in advance is recommended. | | | |

| | | | |
|---|---|--|--|
| <p>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. Please check website for available dates. Registration several months in advance is recommended.</p> | | | |
| <p>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.</p> | | | |
| <p>Refund Schedule (Complete Withdrawal) Fall or Spring Semester</p> | | | |
| <p>100 percent refund</p> | <p>Prior to the first day of classes</p> | | |
| <p>80 percent refund</p> | <p>During the first five class days</p> | | |
| <p>70 percent refund</p> | <p>During the second five class days</p> | | |
| <p>50 percent refund</p> | <p>During the third five class days</p> | | |
| <p>25 percent refund</p> | <p>During the fourth five class days</p> | | |
| <p>No refund</p> | <p>After the fourth five class day period</p> | | |

Admissions

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

Admission into the Texas College of Osteopathic Medicine is selective. Each year, TCOM admits approximately 200 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 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.
- **Statistics:** (a minimum of 3 semester credit or 5 quarter credit course) Course may be taken in any academic discipline; course content should include descriptive statistics, hypothesis testing, sampling techniques, measures of relationship, regression models and other tests for significance. Course must be completed prior to matriculation.

- 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 website at <http://my.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 Health Science Center located in Fort Worth. Applicants will tour the school and have lunch with current medical students. 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 serving 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 applicant is scored.

| Admissions Criteria for DO 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 | Interview 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 DO/PhD Medical Scientist Training Program (MSTP), will be notified of their admission through one of three periods:

Pre-Match Admissions

Selected applicants will be notified between November 15-December 31 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 Medical School Admissions Match.

Rolling Admissions

Applicants who were not admitted on or before February 1 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 in the Graduate School of Biomedical Sciences will be considered for admission at the end of the Fall or Spring semester.

Notification of Non-Resident Applicants

Non-resident applicants may be admitted on a rolling basis on or after October 15.

Notification of DO/PhD Applicants

Applicants for the DO/ PhD Medical Scientist Training Program may be admitted on a rolling basis on or after October 15.

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 applications is August 1. All EDP decisions are made by September 15. 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.

Admission in Advanced Standing (Transfer)

Students currently enrolled in fully accredited colleges of osteopathic medicine may be considered for advanced standing admission to the third year of medical studies at TCOM. 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 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 is January 15 of the year of proposed matriculation. All necessary supporting documents must also 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. Copies of transcripts or hand-carried 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.

Academic Programs

Texas College of Osteopathic Medicine (TCOM) is dedicated to the principles of academic excellence and constantly strives to improve the quality of its academic program. A primary goal is helping each student develop skills in self-learning and self-evaluation that will be necessary during formal education and throughout a professional career. Emphasis is placed on learning activities that help each student interact effectively with peers and promote cooperative relationships with others in the health professions. Encouraging 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 TCOM 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 the 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 environment within which medicine is practiced. Instruction in the first two years is presented according to organ systems of the body. TCOM uses instruction based on clinical cases. Instructors employ an audience response system to quiz students on their understanding of diagnosis and pathophysiology in clinical cases. The instructional program 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 one of our primary care clinics to help them become familiar with the many facets of community health care and the health problems that will play a role in their lives as health care providers. These assignments provide a gradual transition from classroom to clinical settings.

At the conclusion of the didactic phase of medical education (years 1 and 2), students will continue the clinical phase (years 3 and 4) of their medical education. Year 3 focuses on core rotations, in the following areas: Family Medicine, Internal Medicine, Surgery, Pediatrics, Obstetrics and Gynecology, Osteopathic Manipulative Medicine, Psychiatry, and Primary Care. Fourth year core rotations include Emergency Medicine, Geriatrics, and Internal Medicine subspecialties. The fourth year also provides for elective rotations selected by the student to enable a full appreciation for the broad scope of clinical training opportunities available after graduation. Core rotations will be served at one of several clinical affiliates that are located either in Fort Worth or other sites around the State of Texas.

Rural Osteopathic Medical Education of Texas (ROME)

The TCOM's Office of Rural Medical Education offers educational opportunities for students who have an interest in practicing medicine in a rural environment. These opportunities are provided through one of several programs: the ROME Rural Scholars Program, the ROME Rural Primary Care Continuity Program, and the ROME Rural Elective Program.

The ROME Rural Scholars Program is an innovative educational program designed to prepare students for life and practice in a rural community. 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 into the ROME Rural Scholars Program complete additional course work during Years 1 and 2 that emphasizes the acquisition of knowledge and skills for a career in rural medicine. Throughout the ROME Rural Scholars Program, students work with faculty preceptors from rural communities across the state of Texas as well as urban tertiary centers. This program provides students with a real world experience of living and working in rural Texas communities.

The ROME Rural Primary Care Continuity Program provides an opportunity for students enrolled in the regular curriculum to complete the required primary care clinical experiences in the same rural community over four years. This can be completed in the primary care disciplines of Family Medicine, Pediatrics or Internal Medicine. Emphasis on community involvement and rural health systems is an important component of this program. Under the supervision of community-based faculty physicians, students experience the practice of primary care in a rural clinical setting while developing their clinical competence. They learn about the role a physician plays in the community and the unique lifestyle experience of working in this setting. To provide the students with a continuity experience, this portion of their curriculum is completed in the same community throughout their four years of medical education. Curriculum elements include a clinical practicum in Year 1, an eight (8) week ambulatory clerkship in Year 3, and a primary care partnership/geriatrics rotation in Year 4. Service-learning in the form of community activities and involvement is integrated through program experiences.

The ROME Rural Elective Program, MEDE9446, gives students enrolled in the regular curriculum the opportunity to gain brief exposure to rural practice at selected rural sites.

TCOM Research

Students at TCOM have many educational opportunities for exposure to research in the biomedical sciences, patient-oriented clinical studies, and health services and policy settings. The most intensive research experiences involve formal dual-degree programs in conjunction with the Graduate School of Biomedical Sciences or the School of Public Health. These may include doctoral or masters level degree programs in a variety of disciplines. The college offers an Honors Research Practicum for select students who wish to conduct a research project under the direct supervision of the faculty during semesters 3 and 4. Other research opportunities involve research rotations and experiences sponsored by extramural funding agencies, including potentially both on- and off-campus training activities. Students may also pursue elective rotations involving research projects or simply gain research experience by establishing relationships with faculty mentors in their personal areas of interest.

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, anatomy, 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.

Dual Degree Programs

The 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 of Biomedical Sciences Office of Admissions and Services (GSBS). 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 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. TCOM students must have permission from the TCOM associate dean for academic affairs prior to applying for admission. 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. Block 1 consists of the preclinical years for the DO degree. During Block 1, the student will complete the first three years of the DO curriculum, must maintain a "B" average within the medical curriculum and must pass Parts 1 and 2 of the Comprehensive Osteopathic Medicine Licensing Examination (COMLEX). During this block, the student will register only for courses within the TCOM curriculum. An exception to these rules may be made only with the approval of the Dual Degree Program Advisory Committee, the appropriate TCOM associate dean and the GSBS dean.

During Block 1, the student will select a graduate advisory committee and file an approved graduate degree plan of at least 90 SCH (which includes 30 SCH advanced standing awarded for the basic science didactic course work required in the DO curriculum) with the GSBS Office of Admissions and Services.

DO/MS Format

Block 1. Block 1 consists of the preclinical years for the DO degree. During Block 1, the student will complete the first three years of the DO curriculum, must maintain a "B" average within the medical curriculum and must pass Parts 1 and 2 of the College of Osteopathic Medical Licensing Examination (COMLEX). During this block, the student will register only for courses within the TCOM curriculum. An exception to these rules may be made only with the approval of the Dual Degree Program Advisory Committee, the appropriate TCOM associate dean and the GSBS dean.

During Block 1, the student will select a graduate advisory committee and file an approved graduate degree plan of at least 30 SCH (which includes 6 SCH advanced standing awarded for the basic science didactic course work required in the DO curriculum) with the GSBS Office of Admissions and Services.

Block 2. Block 2 consists of at least one year dedicated to graduate study. During Block 2, the student is 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 the thesis research.

UNTHSC may provide financial support during Block 2 to students chosen for the MSTP by the dual program admissions committee to seek the DO/PhD. 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.

Block 3. During Block 3, the student will complete the required clinical rotations. During this block, the student may also continue work toward the MS thesis.

At the end of Block 3, the student is expected to have completed the curriculum required for the DO degree and to have completed at least 24 additional SCH of graduate courses under the GSBS, as required for the second degree, including the thesis. Following completion of the curricula required for both degrees, the student is awarded the DO degree through TCOM and the MS through GSBS.

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 both the DO/PhD degrees may be eligible for waiver programs that allows them to pay tuition at the in-state rate for both medical and graduate school.

The Health Science Center may provide financial support during Block 2 to students chosen for the MSTP by the dual program admissions committee to seek the DO/PhD. 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 of 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 3 and Year 4 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 817-735-2401 for more information on the MPH curriculum.

Sequence of Courses

Year 1, Semester 1

- MEDE 7810 Cellular Science
- MEDE 7811 Musculoskeletal and Skin System 1
- MEDE 7812 Nervous System 1
- MEDE 7615 Cardiopulmonary System 1
- MEDE 7510 Clinical Medicine 1 + Ethics
- MEDE 7410 Osteopathic Manipulative Medicine 1
- MEDE 7110 Medical Informatics 1
- MEDE 7010 Community Medical Resources 1
- MEDE 7411 Rural Medicine 1 (Rural Scholars Program)

Year 1, Semester 2

- MEDE 7511 Gastrointestinal System 1
- MEDE 7210 Renal System 1
- MEDE 7315 Endocrine System 1
- MEDE 7310 Reproductive System 1
- MEDE 7211 Fundamentals of Treatment
- MEDE 7312 Hematopoietic System 1
- MEDE 7512 Immunology System 1
- MEDE 7313 Mechanisms of Disease 1
- MEDE 7911 Mechanisms of Disease 2
- MEDE 7311 Clinical Medicine 2 + Ethics
- MEDE 7314 Osteopathic Manipulative Medicine 2
- MEDE 7115 Medical Informatics 2
- MEDE 7011 Community Medical Resources 2
- MEDE 7416 Rural Medicine 2 (Rural Scholars Program)

Year 2, Semester 3

MEDE 7523 Renal System 2

MEDE 7720 Cardiovascular System 2

MEDE 7622 Respiratory System 2

MEDE 7521 Hematopoietic System 2

MEDE 7520 Gastrointestinal System 2

MEDE 7620 Clinical Medicine 3 + Ethics

MEDE 7421 Osteopathic Manipulative Medicine 3

MEDE 7110 Medical Informatics/Research 1

MEDE 7020 Community Medical Resources 3

MEDE 7624 Rural Medicine 3 (Rural Scholars Program)

Year 2, Semester 4

MEDE 7420 Endocrine System 2

MEDE 7621 Reproductive System 2

MEDE 7721 Nervous System 2

MEDE 7525 Musculoskeletal and Skin System 2

MEDE 7522 Fundamentals of Behavioral Science

MEDE 7623 Correlative Basic Science and Clinical Medicine

MEDE 7625 Clinical Medicine 4 + Ethics

MEDE 7320 Osteopathic Manipulative Medicine 4

MEDE 7115 Medical Informatics/Research 2

MEDE 7021 Community Medical Resources 4

MEDE 7220 Rural Medicine 4 (Rural Scholars Program)

MEDE 7120 Honors Elective

MEDE 7214 Capstone Course

Year 3, Semesters 5 and 6 and Core Clerkships

MEDE 8400 Clinical Skills (1 week)

MEDE 8809 Family Medicine (8 weeks)

MEDE 8810 Internal Medicine (8 weeks)

MEDE 8417 Manipulative Medicine (4 weeks)

MEDE 8607 Obstetrics and Gynecology (6 weeks)

MEDE 8608 Pediatrics (6 weeks)

MEDE 8409 Psychiatry (4 weeks)

MEDE 8811 Surgery (8 weeks)

Selective (4 weeks)

MEDE 9161 Literature and Medicine

Year 4, Semester 7 (Core Clerkships)

MEDE 8403 Emergency Medicine (4 weeks)

MEDE 8426 Geriatrics (4 weeks)

MEDE 8406 Subspecialty Internal Medicine (4 weeks)

Primary Care Partnership selective (4 weeks)

MEDE 8412 Internal Medicine Primary Care Partnership

MEDE 8413 OMM Primary Care Partnership

MEDE 8414 Pediatrics Primary Care Partnership

MEDE 8415 Pediatrics Primary Care Partnership

MEDE 8416 Family Medicine Primary Care Partnership

Elective Clerkships (6 X 4 weeks)

MEDE 9401 Family Medicine

MEDE 9403 Emergency Medicine

MEDE 9404 Internal Medicine

MEDE 9407 Obstetrics and Gynecology

MEDE 9408 Pediatrics

MEDE 9410 Psychiatry

MEDE 9411 Surgery

MEDE 9412 Anesthesiology

MEDE 9413 Dermatology

[MEDE 9414](#) Ophthalmology

[MEDE 9416](#) Manipulative Medicine

[MEDE 9417](#) Otorhinolaryngology

[MEDE 9418](#) Autopsy Pathology

[MEDE 9419](#) Radiology

[MEDE 9420](#) Sports Medicine/Rehabilitation

[MEDE 9422](#) Rheumatology

[MEDE 9423](#) Cardiology

[MEDE 9424](#) Endocrinology

[MEDE 9425](#) Gastroenterology

[MEDE 9427](#) Geriatrics

[MEDE 9428](#) Hematology/Oncology

[MEDE 9429](#) Infectious Disease

[MEDE 9430](#) Nephrology

[MEDE 9431](#) Neurology

[MEDE 9432](#) Pulmonary Medicine

[MEDE 9434](#) Orthopedics

[MEDE 9435](#) Thoracic Surgery

[MEDE 9436](#) Neurosurgery

[MEDE 9437](#) Urology

[MEDE 9439](#) Physical Medicine and Rehabilitation

[MEDE 9444](#) Hospital Medicine

[MEDE 9445](#) Radiation Oncology

[MEDE 9460](#) Academic Medicine

[MEDE 8099](#) Directed Studies

Postdoctoral Medical Training / GME

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. Candidates interested in GME programs affiliated with TCOM and the Texas OPTI should contact the individual sites as noted below, for more information regarding admissions requirements and application procedures:

Bay Area Corpus Christi Medical Center

7101 S. Padre Island Drive
Corpus Christi, TX 78412
(361) 761-3280

<http://www.ccmedicalcenter.com>

Steven L. Gates, DO, Director of Medical Education

Approved Programs:

Family Practice Residency
Internal Medicine Residency
Traditional Internship

Conroe Medical Education Foundation

704 FM 2854
Conroe, TX 77301
(936) 523-5247

<http://www.lonestarfamily.org>

Stephen McKernan, D.O., Director of Medical Education

Approved Programs:

Family Practice Residency

Driscoll Children's Hospital

3533 South Alameda
Corpus Christi, TX 78411
(361) 694-5465

<http://www.driscollchildrens.org>

William Dirksen, MD, Director of Medical Education

Approved Programs:

Pediatrics Residency

JPS Health Network

1500 S. Main Street
Ft. Worth, TX 76104
(817) 927-1173

<http://www.jpshealthnet.org>

Josephine Fowler, MD, Administrative Director of Medical Education

Approved Programs:

Psychiatry Residency
Radiology Residency
Traditional Internship

Methodist Charlton Medical Center

3500 Wheatland Road

Dallas, TX 75237

(214) 947-5420

<http://www.methodisthealthsystem.org>

Thomas Shima, DO, Director of Medical Education

Approved Programs:

Family Medicine Residency

Plaza Medical Center of Fort Worth

900 8th Avenue

Ft. Worth, TX 76104

(817) 347-5887

<http://www.plazamedicalcenter.com>

Lisa R. Nash, DO, Director of Medical Education

Approved Programs:

Cardiology Fellowship

Family Practice Residency

Gastroenterology Fellowship

General 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 Road - Suite 400

Baytown, TX 77521

(281) 420-8745

<http://www.methodisthealth.com>

Clare Hawkins, MD, Interim Program Director

Approved Programs:

Family Practice Residency

Texas A&M Health Sciences Center

1301 Memorial Drive - #200

Bryan, TX 77802

(979) 862-4465

<http://medicine.tamhsc.edu/fmr>

David A. McClellan, MD, Administrative Director of Medical Education

Approved Programs:

Traditional Internship

Texas Tech University Health Science Center-Lubbock

3601 4th Street

Lubbock, TX 79430

(806) 743-2770

<http://www.ttuhsc.edu/fammed>

Ron Cook, DO, Director of Medical Education

Approved Programs:

Family Practice Residency

University of North Texas Health Science Center

3500 Camp Bowie Boulevard

Fort Worth, TX 76107

(817) 735-2149

<http://www.hsc.unt.edu>

Amy Moss, DO, Director of Osteopathic Graduate Medical Education

Approved Programs:

Dermatology Residency

Geriatrics-Internal Medicine Fellowship

Palliative Care Fellowship

Information for additional accredited GME programs may be accessed on the internet at:

American Osteopathic Association - Opportunities

www.opportunities.osteopathic.org

Accreditation Council for Graduate Medical Education

www.acgme.org

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.Lisa>

Lisa R. Nash, DO

Associate Dean for Educational Programs

Texas College of Osteopathic Medicine

3500 Camp Bowie Boulevard - EAD 426

Ft. Worth, TX 76107

(817) 735-2149

lisa.nash@unthsc.edu

Academic Policies

Each student enrolled at the 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 DO 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, Office of Financial Aid, Student Financial Services and Office of Student Affairs. Students may register for and attend only those courses and clinical rotations listed on their official academic schedule 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 or who have been approved to audit may attend classes. Individuals who are not enrolled in classes may not sit for examinations, practicals, or other assessments.

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.)

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 each of the following areas: observation; communication; psychomotor; conceptual, integrative, quantitative; 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 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.
 - **Psychomotor:** Candidates should have sufficient coordinated motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic and therapeutic maneuvers. A candidate should be able to perform basic laboratory tests and carry out diagnostic procedures. A candidate should be able to execute motor movements reasonably required to provide general care, osteopathic manipulation, and emergency treatment to patients. Such actions shall 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 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.

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.

Remediation

The opportunity to remedy academic deficiencies at times other than when the course is regularly scheduled may be extended to medical students. Remediation may occur based upon the recommendations of the Student Performance Committee and the final approval of the dean. Remedial course work must be completed according to the following schedule:

- A deficiency in a Semester 1 or Semester 2 course must be remediated prior to Semester 3 or as specified by the Student Performance Committee.
- A deficiency in a Semester 3 or Semester 4 course must be remediated before clinical clerkships begin.
- A deficiency in a clinical clerkship must be remediated prior to graduation.

For successful completion of a remediated course the student must earn a final course grade of "70". Failure to earn a grade of "70", or better, in a remediated course is grounds for dismissal from TCOM.

When a course is repeated or remediated, all attempted credit hours and earned grade points are counted in computing the cumulative weighted average. A notation on the transcript is placed next to these courses to indicate that these courses have been repeated.

The content, scope, and format of a remedial examination will be decided by the appropriate department or interdisciplinary unit. All examinations shall 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 given a remedial examination will be the grade earned on the remedial examination.

- Any student who earns a failing grade in a repeated course will be recommended for dismissal from TCOM.
- A student who earns a failing grade in a clinical clerkship must appear before the Student Performance Committee. The Student Performance Committee will make a recommendation to the dean that may include remediation of the clerkship, repeat of an academic year, or dismissal. Any student who earns a failing grade in a repeated rotation may be recommended for dismissal from TCOM.
- 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. 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.

Attendance

During Years 1 and 2, medical students are expected to attend all classroom activities. Attendance is required at all laboratories and clinical experiences. Limited excused absences may be granted with permission of the curriculum director, assistant dean, 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. Students must submit an excused absence form to the Office of Academic Affairs for any absence from an examination, quiz, or laboratory. If the excuse is due to an illness, then students must also provide a note from a health care provider documenting the absence.

Throughout Years 3 and 4, because of the responsibility for patient care, as well as the expectations of clinical assignments, 100 percent attendance is required on all clinical clerkships. However, it is recognized that situations beyond a student's control may arise that require absence from a clerkship. Such absences must be approved by the clerkship director. The complete policy for clerkship attendance is subject to annual review and may be found in the Uniform Policies for Clinical Clerkships distributed by the Office of Clinical Education. All absences require written documentation using the Request for Absence from Clerkship form available through that office. Unapproved absences or absences in excess of this policy will require remediation of the time missed and may 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 to the clerkship director 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 dean for academic affairs, and are subject to the above provisions for four- and six-week clerkships. Any exception to this policy may be made only with the approval of the associate dean for academic affairs.

Leave of Absence

A student may request or be required to take a leave of absence to obtain care for a health-related issue or address a personal issue that may be interfering with her or his ability to engage in the activities of the curriculum. Such leave may also be a recommendation by the Student Performance Committee. Students requesting a leave of absence must apply to the dean of TCOM. In the event of a health-related issue, 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 re-enrolled, a written request for re-enrollment 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.

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. All evaluations must be current before a student can register for the next semester. For clinical year students, no official transcript will be released until course evaluations are up to date.

Academic Honors

It is a tradition at the Health Science Center to recognize its highest scholars and promote academic excellence. 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 make up the highest 10 percent of each class enrolled in the college. Numeric course grades, based on a 100% scale, will be used to determine the top 10% of the class. Numeric course grades will be converted to letter grades for recording on transcripts, with A= 90 – 100%; B = 80 – 89%; C = 70 – 79%; F < 70%. 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 averages make up the highest 10 percent of the graduating class. Numeric course grades, based on a 100% scale, will be used to determine the top 10% of the 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 seventh semester and will include coursework in semesters 1 – 6.

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. Transfer students are not eligible for academic honors.

Class rank will be calculated on cumulative weighted numeric grade averages. Class rank will be calculated at the end of Years 1, 2, and 3. Class rank shall be cumulative of all work completed prior to the time of calculation.

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.

Comprehensive Examination Policy

Subject Examinations

Subject Examinations from the National Board of Osteopathic Medical Examiners (NBOME) 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 will be graded and a scaled score will be calculated based on national performance data. Failure of a subject exam results in a grade of incomplete in the rotation, and failure of the second subject exam in the same rotation results in the failure of the rotation. If a student fails a second subject exam in any rotation, he or she must appear, in person, before the Student Performance Committee (SPC) for recommendation of remediation.

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.

All students are required to pass COMLEX 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 must appear before the Student Performance Committee (SPC). The SPC may recommend re-examination. If allowed to re-test, students will then 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. A student who does not achieve a satisfactory result on the second examination will be removed from clinical clerkships. Failure of a third attempt will subject the student to dismissal from TCOM.

All students are required to take and pass COMLEX II-CE and COMLEX II-PE in order to graduate. Students who do not pass COMLEX II-CE or COMLEX II-PE must appear before the SPC. Students may have a second opportunity to take each test prior to the scheduled date of graduation based upon times made available by the participating testing centers. Students who are unsuccessful in passing both parts shall have their graduation deferred until both are successfully completed. Failure of a third attempt on either section will subject the student to formal dismissal without receipt of the Doctor of Osteopathic Medicine degree.

Promotion

Normal progression through the curriculum requires that a student complete each of the required courses and have no failing grades (below 70 or no credit) that have not been corrected. A deficiency in a Semester 1 or Semester 2 course must be remediated prior to Semester 3, or as specified by the SPC. A deficiency in a Semester 3 or Semester 4 course must be remediated before clinical clerkships begin. A deficiency in a clinical clerkship must be remediated before graduation. Achievement of this standard in each academic year is required for promotion to the next academic year. In addition, the graduating student must have passed Level I, Level II CE, and Level II PE of the Comprehensive Osteopathic Medical Licensing Examination administered by the National Board of Osteopathic Medical Examiners.

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 may recommend to the associate dean of academic affairs that students be offered an opportunity to correct their deficiencies within a requisite time period or be dismissed. Students will be notified of a final decision in writing by the associate dean of academic affairs. It is recognized by the Student Performance Committee that each student's situation should be evaluated as an individual case. If a student disagrees with the recommendation of the Student Performance Committee and the associate dean of academic affairs, he or she may appeal in writing within five days of notice to the dean of TCOM. The dean's decision is final.

Auditing

Only individuals previously enrolled in TCOM may audit classes, contingent upon receiving permission from the Dean of TCOM. They may not sit for any exams or quizzes in any courses nor may they attend post-exam reviews. They may not actively participate in laboratories but may observe with instructor approval. Laboratories include OMM 1 – 4, Clinical Medicine 1 - 4, and all anatomy laboratories associated with the Systems Courses in Years 1 and 2. They may not participate in any patient care activities.

Examinations

Administration

Examinations are administered at the time and date established by the Office of Academic Affairs and published in the course schedule. They begin and end as scheduled and all answers must be recorded in the manner prescribed by the Office of Academic Affairs. No examinations will be distributed after the first student has turned in a completed examination without the permission of the associate dean for academic affairs or his designate. No additional time will be given to students who begin an exam late.

Secure Testing Policy

Test questions 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-examination review session to receive feedback on their examination performance.

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, which may include a documented medical excuse.

The course director may authorize a make-up examination. If a make-up examination is not authorized by the course director, the student may appeal to the curriculum director. The curriculum director will meet with the assistant dean 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 make-up examination will be made by the associate dean for academic affairs. Scores on make-up examinations may be subject to the deduction of penalty points at the discretion of the course director.

A student who misses a scheduled examination without receiving approval by the associate dean for academic affairs, curriculum 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 "0" (zero) for that examination. This policy also applies to quizzes, practicals, and other graded activities.

A student who misses an examination is not permitted to participate in a post-examination review of that examination if he/she has not completed the make-up examination by the time the post-examination 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) business days before the date of the examination. 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 curriculum director and forwarded to the Office of the Registrar.

Procedure: Making Up a Missed Examination

Within five (5) business days after the missed examination, a student must obtain and complete 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 or curriculum director determines that additional time is needed.

Failed Examinations

Any student who fails an examination will be required to contact the course director, curriculum director or assistant dean 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 the 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.

Academic Probation

Academic probation serves as official notice to the student that the quality of the student's performance must improve in order to remain eligible for continued enrollment in the college. Any student who fails to improve his or her performance as prescribed by the Student Performance Committee during the probationary period may be kept on probation, asked to withdraw, or be dismissed from TCOM. Students on academic probation may not hold any elected or appointed office in any student organization at the Health Science Center. Such restriction shall become effective with the determination of probation by the Student Performance Committee and shall remain in force until probation is lifted. For more information on academic probation, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Remediation

The opportunity to remedy academic deficiencies at times other than when the course is regularly scheduled may be extended to medical students. Remediation may occur based upon the recommendations of the Student Performance Committee and the final approval of the associate dean of Academic Affairs. Remedial course work must be completed according to the following schedule:

- A deficiency in a Semester 1 or Semester 2 course must be remediated prior to Semester 3 or as specified by the Student Performance Committee.
- A deficiency in a Semester 3 or Semester 4 course must be remediated before clinical clerkships begin.
- A deficiency in a clinical clerkship must be remediated prior to graduation.

For successful completion of a remediated course the student must earn a final course grade of "70". Failure to earn a grade of "70", or better, in a remediated course may result in repetition of the academic year or in dismissal from TCOM.

When a course is repeated or remediated, all attempted credit hours and earned grade points are counted in computing the cumulative weighted average. A notation on the transcript is placed next to these courses to indicate that these courses have been repeated.

The content, scope, and format of a remedial examination will be decided by the appropriate department or interdisciplinary unit. All examinations shall 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 given a remedial examination will not exceed "70".

- Any student who earns a failing grade in any course during a repeated academic year will be recommended for dismissal from TCOM.
- A student who earns a failing grade in a clinical clerkship must appear before the Student Performance Committee. The Student Performance Committee will make a recommendation to the dean that may include remediation of the clerkship, repeat of an academic year, or dismissal. Any student who earns a failing grade in a repeated rotation may be recommended for dismissal from TCOM.
- 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. 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.

Re-Enrollment

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. Students granted re-admission following withdrawal in good academic standing will be allowed to 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 re-enroll at the beginning of the next academic year, if recommended by the Student Performance Committee and the associate dean of Academic Affairs. If permitted, the students will re-enroll in the academic year from which they withdrew.

Dismissal

Dismissal from TCOM may be recommended if:

- A student earns failing grades in two or more courses in any one academic year.
- A student fails the same course twice or fails any course in a repeated year. 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 progress.
- A student has not passed COMLEX Level 1, COMLEX Level 2-CE, or COMLEX Level 2-PE after three attempts of any one part.

Matters of student misconduct are addressed through the Code of Conduct and students engaging in conduct in violation of the Code may be subject to sanctions up to and including dismissal.

Requirements for Graduation:

Class of 2015

Students who have satisfactorily completed all academic requirements and who have been recommended by the Health Science Center faculty are eligible to receive the doctor of osteopathic medicine (DO) degree, provided they are of good moral character and:

- have maintained a cumulative grade point average of at least 2.0 on a 4-point scale, have successfully remediated any failing grades and have no grades of "I";
- are at least 21 years of age;
- have been in residence for four academic years at an accredited college of osteopathic medicine, the last two years of which must have been at TCOM;
- have passed Level 1, Level 2-CE and Level 2-PE of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX);
- 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 the Exit Questionnaire and the Clearance Check Form from the Office of the Registrar; attend the commencement at which the degree is to be awarded. (Degrees may be awarded in absentia with the approval of the Provost and the President of the Health Science Center.)

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 may not be allowed to participate in the commencement ceremony.

Graduate School of Biomedical Sciences (GSBS)

Office of the Dean

Jamboor K. Vishwanatha, PhD, Dean

Patricia Gwartz, PhD, Assistant Dean

Aleta Wheeler, Sr. Executive Assistant

Tiffany Murdock, Academic Curriculum Coordinator

Carolyn Polk, Academic Curriculum Coordinator

Annie Mathew, Administrative Specialist

Contact Information:

817-735-0477

aleta.wheeler@unthsc.edu



Office of Admissions and Services

Carla J. Lee, Director of GSBS Admissions and Services

Jan Sharp, Sr. Admissions and Services Associate

Amanda Griffith, Admissions and Services Associate

Pieter Vermeulen, M.B.A., Graduate Student Recruitment Specialist

Contact Information:

817-735-2560 or Toll Free 800-511-GRAD (4723)

gsbs@unthsc.edu

Office of Outreach

Robert L. Kaman, JD, PhD, Director of Outreach and Acting Associate Dean

Harlan Jones, Ph.D., Director of Student Recruitment and Minority Affairs

Pat Baker, Administrative Services Officer

Minnie Zavala, Executive Assistant

Contact Information:

817-735-0174 or Toll Free 866-21-REACH (73224)

gotogradschool@unthsc.edu

Mission

The mission of the Graduate School of Biomedical Sciences is to advance medical sciences through innovative research and develop outstanding biomedical and clinical research scientists.

GSBS Academic Calendar 2011-2012

| | FALL 2011 | SPRING 2012 | SUMMER 2012 |
|--|------------|---------------|---------------|
| ADMISSIONS | | | |
| Note: All application materials must be submitted for consideration. | | | |
| Application deadline for all programs EXCEPT Master of Science in Medical Sciences, Biotechnology, Clinical Research Management, and Forensic Genetics | Feb 1 2011 | N/A | Feb 1 2012 |
| Application deadline for Master of Science programs in Medical Sciences, Biotechnology, Clinical Research Management and Forensic Genetics | N/A | N/A | Mar 15 |
| Orientation | | | |
| International New Student Orientation (mandatory) | Aug 16 | N/A | May 23 |
| New Student Orientation (mandatory for all students, including international) | Aug 17-19 | N/A | May 24-25 |
| Registration | | | |
| Regular Registration | July 18-31 | Nov 21- Dec 4 | Apr 16-29 |
| Late Registration | Aug 1-5 | Dec 5-11 | Apr 30- May 6 |
| New Student registration | Aug 19 | Jan 6 | May 25 |
| Important Class Days | | | |
| First day of class | Aug 22 | Jan 9 | May 29 |
| Census date | Sep 7 | Jan 25 | Jun 13 |
| Last day of class | Dec 9 | May 4 | Aug 3 |
| Grades due by 5:00 p.m. | Dec 14 | May 9 | Aug 8 |
| Schedule Changes | | | |
| Last day to Add/Drop (Schedule Revision). This is the last day to add a course to an existing schedule. | Aug 26 | Jan 13 | June 1 |
| Last day to Drop a course without the course appearing on the student's transcript. If enrollment is maintained in at least one other course, the student will receive a refund of eligible tuition/fees. If all enrollment is dropped, refer to the withdrawal refund schedule. | Sep 7 | Jan 25 | June 13 |

| | | | |
|--|--------------|--------------|---------|
| Last day to Drop a course or Withdraw from UNTHSC with an automatic "W." After this date, a grade of "WF" may be recorded. | Sep 30 | Feb 17 | June 22 |
| Beginning this date, instructors may drop a student with a grade of "WF" for non-attendance. | Oct 3 | Feb 20 | June 25 |
| Last day to drop a course with consent of the instructor or withdraw from UNTHSC. Process must be completed by 5:00 p.m. in the Office of the Registrar. | Dec 2 | Apr 27 | July 23 |
| Tuition/Fee Payments and Courses Refunds | | | |
| Last day to pay tuition and fees. (Payment for any additional fees resulting from Schedule Revision or Add/Drops is due by the end of the Add/Drop period.) | Aug 21 | Jan 8 | May 28 |
| Beginning this date, students who registered during the regular registration period will be dropped from courses for non-payment of tuition and fees. | Aug 22 | Jan 9 | May 30 |
| All students with a balance due and not paying by installment will be dropped for non-payment of tuition and fees. | Sep 7 | Jan 25 | June 13 |
| Last day for refund for partial drop. (Note: If all courses for the term are dropped, see Complete Withdrawal Refunds.) | Sep 7 | Jan 25 | June 13 |
| REFUND SCHEDULE (Complete Withdrawal) | | | |
| Last day to withdraw for a 100% refund | Aug 21 | Jan 8 | May 28 |
| Last day to withdraw for a 80% refund | Aug 26 | Jan 13 | May 31 |
| Last day to withdraw for a 70% refund | Sep 2 | Jan 20 | N/A |
| Last day to withdraw for a 50% refund | Sep 9 | Jan 27 | June 5 |
| Last day to withdraw for a 25% refund | Sep 16 | Feb 3 | N/A |
| GRADUATION | | | |
| Last day to file Declaration of Intent to Graduate | Aug 5 | Dec 9 | May 4 |
| Last day to complete and submit all graduation requirements | Dec 2 | April 27 | Jul 20 |
| Commencement | May 19, 2012 | May 19, 2012 | TBD |

Holidays and Special Events
(Please note that classes will not be held on days with an asterisk (*) due to holidays and/or special events. However, laboratory-based students are required to maintain laboratory duties as necessary.)

| | | | |
|--------------------------------------|-----------|-----------------|--------|
| Labor Day * | Sep 5 | | |
| Outstanding Graduate Faculty Seminar | TBA | | |
| Thanksgiving * | Nov 24-25 | | |
| Winter Break * | Dec 22-30 | | |
| Martin Luther King, Jr. Day * | | Jan 16 | |
| Research Appreciation Day * | | TBA | |
| Neurobiology of Aging Symposium | | TBA | |
| GSBS Awards Banquet | | May 4 | |
| Commencement | | May 19, 2012 | |
| Memorial Day * | | | May 28 |
| Independence Day* | | | Jul 4 |

Admissions

The Graduate School of Biomedical Sciences (GSBS) actively seeks applicants who are dedicated to a career improving healthcare through research and specialized training. Applicants with a long-term goal of pursuing a Doctor of Philosophy (PhD), are not required to complete a Master of Science (MS) and are encouraged to apply directly to the PhD program.

Application

First-time applicants must complete the online application for admission to the GSBS. Applicants reapplying or GSBS alumni applying for a second degree program should contact the Office of Admissions and Services for instructions.

Supporting documentation such as letters of evaluation and transcripts should be mailed or delivered to:

Office of Admissions and Services
Graduate School of Biomedical Sciences
UNT Health Science Center at Fort Worth
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699

Questions may be directed by telephone to 817-735-2560 or 800-511-GRAD or by e-mail to <mailto:gsbs@unthsc.edu>.

Applicants applying for the first time to the GSBS must pay a non-refundable application fee of \$40. This application fee is valid for one year from the application date. Fees must be paid in U.S. currency. Application fees are waived for McNair Scholars that provide documentation of participation in a McNair program.

Application Deadlines

The deadlines listed below are not postmark deadlines. All application materials must be received by 5:00 p.m. on deadline day. All application materials submitted become the property of UNT Health Science Center and cannot be returned.

| | FALL 2011 | SPRING 2012 | SUMMER 2012 |
|--|--------------|----------------|----------------|
| Application deadline for all programs, including non-degree seeking, EXCEPT for the following MS programs: Medical Sciences, Forensic Genetics, Biotechnology and Clinical Research Management | 2/1/11 | N/A | 2/1/12 |
| Application deadline for MS in Medical Sciences, Forensic Genetics, Biotechnology and Clinical Research Management. These programs are summer-entry only. | N/A | N/A | 4/13/12 |

It is important to note that all GSBS programs have rolling admission. The more in advance of the deadline an application file is completed, the sooner a decision will be made and the applicant notified.

It is highly recommended that international applicants apply well in advance of these deadlines to allow preparation of immigration documents.

Requirements for Admission

General Admission Requirements

All applicants for admission to the GSBS must meet the following requirements, whether or not admission to a specific degree program is sought.

1. Applicant must hold a bachelor's degree. A competitive applicant typically has a background in biology, biochemistry, chemistry, or related field from a regionally accredited institution. Applicants are advised to contact the Office of Admissions and Services if they have questions about the suitability of their academic backgrounds. Research experience is preferred but not required.
2. Specific grade point average (GPA) requirements for both non-degree and degree-seeking students follow. The GPA is calculated by dividing the total number of grade points earned by the total number of semester hours attempted. The applicant must have at least a 3.0 GPA on a 4.0 scale on the last 60 undergraduate semester hours of course work before receiving the bachelor's degree, or on all undergraduate work, in order to receive unconditional admission to the Graduate School of Biomedical Sciences. Applicants who have already completed a master's degree must have at least a 3.0 GPA on the master's or meet the undergraduate GPA standards listed above in order to be admitted unconditionally. Non-degree seeking students will be allowed to take a maximum of 12 semester credit hours.
3. All applicants seeking admission to a degree program are required to take the Graduate Record Examination (GRE) except applicants to the MS in Medical Sciences or to dual degree programs who are required to submit official Medical College Admissions Test (MCAT) scores.
4. The applicant may be required to take entrance examinations, either oral, written, or both, before admission to the Graduate School of Biomedical Sciences is granted.
5. UNTHSC requires an applicant from a foreign country to demonstrate satisfactory proficiency in oral and written English before being granted admission in addition to supplying official documentation of minimum scores for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
6. To be considered for admission, the applicant must file the following official credentials with the Graduate School of Biomedical Sciences:
 - an online application for admission
 - complete official transcripts from all colleges or universities attended
 - applicants who have attended foreign universities must provide, at their own expense, an official evaluation report listing course-by-course U.S. grade point equivalency from either World Education Services (WES) or Education Credential Evaluators (ECE)
 - official scores on the required entrance test or tests
 - the \$40 application fee, payable by check or money order issued to UNT Health Science Center
 - two letters of evaluation by individuals in positions to comment on the applicant's potential as a graduate student and future professional
 - a written statement of personal career goals including research background, if applicable
 - a resume or curriculum vita

7. Admission to the GSBS does not imply candidacy for a graduate degree.

Applicants for admission are furnished written notification of their admission status by the GSBS dean. Statements by other UNTHSC personnel concerning the applicant's admissibility are not valid until confirmed by the dean in writing.

Applicants who are admitted to a graduate degree program and do not enroll in the semester for which they have applied must contact the GSBS Office of Admissions and Services to have their file re-evaluated.

Entrance Examination Requirements

All applicants seeking admission to a graduate degree program are required to take the Graduate Record Examination (GRE). Applicants to the DO/MS and DO/PhD degree programs are allowed to substitute Medical College Admissions Test (MCAT) scores. Applicants to the Master of Science in Medical Sciences are required to take the Medical College Admissions Test (MCAT). Only official score reports are acceptable.

The test score requirements may be waived by the graduate dean for the individual applicant only in exceptional cases and only on petition by the applicant to the Office of Admissions and Services.

Admission Requirements for International Applicants

Applicants who are not U.S. citizens or permanent residents should apply for admission at least six months before the anticipated enrollment date. If transferring from a college or university, they must meet all transfer admission requirements. Specific requirements are detailed below.

UNT Health Science Center will not issue immigration papers for student visas until all admission credentials have been received and approved. A \$40 application fee is required and must be submitted with the application for admission. These fees are subject to change at any time.

In addition to the General Admission Requirements listed above, applicants who are graduates of foreign colleges or universities must present the additional documentation:

- official reports from ETS showing a minimum score of 213 on the computer-based TOEFL, 79 on the Internet-based TOEFL, 550 on the paper-based TOEFL, 6.5 on the IELTS or evidence of successful completion of a non-credit intensive course in English
- official evaluation report listing course-by-course U.S. grade point equivalency from either World Education Services or Educational Credential Evaluators
- proof of available financial resources, filed with application for admission

All fees must be paid in U.S. funds by check or money order made payable to UNT Health Science Center.

Additional Admission Policies

Admission of Applicants to Non-Degree Status

UNTHSC recognizes that some students may wish to be admitted to the GSBS for the purpose of taking courses not necessarily leading to an advanced degree. Admission to the GSBS may be granted, subject to the following provisions:

1. The applicant must meet all of the general admission requirements described above and must meet all application deadlines.
2. The student in this status is required to receive credit in all graduate courses taken, and must maintain a GPA of 3.0 on all such courses attempted.
3. A student who is admitted to non-degree status has no assurance that work completed under this status will be applicable toward degree requirements should he or she subsequently be admitted to a degree program at the Health Science Center. A maximum of 12 semester hours may be taken. Exceptions to this policy can be approved only by the graduate dean. Completion of departmental graduate courses by non-degree students does not obligate the GSBS to grant admission to a degree program at a later date, unless all general and specific requirements for admission to that program have been met.
4. A student who wishes to change from non-degree status to degree status must have satisfactory GRE scores on file in the GSBS Office of Admissions and Services.
5. International applicants are not eligible for non-degree admission.

Admission of Applicants to Probationary Status

The GSBS admits students on a probationary basis in cases where one of the credentials is below the average of the applicant pool, providing that all other admission criteria are met or exceeded. Students admitted on probation must earn a 3.0 GPA during the first semester of study. Students may be continued on probation for one semester should these requirements not be met at the discretion of the dean.

Admission of Continuing Students

A continuing student is defined as a student who enrolls one time during three consecutive semesters. Example: enrolls Summer 2010; no enrollment Fall 2010 or Spring 2011; re-enrolls Summer 2011.

Continuing students do not need to reapply to the GSBS if they meet all of the following conditions:

1. The student has not received a degree from UNTHSC since last enrollment.
2. The student does not have any current blocks on his or her record, i.e., fiscal or academic.
3. The student has not attended any other academic institution during his/her absence from UNTHSC.

Students who are unsure that they meet all of the above conditions for re-enrollment should contact the GSBS Office of Admissions and Services prior to the registration period.

Readmission of Former Graduate Students

Students who previously have been admitted to the GSBS but have not enrolled here once during the last three consecutive semesters (i.e., Fall, Spring, and Summer) must follow these re-enrollment procedures:

1. File an admission application; and
2. Submit transcripts from all colleges attended (if any) since leaving UNTHSC, showing eligibility to re-enroll at each institution. Former students who have not enrolled elsewhere since leaving UNTHSC and are in good academic standing are required only to submit an admission application. The application will be processed in the same manner as first-time applications.

Courses Taken for Doctoral Credit by Students Completing the Master's Degree

Students completing the MS degree at UNTHSC who plan to continue work toward the doctorate degree are required to submit application for admission to the GSBS for the PhD program. Those who wish to begin taking courses to be credited toward the PhD before receiving the MS degree must declare this intention in the GSBS Office of Admissions and Services at the time of registration for doctoral status, so that doctoral work may receive proper credit. Final acceptance of such work will not be granted until the student has secured full admission to the PhD program.

Scholarship Information

Dean's Award for Scholarly Excellence in Academics

The Dean's Award for Scholarly Excellence in Academics has been established to recognize the graduating student who has excelled in the classroom and laboratory as both a student and teacher. Recipients of this award should have a high grade point average, advanced coursework, interdisciplinary coursework, and service in student activities. Other considerations for this award may be participation in outreach programs designed to encourage grade school and undergraduate students to pursue careers in science, teaching assistant responsibilities, and/or experience working with the Center for Academic Performance as a tutor. Publications, presentations at scientific meetings and awards may also be considered.

Nominations for this award will be solicited from the graduate faculty. Recipient will be selected by the Graduate Council and announced at the annual awards banquet. The award carries a \$500 honorarium and qualifies the recipient for consideration of the President's Award.

The recipient of the President's Award, receives a \$1000 honorarium.

Dean's Award for Scholarly Excellence in Research

The Dean's Award for Scholarly Excellence in Research has been established to recognize the graduating student who has excelled in independent research. Recipients of this award should have a strong grade point average, and demonstrate leadership, creativity and independence in the laboratory. Other considerations for this award may be presentations and awards at local, regional, national and international meetings; awards, recognitions or fellowships earned for research activities, membership in scientific societies, grant funding, interdisciplinary studies, and teaching experience.

Nominations for this award will be solicited from the graduate faculty. Recipient will be selected by the Graduate Council and announced at the annual awards banquet. The award carries a \$500 honorarium and qualifies the recipient for consideration of the Chancellor's Award.

The recipient of the Chancellor's Award, receives a \$1000 honorarium.

Elena and Thomas Yorio Scholarship for First-Year Students

The Elena and Thomas Yorio Scholarship for First-Year Students was created to support first-year GSBS students who show leadership experience and potential, a personal commitment to graduate education, and research and personal integrity. The award was named to honor the contributions to the success of the Graduate School of Biomedical Sciences by founding dean, Dr. Thomas Yorio, and his wife, Elena, who, throughout the years, have made outstanding contributions and a tremendous impression on the campus and students. First-year students are invited to apply for the scholarship. Students entering the spring, summer or fall of the academic year are eligible to apply. Selection is based on the scholarship application essay and admission portfolio. Students must be registered in the Graduate School of Biomedical Sciences as a degree-seeking student, and is open to all students regardless of citizenship or residency. The \$1000 award is paid directly to each recipient's student account and qualifies an out-of-state resident to pay tuition at the in-state rate. Recipients of the award are selected by a subcommittee of the Graduate Council, appointed in writing by the dean.

Alcon Scholarship in Memory of Joseph DeFaller

The Alcon Scholarship in Memory of Joseph DeFaller was established to honor Joseph DeFaller, Ph.D. ('94) and assist GSBS students who are current Alcon employees or are a veteran or reservist from any branch of the US military. Applications are solicited from the GSBS student body each year and are open to all GSBS students regardless of citizenship or residency. Recipient is selected by the general scholarship committee. To be eligible, students must have completed the first year of graduate study. The \$1000 award is paid directly to the student account and qualifies an out-of-state resident to pay tuition at the in-state rate.

Rachel M. Dauphin Memorial Scholarship

The Rachel M. Dauphin Memorial Scholarship honors Rachel M. Dauphin, a graduate student who courageously fought Hodgkin's disease. This scholarship will be offered to students seeking a degree through GSBS, shows academic achievement, and volunteerism. Applications are solicited from the GSBS student body each year and are open to all GSBS students regardless of citizenship or residency. Recipient is selected by the general scholarship committee. To be eligible, students must have completed the first year of graduate study. The \$1000 award is paid directly to the student account and qualifies an out-of-state resident to pay tuition at the in-state rate.

Cell Biology and Anatomy Scholarship

The Cell Biology and Anatomy Scholarship support doctoral students enrolled in the Graduate School of Biomedical Sciences, majoring in a discipline under the authority of the Department of Cell Biology and Anatomy (Visual Sciences, Structural Anatomy, and Cell Biology), who demonstrate personal commitment to graduate education and research, leadership, and personal integrity. Applications are solicited from all doctoral students in the Department of Cell Biology and Anatomy, regardless of citizenship or residency. Recipients are selected by a scholarship committee comprised of department graduate faculty, appointed in writing by the dean. The \$1000 award is paid directly to the student account and qualifies an out-of-state resident to pay tuition at the in-state rate.

Neurobiology of Aging Fellowship

The Neurobiology of Aging Training Program is sponsored by the Institute for Aging and Alzheimer's Disease Research (IAADR) and the Department of Pharmacology & Neuroscience here at UNT Health Science Center, and funded through the National Institute on Aging. Fellows are selected on the basis of their academic strengths and interest/commitment to the study of the Neurobiology of Aging. Predoctoral fellows will receive a stipend and funds to support training related expenses including travel to a national conference. The Neurobiology of Aging fellowship includes a scholarship of at least \$1,000. An out-of-state student selected as a recipient of this award that is not entitled to pay in-state tuition for any other reason, such as a graduate assistantship, will qualify for a scholarship waiver to pay in-state tuition. Applications are solicited from all doctoral students in the Graduate School of Biomedical Sciences, regardless of residency (U.S. Citizens and Permanent Residents only). Recipients are selected by a scholarship committee comprised of graduate faculty, appointed in writing by the dean. The scholarship award is paid directly to the student account and qualifies an out-of-state resident to pay tuition at the in-state rate.

Graduate Student Association Scholarship

The Graduate Student Association Scholarship supports students enrolled in the GSBS who demonstrate significant academic performance, research aptitude, community service, campus involvement and financial need. Applications are solicited from the GSBS student body each year and are open to all GSBS students regardless of citizenship or residency who meet the following criteria: full time and continuous enrollment during the award period, minimum 3.0 GPA, and completion of the first year core requirements. Recipients are selected by a group of distinguished peers, nominated by their faculty advisors with confirmation from the dean, in a committee chaired by a Graduate Faculty member. The \$1000 award is paid directly to the student account and qualifies an out-of-state resident to pay tuition at the in-state rate.

Outreach Programs

The Health Science Center has received prestigious recognition for its longstanding history of programs aimed at increasing diversity within the scientific community. These awards include the Award for Excellence in Minority Recruitment from the National Association of Graduate Admissions Professionals, designation as an NIH-Minority Access Role Model Institution, and the President's Award for Excellence in Science, Mathematics, and Engineering from the National Science Foundation.

The GSBS Office of Outreach administers programs whose principal goal is to increase the numbers of under-represented, disadvantaged, or first-generation college students entering the health professions and the biomedical sciences.

Primary School Outreach Programs

North Side High School Preceptorship

The Health Science Center has worked with the student and faculty from the Health Professions Magnet Program at North Side High school since 1982. Each year students from the junior and senior class of this school attend our clinics and laboratories for research preceptorships. These experiences have been highly successful for both students and faculty. Additionally, students will spend up to twelve weeks in the laboratory, lengthened from the original six week program. Faculty assign them to either observe patient care procedures in our clinic or to participate in various aspects of research in our laboratories.

Adopt-A-School with Fort Worth Independent School District

The Health Science Center has conducted an adopt-a-school partnership with the Fort Worth Independent School District (FWISD) since 1982, and is a charter member of the program. Its partnership includes seven schools in two high school pyramids, and enlists the support of faculty, staff, and student organizations in its implementation. School partners include Manuel Jara Elementary, J.P. Elder Middle, and North Side High Schools in the North Side pyramid, and Maude I. Logan Elementary, Dunbar Sixth Grade, Dunbar Middle and Dunbar High School in the Dunbar pyramid. It offers a variety of programming, tutoring, mentoring, advising, preceptorships and other activities to address low attendance rates, low academic achievement, low completion rates, and a need to improve cognitive development in science and leadership. Program activities are designed to expose students to the sciences and ensure that students acquire the knowledge and skills in science and leadership to enable them to enroll and succeed in post-secondary education.

Go Center Project with Fort Worth Independent School District

The GO Center Literacy Program at New Rising Star and Stop Six Community Center began in May 27, 2009. Activities offered, include providing assistance with college applications, SAT/ACT preparation, writing tips, career exploration, college research, financial aid/FAFSA, and presentations. Students also receive help with their homework and class work. UNTHSC has partnered with the Stop Six GO Center since 2008, collaborating on teen forums held at UNTHSC. In addition, the partnership collaborates on parent forums, as well as parent health focus groups.

The UNT Health Science Center Office also participates in the FWISD Super Saturday & College Financial Aid Help Sessions. These help sessions assist students with completing college applications, scholarship applications and essays. This event is a collaborative effort with FWISD, Boys & Girls Club-Educational Talent Search, City of Fort Worth Chamber of Commerce, Princeton Review, Tarleton State University, Tarrant County College, Tarrant County Community Go Centers, TCU, Texas Wesleyan, TWU, University of North Texas, UNTHSC, and the University of Texas at Arlington.

Texas Academy of Biomedical Sciences (TABS)

This program is a [Texas Science, Technology, Engineering and Mathematics \(T-STEM\)](#) early college high school collaboration between the UNTHSC, FWISD and the University of North Texas (UNT). TABS is comprised of two groups of students and housed separately. Students take courses that will apply towards their high school diplomas as well college degrees. The program provides transition into the college setting. The intent is to center the focus of TABS on biotechnology, biomedical sciences and/or on nanotechnology. The coursework challenges students to develop an understanding of science, technology, mathematics, and engineering in an environment modeling real world context for learning and work.

FWISD Guidance and Counseling Volunteer Mentorship Program

The GSBS Office of Outreach began working with this program in January 2010. The purpose of the program is to assist students with college/career preparation, thereby increasing the number of students who access and engage in post secondary opportunities. TCOM medical students are trained to work as community mentors to advise high school students and parents on the steps they need to take to make college a reality. These TCOM students are eligible to participate in [Translating Osteopathic Understanding into Community Health \(TOUCH\)](#).

North Side High School Math and Science Tutoring Program

North Side High School is utilizing students from UNTHSC to tutor in Algebra I, Algebra II, Geometry, Biology and chemistry classes to better serve limited English proficiency students as well as the special education population. Tutors work within the classroom aiding students in their independent work after whole class instruction is finished.

Richard Milburn Academy Tutorial Partnership

UNTHSC students participate as tutors for the Richard Milburn Academy (RMA), a public charter high school that offers students the opportunity to get back on track, improve grades, and earn their diploma in a nontraditional learning environment. UNTHSC tutors provide support for math and science classes.

North Texas High Undergraduate and High School Research Symposium

Each year, the GSBS hosts a research symposium to foster interest in scientific research and careers in science, building a pipeline of students interested in pursuing advanced degrees in science. High school students from the local area and undergraduate students from across the state are invited to present their research in poster sessions, competing for awards. Attendees tour the campus and participate in a presentation by a distinguished alumnus.

Programs for Undergraduates

Summer Multicultural Advanced Research Training Program (SMART)

Each summer, the Graduate School of Biomedical Sciences hosts the SMART program. Designed to familiarize undergraduate students with the varied disciplines and methodologies used in biomedical research, the SMART program allows students to work with faculty scientists in state-of-the-art laboratories. SMART participants also attend classroom lectures to study the physiology sciences, general laboratory principles and safety practices. Acceptance into the SMART program includes a stipend and housing allowance. An application may be obtained by calling the Office of Outreach at (866) 21-REACH or (817) 735-0174. [Click here](#) to download an application and learn more about the SMART program.

Ronald E. McNair Post-Baccalaureate Achievement Program

The Ronald E. McNair Post-Baccalaureate Achievement Program was established to prepare low-income students, first generation college students, and students from groups underrepresented in graduate education for doctoral study. It is a national program of the U.S. Department of Education, created in memory of Ronald E. McNair, PhD, an African American physicist killed in the Space Shuttle Challenger mission in 1986. Participants in the McNair program on the campus receive tutoring, counseling, assistance with securing graduate program admission and financial aid, preparation for the Graduate Record Examination, and various other support services. McNair Scholars also participate in summer internship programs in research laboratories with faculty mentors.

Participants from the SMART program are given preference for placement in the McNair program, but other students are encouraged to apply. [Click here](#) to download an application and learn more about the program.

Summer Training Among Research Scientists Program (STARS)

The STARS program provides an excellent opportunity for undergraduate students to gain experience in a research laboratory under the supervision of faculty and senior graduate students. Participants are selected in open competition.

Participants will be awarded faculty-mentored summer research internships. These internships are full-time ten-week commitments.

[Click here](#) to download an application and learn more about the program.

North Texas High Undergraduate and High School Research Symposium

Each year, the GSBS hosts a research symposium to foster interest in scientific research and careers in science, building a pipeline of students interested in pursuing advanced degrees in science. High school students from the local area and undergraduate students from across the state are invited to present their research in poster sessions, competing for awards. Attendees tour the campus and participate in a presentation by a distinguished alumnus.

Programs for Graduate Students

Post-Baccalaureate Research Education Program and Retention Enhancement (PREP)

The PREP program provides low-income students, first generation college students, and students from groups underrepresented in graduate education (who have received undergraduate degrees in science) a challenging, focused post-baccalaureate experience that will prepare them for admission into doctoral programs, provide them skills to successfully complete graduate training, and thus increasing the number of these students receiving the Ph.D. degree. Participants must meet the following eligibility requirements:

- Hold a bachelor's degree from a regionally accredited institution
- Have minimum 2.5 GPA on the last 60 undergraduate semester hours
- Take the GRE (no minimum score)
- Major in the life sciences (biology, biochemistry, chemistry, biotechnology, etc.)
- U.S. citizenship or permanent resident
- Intention of pursuing a PhD

PREP program participants gain research experience under the supervision of a faculty mentor and receive a research assistant stipend. Additional support includes a review course for the Graduate Record Examination, assistance with study strategies, tutoring, training in research presentation and electronic research techniques, advice for choosing a graduate school, and financing graduate education. Additional information is available at <http://www.hsc.unt.edu/education/gsbs/prep.cfm>.

Minority Opportunities in Research and Education (MORE)

The MORE program is designed to ease the transition from undergraduate to graduate studies through academic and financial support. The MORE program is funded by the National Institutes of Health (NIH). MORE Scholars receive full tuition and fees and a graduate assistantship. MORE Scholars participate in programs that offer academic assistance with study skills, exam taking skills, and introduction to laboratory research. Each MORE Scholar is paired with a senior student and a faculty advisor who serve as resources as the scholars adjust to graduate school.

MORE Scholars are selected each year from under-represented minority applicants accepted to the doctoral program in the Graduate School of Biomedical Sciences.

Faculty Development

Steps Toward Academic Research (STAR) Fellowship Program

The Texas Center for Health Disparities hosts the STAR Fellowship Program. The STAR program offers emerging faculty a full year of collaborative training and interaction with faculty from the Health Science Center and other institutions, directed toward fostering Health Disparities Research Initiatives.

Ten faculty members are selected to join the all-expense-paid STAR Fellowship Program each year, while maintaining their regular faculty positions. The STAR Fellowship Program provides a unique approach that combines on-site faculty development and education with distance learning techniques that include video conferencing, on-line digital meetings, and "store and forward" technology in order to provide the skills necessary to STAR Fellows to enter into new health disparities research initiatives.

Successful completion of the STAR Fellows Program will offer each Fellow the opportunity to apply for pilot community-based health disparities research project grants each year (\$25,000).

Graduate Academic Certificates

The Graduate School of Biomedical Sciences offers graduate academic certificates in Clinical Research Management, Forensic Genetics and DNA Database Technology (pending approval by the UNT System Board of Regents), and Postdoctoral Training (pending approval by the UNT System Board of Regents).

Admission Information

Prospective students must be admitted to the Graduate School of Biomedical Sciences, which requires a graduate school application and official transcripts from prior colleges or universities. Students who are awarded graduate academic certificates and later apply for admission to a degree program will be required to submit additional materials including standardized entrance examination scores and letters of recommendation.

Program Requirements

Graduate academic certificates consist of 8 -16 SCH, depending on the specific certificate sought.

Degree Programs

The GSBS offers both MS and PhD degrees in biomedical sciences. Students acquire a broad base of knowledge in biomedical sciences and pursue specialized research in their chosen fields. The training students obtain equips them for professional careers in health science centers, universities, health care industry, pharmaceutical and biotechnology companies. Students obtain a degree in biomedical sciences, although they may choose to specialize in biochemistry and molecular biology, cancer biology, cardiovascular science, cell biology, forensic genetics, integrative physiology, microbiology and immunology, neurobiology of aging, pharmacology and neuroscience, structural anatomy, visual sciences and integrative biomedical sciences. Specialized master's degrees are available in biotechnology, clinical research management, medical sciences, and forensic genetics. Dual degrees are available in clinical research and education (osteopathic manipulative medicine) and primary care clinical research.



A student may only be enrolled in one degree program within the GSBS at any given time. The only exception is to allow the MS student in the last semester of study who has already gained acceptance into the PhD degree program to enroll in course work to be applied to the PhD.

Core Curriculum Requirements

All graduate students, regardless of discipline, are expected to complete the core requirements described below. The integrative biomedical sciences curriculum is designed to provide a broad background in biochemistry, microbiology, molecular biology, cell biology, immunology, pharmacology, and physiology.

General MS Core Requirements

| | | |
|--|--|---------|
| BMSC 5140 | Seminar in Current Topics ⁴ | 1 to 3 |
| BMSC 5135 | Introduction to Faculty Research | 2 |
| BMSC 5160 | Biomedical Ethics | 1 |
| BMSC 6301 | Integrative Biomedical Sciences I: Principles of Biochemistry ¹ | 4 |
| BMSC 6302 | Integrative Biomedical Sciences II: Molecular Cell Biology ¹ | 4 |
| BMSC 5310 | Scientific Communications ² | 3 |
| BMSC 6310 | Grant Writing ² | 3 |
| BMSC 6940 | Individual Research | 3 to 40 |
| PLUS at least two of the following courses: | | |
| BMSC 6303 | Integrative Biomedical Sciences III: Physiology | 3 |
| BMSC 6304 | Integrative Biomedical Sciences IV: Pharmacology | 2 |
| BMSC 6305 | Integrative Biomedical Sciences V: Immunology and Microbiology | 3 |
| AND Advanced Courses and Electives | | |

- ¹ Students in Clinical Research Management and Medical Sciences programs substitute BMSC 5301, 5302, 5303, 5304 and 5305
- ² Students in Clinical Research Management and Medical Science programs may be exempt; consult specific discipline
- ³ For Biotechnology, Clinical Research Management and Forensic Genetics specialized MS programs, Internship Practicum (BMSC 5697) is substituted
- ⁴ May substitute seminar courses from other disciplines

General PhD Core Requirements

| | | |
|--|--|---------|
| BMSC 5140 | Seminar in Current Topics ¹ | 1 to 3 |
| BMSC 5400 | Biostatistics | 4 |
| BMSC 6301 | Integrative Biomedical Sciences I: Principles of Biochemistry | 4 |
| BMSC 6302 | Integrative Biomedical Sciences II: Molecular Cell Biology | 4 |
| BMSC 5135 | Introduction to Faculty Research | 2 |
| BMSC 5160 | Biomedical Ethics | 1 |
| BMSC 5310 | Scientific Communications | 3 |
| BMSC 6310 | Grant Writing ² | 3 |
| BMSC 6940 | Individual Research | 3 to 40 |
| BMSC 6950 | Doctoral Dissertation | 3 to 12 |
| PLUS at least two of the following courses: | | |
| BMSC 6303 | Integrative Biomedical Sciences III: Physiology | 3 |
| BMSC 6304 | Integrative Biomedical Sciences IV: Pharmacology | 2 |
| BMSC 6305 | Integrative Biomedical Sciences V: Immunology and Microbiology | 3 |
| AND Advanced Courses and Electives | | |

- ¹ May substitute seminar courses from other disciplines
- ² Students must pass a qualifying examination prior to registering for BMSC 6310.

Master of Science Degree

General Requirements

The candidate for a Master of Science degree must earn 30 or more semester credit hours (SCH), depending upon the specific degree requirements. These degree requirements are determined by the graduate catalog currently in force at the time the student's degree plan is approved by the graduate dean. For the traditional Master's degree, 17-20 SCH of the total 30 consist of core requirements and thesis. The use of special problems courses is limited to a maximum of 6 SCH.

Specialized MS degrees in the disciplines of biotechnology, medical science, and clinical research management are administered by the Department of Biomedical Sciences. The MS degree in forensic genetics is administered by the Department of Forensic and Investigative Genetics.

Consult subsequent sections of this publication for the specific course requirements for the traditional master of science degree and for the specialized master of science degrees.

Time Limitations

All requirements for the Master of Science degree must be completed within six years.

As individual courses exceed this time limit they lose all value for degree purposes. Credits that are more than six years old at the time of first registration for graduate work are not transferable from other institutions.

Students anticipating that they will exceed the time limit should apply for an extension before the normal time period to complete the degree expires. Holding a full-time job is not considered in itself sufficient grounds for granting an extension.

Time spent in active service in the U.S. armed forces will not be used in computing the time limit. However, career members of the armed forces should consult the graduate dean concerning the credit given to work completed before or during active military service.

Use of Transfer Credit

Depending on the student's previous preparation and degree plan, graduate work completed elsewhere may be transferred toward a Master of Science degree. Only those courses with a grade of B or higher will be transferred. Courses to be transferred must be taken within 5 years of transfer.

Extension and correspondence credit earned at other institutions will not be counted toward a graduate degree at the Health Science Center. The GSBS does not award credit for portfolio-based experiential learning.

It is the student's responsibility to insure that official transcripts of courses completed elsewhere are furnished to the office of the graduate dean, and that graduate credit has been assigned by the other institution or institutions to whatever courses are to be counted toward the GSBS degree. The student must provide the catalog description and/or syllabus from the semester the course was taken before transfer credit will be approved. Such courses, although listed on the degree plan, will not be counted toward the degree until official transcripts showing graduate credit have been received and the credit has been approved by the graduate dean. All transfer courses are subject to the time limitation described above. Exceptions are handled on a case-by-case basis.

In accordance with the rules of the Southern Association of Colleges and Schools, the majority of the semester credit hours required for any degree must be completed in course work registered through UNTHSC.

Major Professor

Graduate training entails both formal education in a specific discipline and an apprenticeship in which the graduate student trains under the supervision of one or more investigators who are qualified to fulfill the responsibilities of a mentor (major professor). A positive mentoring relationship between the student and the major professor is a vital component of the student's preparation to become not only an independent and successful research scientist but also an effective mentor to future graduate students.

Individuals who pursue a biomedical graduate degree are expected to take responsibility for their own scientific and professional development. Faculty who advise students are expected to fulfill the responsibilities of a mentor, including the provision of scientific training, guidance, instruction in the responsible conduct of research and research ethics, and financial support. The major professor also performs a critical function as a scientific role model for the graduate student.

Prior to the completion of 24 SCH, the master's student must identify a major professor and file the Major Professor Designation/Compact Between Biomedical Graduate Students and Their Research Advisors. This form and the full AAMC Compact Between Biomedical Graduate Students and Their Research Advisors is available on the [GSBS Forms and Guidelines website](#).

Advisory Committee

Each student must select an advisory committee. The major professor and/or the graduate advisor assist the student in selecting members to serve on the advisory committee. The committee guides the student in selecting course work appropriate for the degree program, defines research goals and approves the research proposal. The advisory committee administers the final examination for the degree.

The major professor serves as chair of the advisory committee. Advisory committees for Master of Science students must include at least two additional graduate faculty members. Furthermore, all students in programs requiring thesis will be assigned a university member (see details below) who ensures that the policies and procedures of the GSBS and UNTHSC are upheld.

Each student is required to meet with his/her advisory committee at least once per academic year.

Students in MS programs that do not require internship practica or thesis projects are not required to designate advisory committees.

Degree Plan

Before the completion of 30 SCH, a degree plan listing all courses should be prepared by the student, approved by the student's advisory committee, graduate advisor, and dean. The major professor and advisory committee members are chosen on the advice of the department chair or graduate advisor in the major area. All subsequent requests for degree plan changes must be approved by the advisory committee and submitted in writing by the major professor to the dean.

Degree requirements listed in the graduate catalog currently in force at the time the student's degree plan is approved by the dean are those that must be completed by the student.

Students in MS programs with lock-step curricula are not required to file a degree plan.

University Member

When the advisory committee is formed for students in programs requiring thesis, the dean will appoint a university member.

The primary responsibility of the university member on both MS and PhD committees is to ensure that the policies, procedures and standards of the GSBS and UNTHSC have been upheld. The university member may choose to participate but must be present in any formal hearing (see below for list of such events); however, such participation is not mandated by the GSBS. The university member's signature on appropriate forms indicates that the integrity of the review process has been preserved. It is the responsibility of the university member to report to the dean any inappropriate due process.

The university member must be present at all formal hearings that require a vote which include the thesis proposal presentation and defense and the final thesis seminar and defense.

Students in MS programs that require Internship Practicum (BMSC 5920) rather than Thesis (BMSC 5950) are not required to have a university member. Students in programs that require neither internship practica nor thesis projects will not be assigned a university member.

Research Proposal

All Master of Science students are required to submit an approved formal research proposal describing the thesis/practicum project. Clinical Research Management students are required to submit the research proposal by the end of the second month of the internship practicum. Biotechnology students are required to submit the research proposal before the end of the fall semester during the second year of study. Forensic Genetics students are required to submit the research proposal at the end of the first week of the internship.

All other Master of Science students are required to submit the research proposal before registering for thesis credits.

Research Proposal Guidelines and the Research Proposal approval forms are available on the [GSBS Forms and Guidelines](#) site.

Program Requirements

Each student is responsible for the completion of the Master of Science program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the [GSBS Forms and Guidelines site](#).

1. A major professor should be selected by the student at the earliest possible time, but no later than the completion of 24 SCH after beginning the master's program. The student must file the Major Professor Designation/Compact Between Biomedical Graduate Students and Their Major Professors with the Office of Admissions and Services. The student should meet with the major professor for guidance in forming an advisory committee and degree plan.
2. Before the completion of 30 SCH, the student must select an advisory committee and file a Designation of Advisory Committee form in the graduate school. Enrollment will be restricted to prevent the accumulation of more than 30 SCH without a designated advisory committee. Upon receipt of the Designation of Advisory Committee form, a University Member will be appointed to serve on the student's committee. The student must file a degree plan approved by the advisory committee with the graduate school before the completion of 30 SCH. Course work deficiencies will be stipulated at this time. Enrollment will be restricted to prevent the accumulation of more than 30 SCH without an approved degree plan. Procedures vary slightly for Clinical Research Management and Forensic Genetics students. Consult the discipline handbook for complete instructions.
3. A thesis research proposal must be approved by the committee and filed with the graduate school prior to the semester in which the student first enrolls in thesis. Clinical Research Management students are required to submit the research proposal by the end of the second month of the internship practicum. Biotechnology students are required to submit the research proposal before the end of the fall semester during the second year of study. Forensic Genetics students are required to submit the research proposal at the end of the first week of the internship.
4. Once a student has enrolled in internship practicum or thesis, he/she must maintain continuous enrollment in a minimum of 3 SCH of thesis during each long semester and the summer until the practicum report/thesis has been accepted by the GSBS. Failure to maintain continuous enrollment will either invalidate any previous thesis credit or will result in the student's dismissal from the degree program unless granted an official leave of absence by the graduate dean for medical or other exceptional reasons.
5. At the time of registration in the final semester, the student must file an Intent to Graduate form with the GSBS Office of Admissions and Services. The form is available on the [GSBS Graduation site](#).
6. At least 30 days prior to the final defense, the student must file an Intent to Defend form with the GSBS Office of Admissions and Services. The Office of Admissions and Services will advertise the public seminar associated with the final defense. The form is available on the [GSBS Graduation site](#).
7. The completed practicum report/thesis should be submitted to the advisory committee at least two weeks prior to the defense.
8. A formal public seminar pertaining to the practicum report/thesis will be presented in the student's last semester.

9. A final oral defense of the practicum report/thesis and related work will be given by the committee immediately following the seminar. The defense is closed to all parties except the advisory committee and university member. The committee will determine if a student fails, passes or passes with distinction.
10. The thesis must be prepared for digital submission according to the instructions in the Guidelines for Filing Theses, Internship Practicum Reports and Dissertations, available on the [GSBS Graduation](#) site.

Doctor of Philosophy Degree

General Requirements

The candidate for a Doctor of Philosophy degree must earn 60 SCH beyond the master's degree or 90 SCH beyond the bachelor's degree. Doctoral students who have earned a Master of Science degree in a relevant field from an accredited university will be awarded up to 30 SCH of advanced standing, requiring 60 SCH of course work to complete the PhD. The degree requirements are determined by the graduate catalog currently in force at the time the student's degree plan is approved by the GSBS Office of Admissions and Services.

The quantitative SCH requirements must be regarded as a minimum. The quantity of course work to be completed by each candidate is arranged individually by the advisory committee, subject to the approval of the graduate dean, and may be modified both as to quantity and as to type during the progress of the student's course work.

Consult subsequent sections of this publication for the specific course requirements for the Doctor of Philosophy degree.

Residency Requirement

Every candidate for the doctoral degree must complete the appropriate residency requirement at the Health Science Center. The minimum residency requirement consists of two consecutive long semesters in the graduate school (fall and the following spring, or spring and the following fall), or a fall or spring semester and one adjoining summer.

Time Limitations

All work to be credited toward the doctoral degree beyond the master's degree must be completed within a period of 10 years from the date doctoral credit is first earned. No course credit beyond the Master of Science degree that is more than 10 years old at the time the doctoral program is completed will be counted toward the doctorate.

Students anticipating that they will exceed the time limit should apply for an extension before their ninth year of study. Holding a full-time job is not considered in itself sufficient grounds for granting an extension.

Time spent in active service in the U.S. armed forces will not be used in computing the time limit. However, career members of the armed forces should consult the graduate dean concerning the credit given to work completed before or during active military service.

Use of Transfer Credit

Depending on the student's previous preparation and degree plan, graduate work completed elsewhere may be transferred toward a Doctor of Philosophy degree. Only those courses with a grade of B or higher will be transferred. Courses to be transferred must be taken within 5 years of transfer.

Extension and correspondence credit earned at other institutions will not be counted toward a graduate degree at the Health Science Center. The GSBS does not award credit for portfolio-based experiential learning.

It is the student's responsibility to insure that official transcripts of courses completed elsewhere are furnished to the office of the graduate dean, and that graduate credit has been assigned by the other institution or institutions to whatever courses are to be counted toward the GSBS degree. The student must provide the catalog description and/or syllabus from the semester the course was taken before transfer credit will be approved. Such courses, although listed on the degree plan, will not be counted toward the degree until official transcripts showing graduate credit have been received and the credit has been approved by the graduate dean. All transfer courses are subject to the time limitation described above. Exceptions are handled on a case-by-case basis.

In accordance with the rules of the Southern Association of Colleges and Schools, the majority of the semester credit hours required for any degree must be completed in course work registered through UNTHSC.

Major Professor

Graduate training entails both formal education in a specific discipline and an apprenticeship in which the graduate student trains under the supervision of one or more investigators who are qualified to fulfill the responsibilities of a mentor (major professor). A positive mentoring relationship between the student and the major professor is a vital component of the student's preparation to become not only an independent and successful research scientist but also an effective mentor to future graduate students.

Individuals who pursue a biomedical graduate degree are expected to take responsibility for their own scientific and professional development. Faculty who advise students are expected to fulfill the responsibilities of a mentor, including the provision of scientific training, guidance, instruction in the responsible conduct of research and research ethics, and financial support. The major professor also performs a critical function as a scientific role model for the graduate student.

Prior to the completion of 30 SCH, the doctoral student must identify a major professor and file the Major Professor Designation/Compact Between Biomedical Graduate Students and Their Research Advisors. This form and the full AAMC Compact Between Biomedical Graduate Students and Their Research Advisors is available on the [GSBS Forms and Guidelines website](#).

Advisory Committee

Each student must select an advisory committee. The major professor and/or the graduate advisor assist the student in selecting members to serve on the advisory committee. The committee guides the student in selecting course work appropriate for the degree program, defines research goals and approves the research proposal. The advisory committee administers the final examination for the degree.

The major professor serves as chair of the advisory committee. Advisory committees for Master of Science students must include at least two additional graduate faculty members. Furthermore, all students in programs requiring thesis will be assigned a university member (see details below) who ensures that the policies and procedures of the GSBS and UNTHSC are upheld.

Each student is required to meet with his/her advisory committee at least once per academic year.

Degree Plan

Before the completion of 42 SCH, a degree plan listing all courses should be prepared by the student, approved by the student's advisory committee, graduate advisor, and dean. Entering students holding an appropriate master's degree must file a degree plan within the first year of study at the Health Science Center.

The major professor and advisory committee members are chosen on the advice of the department chair or graduate advisor in the major area. All subsequent requests for degree plan changes must be approved by the advisory committee and submitted in writing by the major professor to the dean.

Doctoral degree requirements listed in the graduate catalog currently in force at the time the student's degree plan is approved by the graduate dean are those that must be completed by the student.

University Member

When the advisory committee is formed, the dean will appoint a university member.

The primary responsibility of the university member on both MS and PhD committees is to ensure that the policies, procedures and standards of the GSBS and UNTHSC have been upheld. The university member may choose to participate but must be present in any formal hearing (see below for list of such events); however, such participation is not mandated by the GSBS. The university member's signature on appropriate forms indicates that the integrity of the review process has been preserved. It is the responsibility of the university member to report to the dean any inappropriate due process.

The university member must be present at all formal hearings that require a vote which include the oral qualifying examination; the public seminar and private defense associated with Grant Writing (BMSC 6310); the dissertational proposal presentation and defense; and the final dissertation seminar and defense.

Advancement to Candidacy

Doctoral students must complete the following two-part process to be advanced to candidacy. First, a discipline-based oral qualifying examination, designed and administered by the discipline's graduate faculty, must be successfully completed within 72 SCH of coursework inclusive of any advanced standing granted for the completion of a master's degree. Second, the student must complete Grant Writing (BMSC 6310). The student is advanced to candidacy and must enroll in Doctoral Dissertation (BMSC 6395) in the first long semester immediately following successful completion of Grant Writing (BMSC 6310). Disciplines may establish more stringent guidelines or establish earlier deadlines for completing the advancement to candidacy process. A doctoral student whose performance on either the oral qualifying examination or the defense for Grant Writing (BMSC 6310) is most exemplary may be deemed by his/her committee to "pass with distinction."

A doctoral student who has been passed with distinction will receive the following:

- Inclusion of the distinction on the transcript
- Recognition at the annual Graduate School of Biomedical Sciences' Awards Banquet.

Research Proposal

All doctoral students must submit a dissertation research proposal. The research proposal is an outline of the dissertation project. It must include a summary of the proposed project, the hypothesis to be investigated, significance of the project, research design and methodology to be used, and a review of the salient literature that supports or opposes the hypothesis and potential limitations. To take advantage of the advisory committee's expertise and advice, and to clearly define the project and the committee's expectations, it is imperative that the student meet with his/her advisory committee before preparing the research proposal. The research proposal must be approved by the advisory committee and the dean prior to registering in Dissertation (BMSC 6395). Research Proposal Guidelines and the Research Proposal approval forms are available on the GSBS Forms and Guidelines site.

Dissertation Requirement

A dissertation is required of all candidates for the doctorate. In general, 12 SCH are allowed for the dissertation. The student is required to enroll for dissertation credit and must maintain continuous enrollment in Doctoral Dissertation (BMSC 6395) until the dissertation has been completed and submitted to the graduate dean. Grades of Satisfactory (S) or Unsatisfactory (U) will be recorded at the end of each semester until the dissertation is filed with the graduate school and approved by the graduate dean. A letter grade is recorded for the final semester of enrollment in dissertation and the dissertation credit hours for this semester are included in the GPA calculation. A minimum of three semester credit hours of dissertation enrollment is required during each long semester and one summer session to maintain continuous enrollment.

Doctoral Program Requirements

Each student is responsible for the completion of the doctoral program according to the procedures below. Each item must be completed in the sequence and time period indicated.

1. A major professor should be selected by the student at the earliest possible time, but no later than the completion of 30 SCH after beginning the master's program. The student must file the Major Professor Designation/Compact Between Biomedical Graduate Students and Their Major Professors with the Office of Admissions and Services. The student should meet with the major professor for guidance in forming an advisory committee and degree plan.
2. The major professor and the doctoral student should select at least three advisory committee members from the graduate faculty. The student has the responsibility for obtaining the agreement of the professors (using the Designation of Doctoral Advisory Committee form) and will file this in the graduate school before the completion of 42 SCH after beginning the doctoral program. Enrollment will be restricted to prevent the accumulation of more than 42 SCH after beginning the doctoral program without designation of an advisory committee. Upon receipt of the Designation of Advisory Committee form, a University Member will be appointed to serve on the student's committee.
3. The advisory committee should meet and evaluate all credentials of the student pertinent to the development of the degree program. An approved degree plan will then be submitted to the Office of Admissions and Services. The committee should meet with the student as needed to discuss progress, but must meet at least once per academic year. The advisory committee has sole responsibility for quality control of the student's program and dissertation. Enrollment will be restricted to prevent the accumulation of more than 42 SCH without an approved degree plan.

4. An oral qualifying examination intended to establish the student's candidacy for the PhD degree will be administered by the designated departmental committee upon fulfillment of the course requirements. The qualifying examination is not an open forum; only the student and the examination committee may be present. The qualifying examination must be undertaken prior to the completion of 72 SCH. Results of the qualifying examinations will be sent to the graduate school in writing. Disciplines may have additional qualifying examination requirements, which are indicated in their graduate program descriptions. Notations are added to the student's transcript to denote "Qualifying Examination Passed," "Qualifying Examination Passed with Distinction" or "Qualifying Examination Failed." A student that fails the qualifying examination twice may be allowed to complete the requirements for the Master of Science Program.
5. By the end of the first long semester immediately following successful completion of the qualifying examination, the student completes Grant Writing (BMSC 6310). As a component of this course, the student must attend lectures in addition to writing, presenting and defending an NIH grant application (based on current NIH R01 guidelines) in fulfillment of the course requirements. The maximum page allowance for the grant is 13 pages. The grant must be prepared for electronic submission. The oral presentation of the grant application is a public seminar. The defense is closed to all parties except the advisory committee and university member. Incomplete grades are not assigned for Grant Writing (BMSC 6310). Valid grades are Pass (P) or Fail (F). A student that is assigned a failing grade at the end of the semester must repeat the course during the next semester. If a passing grade is earned on the second attempt, the student will be advanced to candidacy and the original F excluded from the grade point average on the transcript. A second failure will result in the student's transfer to the MS program.
6. A student who has passed the qualifying examination and successfully completed Grant Writing (BMSC 6310) must maintain continuous enrollment each semester until the dissertation has been accepted by the graduate school. Failure to maintain continuous enrollment will either invalidate any previous dissertation credits or will result in the student being dropped from the degree program unless granted an official leave of absence by the graduate dean for medical or other exceptional reasons.
7. Prior to registering for Dissertation (BMSC 6395), a student must submit a dissertation research proposal. The proposal must be approved by the advisory committee and the GSBS dean before the prerequisite is fulfilled.
8. Upon completion of the research and after consultation with the major professor, the student should submit a Declaration of Intent to Graduate form. This form is filed during registration for the final semester. An Intent to Defend form must be filed with the Graduate School of Biomedical Sciences 30 days prior to the dissertation defense. Both forms are available on the [GSBS Graduation](#) site.
9. Upon completion of the research and after consultation with the major professor, the student should submit a rough draft of the dissertation to the advisory committee members at least one month before the receipt of the final draft. The final draft should be distributed to committee members at least two weeks prior to the defense. Committee members should return corrected drafts to the student as soon as possible. Working through committee members at all times, the student and major professor will resolve comments arising from the rough draft and incorporate them into a final draft.
10. During the semester of graduation, the student will present a formal seminar on the research. This seminar should be scheduled immediately prior to the final defense and is open to the public.
11. The final defense will be held immediately following the dissertation seminar. The defense is closed to all parties except the advisory committee and university member. The committee will determine if a student fails, passes or passes with distinction.
12. The dissertation must be prepared for digital submission according to the instructions in the Guidelines for Filing Theses, Internship Practicum Reports and Dissertations available on the [GSBS Graduation](#) site.

Dual Degree Programs

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DO/MS Format

Block 1. Block 1 consists of the preclinical years for the DO degree. During Block 1, the student will complete the first three years of the DO curriculum, must maintain a "B" average within the medical curriculum and must pass Parts 1 and 2 of the College of Osteopathic Medical Licensing Examination (COMLEX). During this block, the student will register only for courses within the TCOM curriculum. An exception to these rules may be made only with the approval of the Dual Degree Program Advisory Committee, the appropriate TCOM associate dean and the GSBS dean.

During Block 1, the student will select a graduate advisory committee and file an approved graduate degree plan of at least 30 SCH (which includes 6 SCH advanced standing awarded for the basic science didactic course work required in the DO curriculum) with the GSBS Office of Admissions and Services.

Block 2. Block 2 consists of at least one year dedicated to graduate study. During Block 2, the student is 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 the thesis research.

UNTHSC may provide financial support during Block 2 to students chosen for the MSTP by the dual program admissions committee to seek the DO/PhD. 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.

Block 3. During Block 3, the student will complete the required clinical rotations. During this block, the student may also continue work toward the MS thesis.

At the end of Block 3, the student is expected to have completed the curriculum required for the DO degree and to have completed at least 24 additional SCH of graduate courses under the GSBS, as required for the second degree, including the thesis. Following completion of the curricula required for both degrees, the student is awarded the DO degree through TCOM and the MS through GSBS.

| | | DO | MS |
|----------------|--------|--------------------------|--|
| Block 1 | Year 1 | Semesters 1-2 | Lab Rotations (optional) |
| | Year 2 | Semesters 3-4 | Lab Rotations (optional), Preparation of Individual Research |
| | Year 3 | Core Clinical Rotations | Research rotation month |
| Block 2 | Year 4 | 1 Clinical Rotation | GSBS courses and thesis research |
| Block 3 | Year 5 | Final Clinical Rotations | Completion of thesis research and final seminar/defense |

DO/PhD Format

Block 1. Block 1 consists of the preclinical years for the DO degree. During Block 1, the student will complete the first three years of the DO curriculum, must maintain a "B" average within the medical curriculum and must pass Parts 1 and 2 of the College of Osteopathic Medical Licensing Examination (COMLEX). During this block, the student will register only for courses within the TCOM curriculum. An exception to these rules may be made only with the approval of the Dual Degree Program Advisory Committee, the appropriate TCOM associate dean and the GSBS dean.

During Block 1, the student will select a graduate advisory committee and file an approved graduate degree plan of at least 90 SCH (which includes 30 SCH advanced standing awarded for the basic science didactic course work required in the DO curriculum) with the GSBS Office of Admissions and Services.

Block 2. Block 2 consists of at least two years dedicated to graduate study. During Block 2, the student is expected to complete all course work required for the PhD degree, complete the requirements for advancing to candidacy, file an approved dissertation research proposal, and make significant progress toward the completion of the dissertation research.

Block 3. During Block 3, the student will complete the required clinical rotations during this block, the student will also continue work toward completion of the dissertation. At the end of Block 3, the student is expected to have completed the curriculum required for the DO degree and to have completed at least 60 additional SCH of graduate courses under the GSBS, as required for the PhD, including the successful completion and defense of his/her dissertation. Following completion of the requirements for both degrees, the student is awarded the DO degree through TCOM and the PhD through the GSBS.

| | | DO | PhD |
|----------------|----------|--------------------------|---|
| Block 1 | Year 1 | Semesters 1-2 | Lab Rotations (optional) |
| | Year 2 | Semesters 3-4 | Lab Rotations (optional), Preparation of Individual Research |
| | Year 3 | Core Clinical Rotations | Research rotation month |
| Block 2 | Year 4-5 | 1 Clinical Rotation | GSBS courses, Qualifying exam, Grant Writing, dissertation research |
| Block 3 | Year 6 | Final Clinical Rotations | Completion of dissertation research and final seminar/defense |

MPAS/PhD Format

The MPAS/PhD format is designed on a case-by-case basis to best meet the needs of the individual student. The GSBS requirements are equivalent to those described in blocks 2 and 3 for the DO/PhD Format described above. Interested students should consult with the Graduate School Staff and/or Director of the Dual Degree programs to discuss possible entry into this program.

Academic Policies

The general policies of the GSBS are determined by the Graduate Council and administered by the dean.

Policies may be modified at any time by the Graduate Council. Students should review the Student Policy Handbook for additional policies and procedures concerning their roles as students.

Academic Misconduct

Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the Code of Student Conduct and Discipline (see Student Policy Handbook).

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

The term *plagiarism* includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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

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

Academic Standing of Student Officers

A student in the GSBS must be in good academic standing to run for office in any student organization and must remain in good academic standing throughout the term of office, if elected.

Annual Performance Review

Every degree-seeking GSBS student will undergo an annual performance review by the major professor which will be reported to the GSBS administration through the discipline by the graduate advisor. The review process is designed to assist students in meeting discipline expectations and document students' annual progress toward degree.

Appeal Processes

Specific policies and procedures have been established for students seeking to file academic or misconduct appeals. These policies and procedures appear in the Student Handbook.

Advice concerning how to pursue appeals on any other matter can be sought from the Division of Student Affairs.

Auditing

With the written permission of the instructor and the graduate dean, an individual fully eligible to enroll in the GSBS may sit in a class as an auditor without receiving graduate credit. The auditor's name will not be entered on the class roster and the instructor will not accept any papers, tests or examinations.

Attendance as an auditor may not be used as the basis of a claim for credit in the course. Students who are enrolled for credit may audit classes without payment of additional fees; others pay an auditor's fee as shown in the Tuition and Fee Register.

A person 65 years of age or older may enroll as an auditor and observer without credit and without payment of an audit fee if space is available and if approved by the department chair and the graduate dean. Such enrollment entitles the person to library privileges, but not the use of laboratory equipment and supplies, or health benefits.

Change of Discipline

Any student requesting a change of discipline must be in good academic standing and have approval of the major professor, graduate advisor and chair of both the original and the requested disciplines. Students on academic probation are not allowed to change disciplines. Request for Change of Discipline forms are available on the [GSBS Forms and Guidelines](#) site .

Change of Degree Program

Any student requesting a change of degree program must be in good academic standing and have approval of the major professor, graduate advisor and chair of the disciplines. Request for Change of Degree Program forms are available on the [GSBS Forms and Guidelines](#) site.

Class Attendance

Regular and punctual class attendance is expected. Although, in general, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the instructor. In those classes where attendance is considered as part of the grade, the instructor should so inform students at the semester's beginning by a written notice. Any instructor who informs students in writing about the necessity of class attendance may request of the Registrar that a student be dropped from the course with a grade of WF upon the accumulation of the stated number of absences.

If the instructor-initiated drop action falls within the time that the student is eligible to drop with instructor consent and without penalty, the Office of the Registrar notifies the student that a WF will be recorded unless the student initiates the drop procedure, in which case a W will be assigned.

Disciplines and similar academic units have authority to establish a discipline-wide or course-wide policy, providing that the policy is in accord with the above stipulations.

Concurrent Enrollment at Another Institution

GSBS students must secure written permission from the dean before registering for any course or courses at another institution while registered for any courses at UNTHSC.

Failure to secure the required permission for concurrent enrollment prior to registration at the second institution may cause GSBS to refuse degree credit for the work taken elsewhere. In no case may the combined total of semester hours enrolled for at the two institutions exceed the maximum load permitted to graduate students.

Course Deficiencies

A student whose undergraduate record does not show completion of the courses prerequisite to his/her discipline will be required to make up such deficiencies in a manner prescribed by the discipline or advisory committee.

Courses of Instruction

Normally, lectures meet one hour per week for each semester credit hour (SCH). For the exceptions, the Schedule of Classes will explain meeting times.

Individual courses of instruction are subject to change or withdrawal at any time and may not be offered each semester of every year. Any course may be withdrawn from current offerings if the number of registrants is too small to justify conducting the course.

Course Syllabus

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

Students should receive a syllabus no later than the second class meeting of any course. Syllabi will not be distributed for courses in laboratory techniques, individual research, internship practicum, thesis, or dissertation. All other courses must provide students with syllabi that include the following information as appropriate to the course: required texts, exam dates, lecture topics and assignments for each class meeting, attendance policy, course objectives, explanation of how grades will be determined, and information on contacting the course director. Syllabi must be on file with the Graduate School of Biomedical Sciences prior to the first day of the semester.

Enrollment Requirements

To be considered full-time in a long semester, MS students must enroll in 9 SCH while PhD students must enroll in 12 SCH. Enrollment in a total of 6 SCH is considered full-time for the summer.

PhD students who have advanced to candidacy are required to enroll in a minimum of 9 SCH each long semester and 6 SCH each summer semester.

Students (MS and PhD) enrolled prior to Summer 2011 must enroll in a minimum of 6 SCH each semester after advancing to candidacy.

Graduate students may schedule as many as 16 SCH during any long semester or 7 SCH in a summer semester.

Final Examinations

If a final examination is administered, faculty members are expected to schedule it during the final class meeting.

If a final examination is not given in a particular course, the faculty member is expected to use the final examination period for summary, evaluation or other productive purposes.

Students who have as many as three final examinations scheduled on one day may appeal to the graduate dean to reschedule one of those examinations on another day during the final week of the semester.

Graduate Advisor

The graduate advisor is the official representative of the graduate dean in matters affecting graduate students in the advisor's discipline. There should be a close working relationship between the advisor and the staff of the Graduate School of Biomedical Sciences. The graduate advisor is the liaison between the graduate dean and the discipline. The graduate advisor should keep the discipline chair and faculty informed on matters pertaining to graduate education. The dean is dependent upon the experience and judgment of graduate advisors and upon their recommendations in matters requiring the dean's action. The dean's staff provides information to the advisors on a continuing basis and respond to requests for special assistance.

The graduate advisor is responsible for supervising graduate study in the discipline, ensuring that each graduate student is assigned an individual faculty advisor within the discipline, and representing the faculty of the discipline as a member of the Graduate Council.

Graduation

It is the responsibility of the student to stay abreast of progress toward the degree and to file the appropriate degree application in the GSBS Office of Admissions and Services. Consult the [Academic Calendar](#) for the deadlines. The student's final cumulative grade point average must be at least a 3.0 to qualify for graduation.

Information concerning graduation fees is contained in the Tuition and Fee Register. Students anticipating graduation should consult the [Academic Calendar](#) for final dates for payment of fees and meeting other graduation requirements. All fines, fees, etc. must be cleared before the diploma will be issued. All necessary forms and instructions are available on the [GSBS Graduation website](#).

Because of the time required to receive transcripts, students otherwise eligible for graduation who complete their last course or courses elsewhere will not graduate at the end of the semester in which the work is completed, but will receive their degrees at the close of the subsequent semester.

Commencement exercises are held each year in May; however, degrees are conferred at the end of each semester. All information related to commencement exercises is available from the Office of the Registrar. Diplomas may be obtained from the Office of the Registrar after verification is received from the Graduate School of Biomedical Sciences that all requirements for the degree have been satisfied.

Leave of Absence

If a situation arises where a student must set aside his/her graduate studies for a period of time, a leave of absence (LOA) may be requested. LOA may be requested for up to three semesters. If additional leave is needed, a new form must be submitted. The maximum amount of LOA is six semesters (two academic years). A student on LOA cannot receive funding as a graduate student. LOA status may affect student loans. Graduate advisors will be notified of any change to the LOA.

The student initiates the request by obtaining the LOA form from the Office of the Registrar and returning the completed form to the Office of the Registrar.

Toward the end of a period of approved LOA, the student must take steps to resume studies at

the beginning of the next semester, extend the LOA, or withdraw from the GSBS. To resume studies, the student obtains approval from the major professor and graduate advisor and registers for classes. To extend the LOA, the student completes and submits a new LOA Request. To withdraw from school, the student follows the normal procedures for withdrawal, including completion of the clearance process.

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 or Core Curriculum Director to authorize a make-up examination. If a make-up examination is not authorized by the Course Director or Core Curriculum Director, the student may appeal to the Dean. After consulting with the Course Director or Core Curriculum Director, the Dean will make the final decision on the appeal. A student who misses a scheduled examination without receiving approval by the Course Director, Core Curriculum Director or Dean to either 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 any post-exam review of that examination if he/she has not completed the make-up examination by the time the post-exam review takes place.

To request an early or late make-up examination, a student must complete an excused absence form requesting a make-up examination from the Course Director or Core Curriculum Director. In the case of an early examination, the completed form must be submitted at least five days before the date of the exam. If the student misses an exam because of a medical reason, a health care provider's (DO, MD, PA or NP) excuse must be attached to the excused absence form. This form documents the reason for the absence and the date the student requested the make-up examination.

If the absence is approved, a make-up examination will be administered within the appropriate time-frame determined by the course director or core curriculum director.

Grading System

Course Duplications

A student may enroll for a course a second time and have it counted as part of the semester's load. If a course is repeated, the last grade recorded will be considered in calculating the GPA and in certifying the student's eligibility for graduation.

The responsibility for initiating the official recording of a grade duplication lies entirely with the student. In the absence of such a request, the Office of the Registrar will include a repeated course in the student's cumulative record of hours attempted and grade points earned.

Graduate courses may only be repeated one time.

Quality of Work Required

Graduate students must maintain an overall 3.0 GPA. The student whose GPA earned at another institution is below 3.0 will be required to make up the deficiency either at the other institution or at the Health Science Center. This regulation applies not only to graduate work attempted elsewhere before the student was first admitted to the Graduate School of Biomedical Sciences, but also to graduate work attempted elsewhere after the student's admission at the Health Science Center.

Students must make satisfactory progress toward completion of degree requirements in order to remain in good standing within a specific degree program. Students whose progress is unsatisfactory may be removed from the program by the graduate dean on recommendation of the student's discipline.

Each student's semester grades and semester GPA will be reviewed at the completion of every semester. To remain in good academic standing, an overall GPA of 3.0 or better must be maintained. The student who does not maintain the GPA will be placed on probation and have one long semester to correct the deficient GPA. Failure to do so may result in dismissal from the Graduate School of Biomedical Sciences. Dismissals may be appealed in writing to the graduate dean within five working days of notification of dismissal. Students involved in an appeal continue to attend class and sit for examinations until final conclusion of the process.

Students receiving state-supported assistantships will remain on assistantship during the semester the student is attempting to correct the deficient GPA, unless otherwise specified by the dean.

A student earning an F in any graduate level course will be dismissed from the Graduate School of Biomedical Sciences. Dismissals may be appealed in writing to the graduate dean within five working days of notification of dismissal. Students involved in an appeal continue to attend class and sit for examinations until final conclusion of the process. If the student is allowed to continue in graduate school, his/her program discipline may have additional requirements/stipulations for continuation in the discipline. The course in which the student achieved an F grade must be repeated. No student may graduate with an unresolved F on his/her record.

Grade Requirements for the Integrated Core Curriculum

All students in the Graduate School of Biomedical Sciences must successfully complete an integrated core curriculum. Refer to "Degree Programs," below, for a listing of courses required.

Master of Science Students

A Master of Science student may continue in his/her program in good standing with C grades in the core courses as long as the student's overall GPA is maintained at 3.0 or better. If the student's overall GPA falls below 3.0, he/she will be placed on academic probation and have one long semester to bring the overall GPA to at least 3.0.

Any MS student who has earned a C grade in a core course who then elects to apply for the PhD program after completing the master's degree must retake the core courses in which the C grade was earned and obtain a B or better in the repeated course. The student will only be allowed one opportunity to retake the course(s) in question.

Doctor of Philosophy Students

PhD students must maintain an overall integrative core GPA of 3.0 or better to remain in good academic standing.

A student failing to achieve an overall core GPA of 3.0 or better but only receiving one C grade, will be required to retake the course in question and will be on probation until a grade of B or better is earned in the particular core course. The student who does not receive a B or better in a repeated course will be immediately dropped to the master's program.

If a student has an overall core GPA of 3.0 or better after completing all core courses, but has earned one C grade for any core course, the student's discipline policy will dictate if the student must retake the course in question and will be on probation until a grade of B or better is achieved in the particular core course. The student who does not receive a B or better in a repeated course will be immediately dropped to the master's program.

A student receiving two or more C grades in core courses will be required to repeat the courses. If the repeated courses do not result in a B or higher, the student will be dropped to the MS program. This student will not be re-admitted to a PhD program until successful completion of the master's degree and sufficient core courses are repeated with Bs or better to bring the student's core GPA to at least a 3.0 and to meet the requirements of the student's discipline. The student will only be allowed one opportunity to retake the courses in question.

Probation and Suspension

A student who fails to maintain the required overall GPA of 3.0 will be subject to academic probation. If the student's grades do not improve, the student may be subject to suspension for a period of up to one calendar year before becoming eligible to re-enroll for further graduate courses. Graduate work completed elsewhere during a period of suspension at the Health Science Center may not be counted for graduate credit at the Health Science Center.

The student whose graduate school GPA falls below 3.0 must make up the deficit, either by repeating courses in which the grades are low or by completing other graduate school courses with grades high enough to bring the graduate school GPA up to 3.0. Low grades made in

graduate courses at the Health Science Center may not be duplicated at other institutions. A student who receives an Unsatisfactory (U) grade in Internship Practicum (BMSC 5920), Individual Research (BMSC 5930 or 6940), Thesis (BMSC 5950) or Doctoral Dissertation (BMSC 6950) will be placed on academic probation. If the student receives a subsequent U grade, he/she may be subject to suspension.

A student on academic probation as the result of performance in courses other than Internship Practicum (BMSC 5920), Thesis (BMSC 5950), or Dissertation (BMSC 6950) may not register for Internship Practicum (BMSC 5920), Thesis (BMSC 5950), or Dissertation (BMSC 6950).

Students may be dismissed from the program for failure to make academic progress.

See "Quality of Work Required" and "Grade Requirements for Integrated Core Curriculum" sections, above.

Biochemistry and Molecular Biology

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Research and Education 466

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Graduate Faculty: S. Awasthi, Y. Awasthi, Basu, Borejdo, Borvak, Dory, K. Gryczynski, Kim, Lacko, Nair, A. Sharma, R. Sharma, Singhal, Prokai, Vishwanatha, Yadav

Adjunct Graduate Faculty: Clark, Das

The Biochemistry and Molecular Biology graduate program offers comprehensive training in two (2) major areas: (1) the structural and molecular basis of biological processes; and (2) modern fluorescence spectroscopy/microscopy and proteomic analyses and their application to biophysical and biological processes. Both MS and PhD degree programs are designed to accommodate a broad spectrum of student and faculty interests and require a significant contribution to knowledge through original research. Research training is conducted in modern laboratories and is complemented by informative didactic course work, seminars and journal clubs. The Department of Molecular Biology & Immunology houses facilities featuring state-of-the-art [Center for Commercialization of Fluorescence Technologies](#), [Advanced Mass Spectrometry and Proteomics Laboratory](#) and [Flow Cytometry and Laser Capture Microdissection Core Facility](#).

Students with a broad range of training are accommodated by faculty research interests that include clinical studies in human subjects to biophysical analyses of muscle contraction. Within the setting of the Health Science Center, specific research interests of the faculty address a wide range of pathological states including cancer, cardiovascular disease, diabetes, ophthalmic diseases, aging and Alzheimer's disease. Specific projects include the role of oxidative stress and posttranslational protein modification in health and disease, disorders of lipid metabolism in atherosclerosis, the role of lipid peroxidation in ocular diseases and cancer, chemical carcinogenesis, development of brain- and eye-targeted therapy, liposomal targeted drug delivery, the use of synthetic lipoproteins in drug delivery and nanoparticle-mediated delivery of anticancer therapeutics, animal models of human cancers and drug resistance during chemotherapy. Under these research topics special cellular/tissue processes, including signal transduction, tumor invasion, muscle contraction, enzymology, transcription regulation, and epigenetic modifications, angiogenesis, endocytosis, apoptosis, cell proliferation and differentiation, drug metabolism, drug resistance, drug delivery, posttranslational protein modifications (protein phosphorylation-dephosphorylation, histone modifications, carbonylation and nitration), protein structure and function, protein-ligand and protein-protein interactions, and lipoprotein metabolism are investigated. Research projects employ state-of-the-art molecular and biochemical techniques utilizing proteomics, mass spectrometry, advanced fluorescence spectroscopy and optical imaging.

Students with undergraduate science majors in biology, chemistry and biochemistry that fulfill prerequisite courses of organic and inorganic chemistry will be considered for admission. The graduate curriculum consists of a multidisciplinary core that surveys the fundamental principles of biochemistry, molecular biology, cell biology, microbiology, immunology, pharmacology and physiology. This is followed by advanced courses that focus on the most recent progress in specific areas of biochemistry and molecular biology to provide the student with a contemporary perspective in the fields of greatest current interest.

Most students complete the MS requirements in two years, while PhD requirements are encouraged to be completed within five years. Detailed policies and procedures are available from the graduate advisor and supplied to the student during orientation.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination ensures that a doctoral student has sufficient mastery of fundamental principles of biochemistry and molecular biology to be successful as a PhD candidate and, subsequently, as an independent researcher. A list of major topics to be examined will be distributed to the student after the completion of the first year. The student is expected to become knowledgeable in each of these topics through coursework, individual reading, or discussions with faculty members.

The qualifying examination is administered by biochemistry and molecular biology faculty, excluding for the student's major professor, and in an oral examination format. The student is required to answer a given set of questions within two hours. During the examination, the questioning/discussions may be expanded to address related topics in the field of biochemistry and molecular biology. The student must demonstrate an ability to discuss and apply concepts of biochemistry and molecular biology in a broader context.

1. The qualifying examination is generally scheduled in the Summer semester of the student's first year of graduate school.
2. It consists of an oral examination attended by all Biochemistry and Molecular Biology Graduate Faculty members and the university member assigned to the student's committee. The graduate advisor will serve as examination coordinator. The examination takes approximately two hours.
3. The student will be expected to have a sound knowledge of major principles of biochemistry and molecular biology as taught in the core curriculum; Integrative Biomedical Sciences I: Principles of Biochemistry (BMSC 6301) and Integrative Biomedical Sciences II: Molecular Cell Biology (BMSC 6302). As an additional guide, students are provided a list of topics in which they are to prove proficiency at the beginning of the Summer semester of first year of graduate study.
4. The examination will consist of 12 questions organized into four (4) sections written by members of Biochemistry and Molecular Biology Graduate Faculty. Students will be required to answer 6 questions in total, one (1) from sections I and IV, and two (2) each from sections II & III:
 - a. Protein/Enzymes (2 questions; answer 1)
 - b. Metabolism (4 questions; answer 2)
 - c. Principles of Molecular Biology (4 questions; answer 2)
 - d. Biochemical and Biophysical Analyses (2 questions; answer 1)
5. The student will be given the question set thirty (30) minutes prior to the oral examination, from which he/she will prepare answers for 6 questions. The student may answer the questions in any order. Any faculty member can ask questions pertaining to the subject matter of each question during the examination. The questions should be answerable in approximately 15 min so that the students can be tested in all of the defined areas.

6. On completion of the examination, the faculty will vote on a pass/fail grade for the student. If a student does not pass, the faculty will inform the student of specific areas of weakness in writing.
7. If necessary, a student will be allowed to retake the oral examination once; but this must be completed before the end of the following semester. Failure on the second attempt will result in dismissal from the doctoral program, although the student may be permitted to pursue a Master of Science degree.
8. Following designations could be used to indicate the performance of the student:
 - Qualifying examination passed
 - Qualifying examination passed with distinction
 - Qualifying examination failed
9. It is the responsibility of the student to obtain signatures from the examination committee chair, graduate advisor, university member and department chair on completion of the examination. The appropriate form may be obtained from the graduate school website.

Grant Writing (BMSC 6310)

This stage of the advancement to doctoral candidacy will evaluate a student's aptitude for independent thought and scientific writing. In this course, a student is required to prepare an NIH-style R01 research proposal (based on current guidelines), without the assistance of his/her major professor, and defend it before an examination committee. The proposal should be based on an original hypothesis that may be related, but should be distinct from the dissertation research and should describe specific experimental approaches to address this hypothesis. The student will present this proposal in the form of a public seminar and then privately address specific questions of an examination committee. The examination committee will consist of Biochemistry and Molecular Biology graduate faculty (at least three of the five members), associate faculty and adjunct faculty. The graduate advisor will serve as coordinator and will meet with enrolled students at the beginning of the semester to review guidelines and answer relevant procedural questions. Upon successful completion of this course, the student is advanced to candidacy.

Biomedical Sciences

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Graduate and Adjunct Graduate Faculty: All members of the graduate and adjunct graduate faculty are included in Biomedical Sciences.

The GSBS offers both MS and PhD degrees in biomedical sciences. Students are encouraged to acquire a broad base of knowledge in those disciplines that flourish in an environment of a health science center and are required to pursue specialized research and study in a particular area of biomedical and health science. The training students obtain equips them for professional careers in health science centers, universities, secondary science education, health care industry, publishing, pharmaceutical and biotechnology. All entering graduate students are expected to complete a one-year integrated biomedical sciences program that surveys the fundamental principles of biochemistry, molecular biology, genetics, cell biology, microbiology, immunology, pharmacology and physiology to prepare them for tomorrow's scientific advancements and employment opportunities.

Biomedical Sciences (BMSC) is interdisciplinary in nature; therefore, advanced courses focus on the individual student's particular interests. Mentors may be selected from any of the Graduate Faculty, regardless of departmental affiliation.

The average time to degree for the MS is two to three years; the average time to degree for the PhD is four to six years. Students who successfully complete a graduate degree in Biomedical Sciences will be well prepared for various careers in academia, government or industry.

Advisory Committee

By no later than the third semester (or by the end of the first year), each traditional MS or PhD student is required to select a major professor and program within the GSBS. The student will follow the guidelines of his/her chosen department/program for the remainder of training. If the chosen program is BMSC, the student will be required to choose a primary advisor; however, the advisory committee will comprise any members of the graduate faculty within the GSBS. In addition to the members of the advisory committee, both MS and PhD students must have a university member present at the oral qualifying examination and/or thesis/dissertation seminar and associated defense, as required by the GSBS.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination ensures that the doctoral student has mastered a broad knowledge base in biomedical sciences necessary to succeed as an independent researcher at the doctoral level. The student obtains this knowledge through course work, reading of textbooks and scientific literature, participation in his/her research laboratory, and discussion with faculty members.

The oral qualifying examination is administered by each student's qualifying examination committee and may include topics from any aspect of the biomedical sciences. The student will

select one area of primary interest from the areas covered in the first-year core curriculum. The student will also identify two areas of secondary interest.

Two attempts to successfully pass the qualifying examination are allowed. A doctoral student who does not pass after the second attempt may be dismissed or allowed to complete the requirements for a Master of Science degree.

Additional information regarding the Oral Qualifying Exam may be found in the BMSC Student Handbook, available on the [BMSC website](#).

Grant Writing (BMSC 6310)

Successful completion of Grant Writing (BMSC 6310) requires participation in the formal BMSC 6310 class and the preparation and oral defense of an original NIH-style grant proposal. Two attempts to successfully accomplish this are allowed.

The student must prepare a detailed written report of the research proposal in NIH-style format. The final proposal will be presented to the advisory committee at least two weeks prior to the oral defense. The grant proposal and presentation will be evaluated on the basis of criteria outlined in the Grant Writing (BMSC 6310 Examination Scoring Rubric available on the [GSBS Forms and Guidelines](#) site).

If the proposal and defense are satisfactory, the student is advanced to candidacy. A doctoral student who does not pass after the second attempt may be dismissed or allowed to complete the requirements for a Master of Science degree.

Biotechnology

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Graduate and Adjunct Graduate Faculty: All members of the graduate and adjunct graduate faculty are included in Biotechnology.

The Biotechnology program at UNT Health Science Center is a specialized master's program designed to train individuals for careers in industry and research by providing the tools and experience needed for highly technical positions offered in emerging biotechnology companies, life science organizations, and research institutions. The Master of Science degree in the discipline of biotechnology is administered by the Department of Biomedical Sciences. The program is usually completed in two years. Students are only admitted in the summer semester.

The master's degree in biotechnology will provide a strong foundation upon which to build a career. The rigorous curriculum focuses on providing students a broad-based view of the biomedical sciences, as well as in depth knowledge of lab management and industry practice, ethical issues, and laboratory skills necessary to prepare the student for a career in the biotechnology and life science industry. As part of the Biotechnology Program, all students will complete a 2-semester (40 hours/week) internship practicum in biotechnology and use this experience to write a detailed internship practicum report pursuant to receiving the Master of Science degree. The average time to complete the degree is 2 years. Students are only admitted in the summer semester.

Opportunities for Graduates in Biotechnology

Biotechnology in the United States is a dynamic industry and there are many opportunities for employment. When considering a career in biotechnology, most people think of a scientist in a white coat in a laboratory developing drugs to improve the quality of life. However, biotechnology has a wide variety of career opportunities ranging from sales and marketing, to research and development, to manufacturing and quality control and assurance. The biotechnology industry continues to flourish nationwide. Not only are the total number of biotechnology companies increasing, but employment in the biotechnology field continues to grow as well since the number of employees has increased by more than 90 percent.

There are many career options for someone with a graduate degree in biotechnology. Career options include: a Bioinformatician helps to design, develop and use tools for gaining information about biotech procedures, implement these tools and analyze the data obtained from them. A Biotechnical Scientist works as part of a team of scientists under the direction of a group leader on a given product. A Consultant provides advice and support in product development, process implementation, forensic analysis, manufacturing, and management recruitment and training. Their goal is to identify possible problems or issues and help trouble-shoot them, ensuring optimal client returns on investment. An Industry Researcher is a professional who helps define the range and scope of new areas of research.

Program Requirements

Each student is responsible for the completion of the requirements for the program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the [GSBS Forms and Guidelines website](#).

1. The admissions committee will review all applicants for acceptance into the MS in Biotechnology Program. A student must have a bachelor's degree and must meet the general admission requirements as described in the catalog in effect at the time of application. All applications must be completed and received in accordance with the deadlines published in the academic calendar. A student admitted into the Master of Science program in biotechnology must take a minimum of 9 semester credit hours (SCH) per long semester and 6 SCH during the summer (24 SCH/year). A minimum GPA of 3.0 must be maintained.
2. By the end of the second summer semester or before, usually six weeks prior to starting the internship, the student will be assigned a major professor and an advisory committee consisting of the major professor and two other graduate faculty members. The names of these individuals must be filed in the GSBS Office of Admissions and Services prior to starting the internship or no later than one week after starting. In addition, a degree plan must also be filed with the GSBS Office of Admissions and Services at this time.
3. During the fall and spring semesters of the second year, the student will enroll in Internship Practicum (BMSC 5697). The internship will be at a site previously approved by the advisory committee. The student is responsible for transportation to and from the site, whether it is on-campus or off-campus. During this time, the student will gain experience in tasks associated with the application of biotechnology in an industrial setting. The student should not expect to receive a stipend or other monetary compensation for the internship. A formal plan (research proposal) describing how the practicum is to be spent must be approved by the advisory committee and submitted 4 weeks after starting the internship.
4. At the end of Internship Practicum (BMSC 5997), students will present their work as both oral and written reports. The oral presentation will be open to the public and will then be followed by a private defense with the advisory committee. The student must submit a first draft of his/her internship practicum report and internship daily journal to the major professor prior to the public seminar for review. The major professor must approve the internship practicum report prior to the student submitting it to advisory committee members. The final written report should be given to the committee no later than two (2) weeks before the formal defense. Students should coordinate the reservation of a seminar room with the Graduate School office no later than one (1) month prior to their defense. At this time the committee will either approve/or not approve the work of the internship and the report. If disapproved, the student may have a chance to revise the report or repeat the practicum one time at the discretion of the committee. The major professor together with the other members of the committee will assign a letter grade to the practicum. The report must be submitted in accordance with the instructions for completing graduation requirements within the deadlines for graduation published in the academic calendar. A more detailed description of the internship practicum and report requirements may be found in the Internship Practicum Guidelines available on the [GSBS Graduation website](#).

Internship Practicum (BMSC 5997)

Internship Practicum (BMSC 5997) provides a hands-on training experience for the biotechnology student. UNT Health Science Center will identify approved, off-campus internship opportunities in north Texas and will work to place students at suitable sites. From time to time, opportunities may exist in other parts of the state or country. It is also possible that occasional opportunities will exist on the campus. The internship takes approximately 2 semesters (32 weeks, 40 hrs/week) during which the student will be working under the direct supervision of an internship mentor at the internship location. The student is expected to keep a laboratory notebook/daily journal during this experience. At the end of the practicum, the student will write a report detailing the activities of the internship. The student's advisory committee must approve this report together with the laboratory notebook. The student must make a formal presentation to the advisory committee and defend the work at this time. A copy of the report must be submitted within the appropriate deadlines for graduation as published in the [GSBS Academic Calendar](#).

Support

In general, master's students do not qualify for graduate assistantships. They are, however, eligible to apply for the Elena and Thomas Yorio Scholarship for First-Year Students and the Rachel Dauphin Memorial Scholarship (continuing students).

Cancer Biology

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Research and Education 437

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The Cancer Biology program is an interdisciplinary program that offers both MS and PhD degrees. The goal of this program is to provide students with rigorous education and training in biomedical sciences with a specialty in Cancer Biology. Students receive training through original research, formal classroom education, problem-based learning, seminars, and journal clubs. The program includes faculty members from several departments engaged in various aspects of cancer research, including signal transduction, apoptosis, cell proliferation and differentiation, cancer immunology, drug resistance, tumor invasion and metastasis, DNA damage and repair, gene delivery, cancer therapeutics, molecular carcinogenesis, nanotechnology/imaging and alternative medicine therapies of cancer. The research projects employ state-of-the-art molecular, cellular and biochemical techniques that include genomics, proteomics, mass spectrometry, protein crystallography, molecular cloning, gene targeting, FACS analysis, advanced fluorescence spectroscopy, and optical imaging.

Students may choose faculty advisors from any department according to their research interests. In addition, students will be able to utilize the resources and expertise of faculty members with diverse backgrounds from several departments. During the first year, students will acquire sufficient background in biological sciences, including biochemistry, molecular biology, cell biology, pharmacology, microbiology and immunology. The students will have the opportunity to rotate in research laboratories in any department prior to selecting their thesis advisors. Students will take two discipline specific courses, Molecular Aspects of Cell Signaling (BIOC 6435) and Molecular and Cell Biology of Cancer (BIOC 6250). The students will be able to select additional elective courses from any department based on their needs and interests. PhD students are admitted to candidacy after successful completion of their preliminary oral qualifying examinations and defense of an NIH-style research grant proposal. MS students are expected to graduate in approximately 2 years, whereas PhD students may require approximately 5 years to complete their degrees.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination is to ensure a doctoral student has sufficient mastery of fundamental principles of cancer biology and biomedical sciences, including biochemistry, molecular biology and cell biology to be successful as a PhD candidate and independent researcher. A list of major topics to be examined will be distributed to the student after the completion of the first two semesters. The student is expected to become knowledgeable in each of these topics through coursework, individual reading, or discussions with faculty members. The qualifying examination will be administered by faculty members of the cancer biology program, and will consist of an oral examination. A student will answer a given set of questions within a given time. The student must demonstrate an ability to discuss and apply concepts of cancer biology. Two attempts to successfully pass the qualifying examination are allowed. Failure of the student to pass the

qualifying examination results in dismissal of the student from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

This stage of the advancement to doctoral candidacy will evaluate a student's aptitude for independent thought and scientific writing. The student is required to (a) prepare an NIH-style research proposal without the assistance of his/her major professor, (b) present the proposal in a public seminar, and (c) address specific questions of an examination committee. The proposal should be based on an original hypothesis that could be related but should be distinct from the student's dissertation research, and should describe specific experimental approaches to address the hypothesis. The examination committee will consist of Cancer Biology faculty (4 members) appointed by the graduate advisor. The chairperson of the committee (appointed by the graduate advisor) will serve as coordinator and will meet with the student at the beginning of the semester to review guidelines and answer relevant procedural questions. The grant proposal and the student's oral presentation and defense will be evaluated on the basis of originality and ability to communicate the proposal content. Upon successful completion of this course, the student is advanced to doctoral candidacy. Two attempts to successfully pass Grant Writing (BMSC 6310) are allowed. Failure of the student to pass Grant Writing (BMSC 6310) results in dismissal of the student from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Cell Biology

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Adjunct Graduate Faculty: Collier, Jacobson, McCartney, Pang, Romano, Shepard

The Department of Cell Biology and Anatomy has a primary mission to provide instruction in cell biology, visual sciences, and the anatomical sciences; to develop and maintain research programs; and to participate in the service endeavors of the institution and profession. The major focus of research in the discipline is on the eye involving degenerative retinal diseases, glaucoma, cataracts and infections. Other research programs cover topics in human anatomy, cancer and cell cycle, cellular differentiation, cell signaling, DNA damage, endothelial physiology, fluorescence microscopy, glial cell biology, growth factors and neurotrophins, HIV pathologies, mitochondria and oxidative stress, stem cell research, and yeast genetics.

In support of the various research programs, the department maintains state-of-the-art facilities in microscopy, tissue culture and molecular biology. Over 8,000 square feet of research space is occupied by department faculty and staff.

The department is home to three graduate programs: Cell Biology, Structural Anatomy and Visual Sciences. The department is also home to the North Texas Eye Research Institute which involves faculty from various basic science disciplines, as well as professionals in industry and private clinical practice.

Advancement to Doctoral Candidacy

Qualifying Examination The qualifying examination within the discipline of Cell Biology must be successfully completed prior to concluding 72 semester credit hours (SCH). The main goal of the examination is to ensure that each doctoral student has a broad knowledge base in biomedical sciences and has mastered the fundamental principles of cell biology and genetics in order to be a successful doctoral candidate and an independent researcher. The qualifying examination consists of written and oral phases. The examination will be directed towards the didactic course work of the student. Basic knowledge and understanding of general research techniques in cell and molecular biology will be included.

The initial phase of the qualifying examination consists of a set of written questions administered by a qualifying examination committee (QEC) composed of faculty members of the Department of Cell Biology and Anatomy. Within 4 weeks of taking the written examination, the chair of the QEC will schedule the oral examination. The oral examination will consist of questions that further explore the student's answers in the written phase, as well as questions on additional topics in cell biology and genetics as deemed appropriate by the QEC. The university member must be in attendance for the oral phase of the examination.

The qualifying examination will be graded on a Pass/Fail basis. Successful completion of the qualifying examination must be accomplished before the student can register for Grant Writing (BMSC 6310). Two attempts to pass the qualifying examination will be allowed. Failure to pass

the qualifying examination after two attempts will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Grant Writing (6310)

After passing the qualifying examination, but prior to the completion of 84 SCH, the student must register for Grant Writing (BMSC 6310). This stage of the advancement to doctoral candidacy evaluates a student's aptitude for independent thought and scientific writing. The student is required to (a) prepare an NIH-style research proposal; (b) present the proposal in a public seminar; and (c) orally defend the proposal before his/her doctoral advisory committee. The proposal should be based on an original hypothesis and should describe specific experimental approaches to address the hypothesis. The graduate advisor will appoint a member of the student's advisory committee to coordinate the process. The student will meet with the advisory committee at least two times during the semester to review drafts of the proposal. The final written proposal must be prepared in NIH-style format and presented to the advisory committee at least two weeks prior to the public seminar and oral defense. The grant proposal and the student's oral presentation and defense will be evaluated on the basis of originality and ability to synthesize and communicate the proposal content. The student's university member must be present for the public seminar and oral defense of the proposal. Upon successful completion of Grant Writing (BMSC 6310), the student is advanced to doctoral candidacy. Two attempts to successfully complete Grant Writing (BMSC 6310) will be allowed. Failure to pass Grant Writing (BMSC 6310) will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Clinical Research and Education: Osteopathic Manipulative Medicine

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There are two degree plan options for medical students in the Clinical Research and Education: Osteopathic Manipulative Medicine discipline, a Master of Science and a Doctor of Philosophy.

A student may begin studies in any semester. Degree plans may vary depending upon availability of course offerings in a given semester and each student's interest and progress toward thesis and dissertation research.

The Department of Osteopathic Manipulative Medicine collaborates with the research institutes and centers and with academic departments at UNTHSC to offer both Master of Science (MS) and Doctor of Philosophy (PhD) degrees in Clinical Research and Education in Manual Medicine through the Graduate School of Biomedical Sciences. These two degree programs differ from the traditional degree programs in public health or basic sciences. These academic programs focus on educating students about designing and conducting clinical and mechanistic research, and teaching manual medicine and other complementary and alternative medicine modalities. Faculty instructors offer a variety of expertise including research methods, epidemiology, neuro-musculoskeletal medicine, bioengineering, physiology, and structural anatomy. Visiting faculty and optional mentors may include neuro-anatomists, cell biologists, clinical practitioners, and researchers at other institutions.

Because manual medicine research requires scientifically rigorous protocols that differ from other clinical trials and are similar to physical therapy or other manual medicine modalities, students are provided with closely mentored experiences in their academic course work and in their clinical, mechanistic, translational or educational research projects.

These degrees are offered in conjunction with a pre-doctoral fellowship in manual medicine. The program is also available to post-doctoral, licensed physicians who wish to complete an advanced degree in a flexible environment while being intimately involved in advanced clinical and academic training.

Since 2002, the Department of Osteopathic Manipulative Medicine has developed a broad scope of research education and research initiatives in the area of manual/manipulative medicine. The OMM Department was the founding organization for and closely cooperates with the Osteopathic Research Center, funded for research and research training by the National Institutes of Health, the Osteopathic Heritage Foundation, and other public and private sponsors. This program offers global access to researchers and educators from partnering institutions and affiliated professions. Research topics include chronic and acute medical problems related to pain, gait, balance, and strength for example. Educational components include teaching and learning in applied anatomy, understanding the research literature in manual medicine and CAM, and interprofessional experiences.

Requirements for the MS include 30 hours of course work. TCOM students in a pre-doctoral fellowship receive 6 credit hours for medical school coursework. Six hours are allocated to thesis work. Eighteen hours are devoted to courses including biostatistics, scientific communications, ethics, introduction to research, epidemiology as an elective, and special problems/seminars in

clinical research and in education. MS students are expected to follow all of the rules governing the selection of the thesis committee, filing of the degree plan, thesis proposal presentation and defense, thesis development and defense. MS students will participate in academic roles including writing test questions and teaching.

Requirements for the PhD include 90 hours of study, with six hours from the medical school and 12 dissertation hours. The remaining 72 hours are organized around the student's research topic and determined by the major professor. Minimum requirements are these 15 hours in the master's courses: introduction to research, scientific communications, biostatistics and principles of epidemiology, and ethics. Doctoral students will participate in academic roles including writing test questions and teaching.

Credit is given to individuals who have completed a Doctor of Osteopathic Medicine (D.O.) degree. This is reflected below as "Advanced Standing for medical school course work," and carries 30 Scholastic Credit Hours. Students enrolled in this program may also be in a pre-doctoral medical school program, in which case the advanced standing will not apply, but credit hours will be transferred as for the Master of Science degree plan above.

Advice and guidance is available from the graduate advisor to this program, and from the Director of the Osteopathic Research Center or the Chair of the Department of Manipulative Medicine.

Once the academic foundation is achieved, as determined by the graduate advisor and the student's major professor, there is flexibility in the PhD program to access coursework and training that will build the intellectual and performance capabilities of the student.

The National Institutes of Health offer research training awards that help to support a junior faculty or post-doc faculty member who wants to complete an advanced research degree.

Requirements for the PhD include 90 hours of study, with six hours from the medical school and 12 dissertation hours. The remaining 72 hours are organized around the student's research topic and determined by the major professor. Minimum requirements are these 15 hours in the master's courses: introduction to research, scientific communications, biostatistics and principles of epidemiology, and ethics. Doctoral students will participate in academic roles including writing test questions and teaching.

Credit is given to individuals who have completed a Doctor of Osteopathic Medicine (D.O.) degree. This is reflected below as "Advanced Standing for medical school course work," and carries 30 Scholastic Credit Hours. Students enrolled in this program may also be in a pre-doctoral medical school program, in which case the advanced standing will not apply, but credit hours will be transferred as for the Master of Science degree plan above.

Advice and guidance is available from the graduate advisor to this program, and from the Director of the Osteopathic Research Center or the Chair of the Department of Manipulative Medicine.

Once the academic foundation is achieved, as determined by the graduate advisor and the student's major professor, there is flexibility in the PhD program to access coursework and training that will build the intellectual and performance capabilities of the student.

The National Institutes of Health offer research training awards that help to support a junior faculty or post-doc faculty member who wants to complete an advanced research degree.

Once the academic foundation is achieved, as determined by the graduate advisor and the student's major professor, there is flexibility in the PhD program to access coursework and training that will build the intellectual and performance capabilities of the student.

Requirements for the MS include 30 hours of course work. TCOM students in a pre-doctoral fellowship receive 6 credit hours for medical school coursework. Six hours are allocated to thesis work. Eighteen hours are devoted to courses including biostatistics, scientific communications, ethics, introduction to research, epidemiology as an elective, and special problems/seminars in clinical research and in education. MS students are expected to follow all of the rules governing the selection of the thesis committee, filing of the degree plan, thesis proposal presentation and defense, thesis development and defense. MS students will participate in academic roles including writing test questions and teaching.

Requirements for the PhD include 90 hours of study, with six hours from the medical school and 12 dissertation hours. The remaining 72 hours are organized around the student's research topic and determined by the major professor. Minimum requirements are these 15 hours in the master's courses: introduction to research, scientific communications, biostatistics and principles of epidemiology, and ethics. Doctoral students will participate in academic roles including writing test questions and teaching.

Credit is given to individuals who have completed a Doctor of Osteopathic Medicine (D.O.) degree. This is reflected below as "Advanced Standing for medical school course work," and carries 30 Scholastic Credit Hours. Students enrolled in this program may also be in a pre-doctoral medical school program, in which case the advanced standing will not apply, but credit hours will be transferred as for the Master of Science degree plan above.

Advice and guidance is available from the graduate advisor to this program, and from the Director of the Osteopathic Research Center or the Chair of the Department of Manipulative Medicine.

The National Institutes of Health offer research training awards that help to support a junior faculty or post-doc faculty member who wants to complete an advanced research degree.

Advancement to Doctoral Candidacy

Qualifying Examination

An oral qualifying examination will determine if the doctoral student has mastered information needed to succeed in the discipline of research and education in manual medicine and CAM. The oral examination will be administered by a committee comprised of the student's major professor, and three research faculty selected in consultation with the major professor and graduate advisor compulsorily including a biostatistician, and the assigned university member. This committee may be but not necessarily must be different from the student's dissertation committee, so long as the representation is suitable to the individual's research, and includes all represented areas. In manual medicine and CAM the student's major professor participates in this process. The student will be required to orally address unique questions of scientific knowledge in the chosen field of study. Areas covered may include biomechanics, human and animal physiology, immunology, or anatomy. Design and biostatistics questions will be included.

A maximum of two attempts to pass the qualifying examination will be allowed. A doctoral student who does not pass after the second attempt may be dismissed or allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

Following the qualifying examination and before completing 72 SCH of course work, the student will complete Grant Writing (BMSC 6310) which requires the preparation and oral defense of an original NIH grant proposal. The grant application will describe the student's dissertation research project and serves as the student's dissertation proposal. Following a public oral presentation of the research proposal and grant application, the student will defend them before his/her advisory committee.

After the dissertation committee has approved the research proposal the student advances to candidacy status.

Dissertations are original work, prepared in chapters as two or more publications. Students are required to submit their scholarly dissertation products for publication in suitable journal(s). The dissertation will be presented and defended as a whole prior to submitting any of the chapters for publication. Students may participate in manuscripts or originally author published manuscripts outside of the dissertation process.

Clinical Research Management

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Clinical research involves the testing and determination of safety and efficacy of new unapproved products, including pharmaceuticals, devices and biologics in human subjects. Clinical trials in humans (volunteers and patients) are required prior to marketing approval, by regulatory authorities such as the U.S. Food and Drug Administration (FDA). The law that governs clinical research is spelled out in Chapter 21 of the Code of Federal Regulations (CFR). In addition to requiring and legislating clinical trials, regulatory authorities define the standards by which clinical trials are to be conducted. These standards are known as Good Clinical Practices (GCPs).

In depth knowledge of the CFR and GCP guidelines as well as international guidelines specifically as they relate to protection of human rights, prevention and detection of fraud and the use of sound scientific principles, is a fundamental requirement for a clinical research professional. These individuals are key personnel involved in the conduct of clinical trials, which in turn are pivotal in getting new products approved and on the market.

The master's program in Clinical Research Management will provide a strong foundation upon which to build a career. The rigorous curriculum focuses on providing students a broad-based view of the biomedical sciences, as well as in depth knowledge of regulatory requirements (code of federal regulations, good clinical practices), ethical issues, and both the medical writing and administrative skills necessary to conduct clinical research. An IRB/Regulatory Affairs Track will provide additional training to those individuals whose career goal is in regulatory affairs and/or management of IRB committees. As part of the program, all students will complete an internship practicum in clinical studies and use this experience to write the thesis pursuant to receiving the Master of Science degree. The average time to complete the degree is eighteen months. Students are only admitted in the summer semester.

Opportunities for Graduates in Clinical Research Management

Well-trained clinical research professionals are in high demand. The tremendous increase in medical technology and information in the last decade has resulted in an explosion of potential new drugs, devices and biologics that must be tested before being released for use by the public. The profession is constantly challenged to improve and streamline the clinical research programs in order to shorten the development timelines and control the cost for new product development.

Clinical research professionals can hold a multitude of positions either in industry, at the investigational site, or in the clinical research service profession either at a contract research organization (CRO) or a site management organization (SMO). Job titles may include, but are not restricted to, clinical research associate, clinical research scientist, clinical research coordinator, medical writer, clinical trial auditor, clinical trial monitor, product safety specialist, clinical research trainer, etc. Industry (sponsor) and service professions (CRO, SMO) usually provide technical and managerial career paths and ample growth opportunities.

Typically a clinical research coordinator who has been involved with the implementation and coordination of a clinical trial at a research site (private, clinic, hospital), will advance his/her career by switching to either industry or one of the service professions. Others make the reverse switch because they prefer the interactions with the patients, or they may want to travel less than what is typically required from a clinical trial monitor. Turnover in all these industries and positions

is relatively high because of the growing variety of choices clinical research professionals have, especially after they have accumulated a number of years of experience.

Program Requirements

Each student is responsible for the completion of the requirements for the Clinical Research Management program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the [GSBS Forms and Guidelines website](#).

1. The admissions committee will review all applicants for acceptance into the MS program in Clinical Research Management. A student must have a bachelor's degree and must meet the general admission requirements as described in the catalog in effect at the time of application.
2. By the end of the spring semester, the student will be assigned a major professor and an advisory committee consisting of the mentor and two other graduate faculty members. The names of these individuals will be filed on the designation of advisory committee form with the GSBS Office of Admissions and Services. A degree plan must also be filed with the GSBS Office of Admissions and Services at this time.
3. Students must be in good academic standing prior to be allowed to start their internship at a site (cumulative GPA 3.0). Exceptions to this rule can only be granted by the dean or his designee.
4. During the summer of year two, the student will enroll in Internship Practicum (BMSC 5697). The student will complete a six-month unpaid internship at a site previously approved by the graduate school. The student is responsible for transportation to and from the site. During this time, the student will learn how to perform the duties expected of particular clinical research positions in clinical research centers such as a hospital or clinic, pharmaceutical or medical device company, a clinical research organization or site management organization.
5. A formal research proposal describing how the practicum is to be spent must be approved by the advisory committee and submitted to the graduate school.
6. At the end of the practicum, the student must submit a report and internship daily notebook to the mentor for his/her approval. The advisory committee will meet with the student at this time and review both the notebook and written report. The student will present his/her work as both an oral and written report. The oral presentation will be open to the public and will then be followed by a private meeting with the advisory committee. The written report should be given to the committee two weeks before the formal meeting. At this time, the committee will either approve or disapprove the work of the practicum and the report. If not approved, the student may have a chance to revise the report or repeat the practicum one time at the discretion of the committee. The mentor, together with the other members of the committee, will assign a letter grade to the final semester of practicum. The report must be submitted in accordance with the instructions for completing graduation requirements within the deadlines for graduation published in the [GSBS Academic Calendar](#). A more detailed description of the internship practicum and report requirements may be found in the Internship Practicum Guidelines available on the [GSBS Graduation website](#).
7. It is strongly suggested that the student and major professor, as well as the major professor and the on-site mentor, communicate on a regular basis to review the student's progress during the practicum.

Support

In general, master's students do not qualify for graduate assistantships. They are, however, eligible to apply for the Elena and Thomas Yorio Scholarship for First-Year Students and the Rachel Dauphin Memorial Scholarship (continuing students).

Forensic and Investigative Genetics

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The Department of Forensic and Investigative Genetics offers comprehensive training in analytical and computational methods necessary for studies in the various fields of applied genetics. Students may enter the advanced programs with a variety of academic backgrounds, providing that they have fulfilled prerequisite courses in molecular biology, biochemistry, genetics, and statistics. Students participate in seminars and teaching, and receive extensive training in the techniques of contemporary molecular genetics. Research track students perform original, publishable research and present their research findings at national and international scientific meetings. Masters students are expected to graduate in 2 to 3 years whereas Doctoral students may require 4 to 5 years to complete their degree.

In addition to traditional, research-based Master of Science studies in diverse areas of applied genetics, the department offers a specialized Master of Science degree program in Forensic Genetics. The Forensic Genetics program is designed to offer a focused learning experience in forensic science with an emphasis on hands on training in current and future DNA technologies. The program prepares individuals for careers in forensic DNA sciences, emphasizing the application of current methods and technologies to human identification. The program was designed to meet all educational and many training requirements for Forensic DNA Analysts and Technical Leaders as outlined in the National Quality Assurance Standards for Forensic DNA Testing Laboratories adopted by the Federal Bureau of Investigation.

The Forensic Genetics program requirements are met upon satisfactory completion of specialized course work and a hypothesis-driven thesis. In addition to completing selected components of the GSBS integrative core curriculum, students in this program complete coursework in biostatistics, population genetics, forensic DNA methodology laboratories, and courses that prepare them to present legal testimony in forensic science. Upon completion of the program, graduates will be qualified to become DNA analysts and, after obtaining job experience, will have the qualifications to serve as technical leader for a forensic DNA laboratory. Graduates will also find the program helpful in building a foundation to pursue further studies at the doctoral level. Certain individuals interested in related investigative fields or practicing law might find the curriculum appropriate for their professional objectives as well.

Students following the traditional thesis-based research Master of Science degree track will conduct original research and receive extensive training in contemporary techniques used in molecular genetic analysis. The typical Master of Science training program consists of required and advanced coursework during the first year, followed by research directed by their major professor. The Master of Science degree requirements are met upon satisfactory completion of a minimum of 48 semester credit hours (SCH) of coursework and research credits, including the successful completion of a formal public seminar on their thesis research, oral final defense of their research and approval of a thesis. Submission of research results for publication and presentation at national level meetings is expected.

Doctoral studies in Forensic and Investigative Genetics are broadly interdisciplinary. Students may undertake research in areas such as forensic genetics, clinical genetics, computational genetics and evolutionary genetics, microbial genetics and many other interrelated disciplines.

The Doctor of Philosophy degree requirements are met upon satisfactory completion of a minimum of 90 semester credit hours (SCH) of course work and research credits, including the successful completion of the requirements for advancement to Doctoral Candidacy and defense of their dissertation research. Students entering the program with a Master of Science degree must complete a minimum of 60 SCH beyond that earned in their master's studies. It is expected that, prior to the awarding of the doctorate, students will have published, in press, or submitted two first-author publications in peer-reviewed journals.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination within the Department of Forensic and Investigative Genetics must be successfully completed prior to earning 72 SCH of coursework. The objective of the examination is to ensure that each doctoral student has a broad knowledge base in biological sciences and has mastered the fundamental principles of genetics needed to be a successful independent researcher. The qualifying examination consists of written and oral components. The examination will be directed towards the didactic course work of the student, including both integrated core curriculum topics, as well as specialized coursework. Fundamental knowledge and understanding of general research techniques in genetics and molecular biology, and concepts regarding the analysis of genetic data will be included.

The initial phase of the qualifying examination consists of a set of written questions provided by members of the student's doctoral advisory committee including the student's mentor. The composition of the examination is determined by this committee and is administered by the Graduate Advisor. Due to the highly interdisciplinary nature of the potential research tracks, committee members from other disciplines and schools at the health science center, other universities, government institutions, or industry may serve on a student's advisory committee. The student's doctoral advisory committee will consist of four (4) members including the student's mentor. A minimum of two faculty members from Department of Forensic and Investigative Genetics must serve on this committee. Additionally, a university member from outside the discipline, who is appointed by the graduate school, ensures that the policies and procedures of the Graduate School of Biomedical Sciences and the UNT Health Science Center are upheld.

The student must schedule his or her oral examination within 4 weeks of successfully completing the written examination. The oral examination will consist of questions that further explore the student's answers in the written phase, as well as questions on additional topics as deemed appropriate by the committee. The university member must be in attendance for the oral examination.

The qualifying examination will be graded on a Pass/Fail basis. Successful completion of the qualifying examination must be accomplished before the student can register for Grant Writing (BMSC 6310). The student is permitted two attempts to pass the qualifying examination. Failure to pass the qualifying examination after two attempts will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

After passing the qualifying examination, but prior to the completion of 84 SCH, the student must register for Grant Writing (BMSC 6310). This component of the advancement to doctoral candidacy process evaluates a student's aptitude for independent thought and scientific writing. The student is required to (a) prepare a research grant proposal modeled after the current NIH R01 format; (b) present the proposal in a public seminar; and (c) orally defend the proposal before his/her doctoral advisory committee. The grant proposal will describe the student's dissertation research project, and will serve as the student's dissertation proposal. The proposal must be based on an original hypothesis and must describe specific objectives and experimental approaches used to test the hypothesis. Students are highly encouraged to submit the proposal or derivations of it for funding where possible.

The student should meet with the advisory committee at least twice during the semester to review drafts of the proposal and provide the final proposal to the advisory committee at least two weeks prior to the public seminar and oral defense. The student's university member must be present for committee meetings, the public seminar, and oral defense of the proposal. The grant proposal, oral presentation, and defense will be evaluated on the basis of originality, feasibility, and ability to communicate the proposal content.

Upon successful completion of the Grant Writing (BMSC 6310) requirements, the student is advanced to doctoral candidacy. Two attempts to successfully complete the BMSC 6310 requirements are permitted. If the grant proposal and/or oral defense are not approved on the first attempt, the student may be offered a re-examination during the current semester or the student will be required to re-register for BMSC 6310 in the next long semester. The grant proposal and/or oral defense must be successfully defended on the second attempt, or the student will be dismissed from the Ph.D. program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Integrative Physiology

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Graduate Faculty: Caffrey, Carreno, Cunningham, Downey, Gwartz, Ma, Mallet, Mifflin, Raven, Schreihofner, Shi, Smith, Zhang

Physiology is an essential foundation for clinical and experimental medicine. The physiologist seeks an understanding of the physical and chemical mechanisms of biological processes. Thus, physiology is the study of the function of living organisms and their various components. It encompasses normal and abnormal function and ranges in scope from an understanding of basic molecular and cellular functions to a cognizance of biological control systems and of the integration of bodily functions among multiple organ systems.

The Department of Integrative Physiology maintains an active and productive research program with special emphasis on cardiovascular physiology. Research interests of the faculty include autonomic regulation, cardiac hypertrophy and failure, cardiac resuscitation, cardiac opioids, coronary circulation, adaptation to exercise and hypoxia, lymph flow, effects of aging and obesity, neurophysiology, and calcium signaling. Faculty programs are funded by extramural sources including the American Heart Association, the National Institutes of Health, American Diabetes Association, and the National Aeronautics and Space Administration.

Students may enter the program with a variety of academic backgrounds, providing that they have fulfilled prerequisite courses in biology, chemistry, physics, and mathematics. The graduate training program involves one year of courses in biomedical sciences and advanced courses in physiology, neurobiology, pharmacology, molecular biology, and biochemistry. The program is designed to integrate the fundamental processes of molecular biology with organ system functions. Students participate in teaching and seminars and receive extensive training in techniques of contemporary physiological research. Doctoral students and Master of Science students perform original, publishable research and present their research findings at national scientific meetings. At the end of the first year, all graduate students must pass an oral physiology progress examination. One to two years are required to complete the Master of Science degree requirements. Three to five years are required to complete the Doctor of Philosophy degree requirements. It is expected that, prior to the awarding of the doctorate, the student will have published, have in press, or have submitted two first-author publications in peer-reviewed journals.

Graduates with advanced degrees find employment in higher education, industry and government agencies.

Advancement to Doctoral Candidacy

Qualifying Examination Prior to registration for Grant Writing (BMSC 6310), and before completion of 72 SCH of course work, doctoral students are required to pass an oral qualifying examination. The examination will be administered by a departmental examining committee, which will not include the student's mentor. The examination may address all aspects of physiology and, in addition, assess the student's research skills and aptitude.

A maximum of two attempts to pass the qualifying examination will be allowed. A doctoral student who does not pass after the second attempt may be dismissed or allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

After passing the qualifying examination, the student must register for Grant Writing (BMSC 6310) in the next long semester. In this course, students are required to submit an NIH grant application to their advisory committee. The grant application will describe the student's dissertation research project, and will serve as the student's dissertation proposal. Following a public, oral presentation of the research proposal in the grant application, the student will defend the grant application and research proposal before his/her advisory committee.

Upon approval of the grant application and the research proposal, the student is advanced to candidacy. If the grant application and the research proposal is not approved on the first attempt, the student may be offered a re-examination during the current semester or the student will be required to re-register for BMSC 6310 next long semester. The grant application and research proposal must be successfully defended on the second attempt, or the student will be dismissed from the Ph.D. program.

Medical Sciences Premedical Program

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The Master of Science program in Medical Sciences is a specialized master's program designed to provide additional opportunities to those individuals who would like to enhance their credentials for entry into medical school. This is achieved by offering a strong, challenging biomedical sciences curriculum in the environment of a health science center. The average time to complete the program is twelve months (mid-May through mid-May). Students are only admitted in the summer semester.

Program Requirements

Each student is responsible for the completion of the requirements for the Masters in Medical Science Program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the [GSBS Forms and Guidelines website](#).

1. The admissions committee will review all applicants for acceptance into the program. A student must have a bachelor's degree and must meet the general requirements listed in the catalog in effect at the time of application. In addition, the Medical College Admissions Test (MCAT) is required for admission to this program and applicants must have completed the following prerequisites: general or inorganic chemistry (8 SCH), biology (14 SCH), physics (8 SCH), organic chemistry (8 SCH), English (6 SCH), and calculus or statistics (3 SCH). All applications must be completed and received in accordance with the deadlines published in the academic calendar. Electronic application records will be updated before letters are mailed. Applicants may check their application records online at <http://my.hsc.unt.edu> for admissions decisions. No admissions decisions will be released by phone.
2. A student admitted to the Medical Sciences program must follow the lock-step curriculum. A minimum GPA of 3.0 must be maintained in order to graduate.

Program Success

This program has been very successful in assisting student to better their chances for acceptance into medical school. In the class that graduated in 2009, 88% of students who matriculated graduated with a Master of Science degree. Eighty-one percent of these were successful in gaining admission into medical school at UNT Health Science Center, University of Texas at Houston, University of Texas Health Science Center at San Antonio, Texas Tech University Health Science Center at El Paso, Texas A&M University Health Science Center, Baylor College of Medicine, and University of Texas Medical Branch at Galveston, in addition to several out of state schools.

Microbiology and Immunology

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Infectious diseases have a major impact on health around the world. New infectious agents have emerged, and diseases caused by known pathogens have reestablished themselves. Many of these infections result in life-threatening diseases. To complicate matters, many of these infectious agents have developed resistance to antibiotics routinely used in treatments. Thus, prevention and treatment of these infections are of tremendous importance. The development of new antibiotics and vaccines is dependent on an in-depth understanding of the mechanisms of disease caused by these organisms and their basic biology. Also, many findings arising from the investigation of the molecular biology of microbes has significantly contributed to our understanding of the molecular basis of cancer.

Cancer continues to be a significant health problem and is associated with genetic factors, diet, and exposure to environmental insults and infectious agents. Cells of the body normally are limited in their growth. In contrast, cancer cells are derived from normal cells but divide uncontrollably, forming tumors. Also, cancer cells spread (metastasize) from primary tumors to distant tissues in the body. Understanding the biology of cancer and the process of metastasis will provide important clues in prevention and treatment of cancer.

Immunology is the study of the defense mechanisms of the host against infectious pathogens, cancers and other pathologic conditions. By inducing immune responses, as in the case of vaccines, infection and disease can be prevented. Enhancement of appropriate immune responses can also result in the destruction of cancer cells. The study of the immune response during autoimmune diseases is another important aspect of immunological research. Understanding the complexities of the host immune response has tremendous potential for the development of new treatments to prevent or recover from cancer and infectious disease.

Faculty members of the Microbiology and Immunology graduate program maintain active and productive research programs with special emphasis on infectious disease, microbiology, cancer, and immunology. Specific research interests of the faculty include regulation of prokaryotic and eukaryotic gene expression; T cell and NK cell biology; antigen presenting cell function; host response to respiratory, intestinal, and systemic infections; molecular immunology; tumor immunology; vaccine development; regulation and function of cytokines; cancer biology and metastasis. Faculty programs are funded by extramural sources including the National Science Foundation, the National Institutes of Health, and the Texas Higher Education Board Advanced Research Program.

Students may enter the program with a variety of academic backgrounds, providing that they have fulfilled prerequisite courses. The graduate training program involves basic courses in microbiology and immunology, molecular biology, biochemistry and advanced courses in selected topics. Students participate in seminars and discussion of current research and receive extensive training in techniques of contemporary microbiology, molecular biology and immunology. Utilizing state of the art technologies, students perform original, publishable research and present their research findings at national and international scientific meetings. Approximately two years are required to complete the Master of Science degree while the Doctor of Philosophy degree is

typically completed in approximately five years.

Graduates with advanced degrees find employment in higher education, industry and government agencies.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination ensures that the doctoral student has mastered information needed to succeed as a PhD in the field of microbiology and immunology. A list of key topics, compiled by the Microbiology and Immunology faculty, will be distributed to the student after completion of the first year of course work. The student is expected to become knowledgeable in each of these topics through their course work, reading of textbooks and scientific literature, and discussion with faculty members.

The qualifying examination is administered by a committee comprised of members of the Microbiology and Immunology graduate faculty and the student's university member. The oral examination consists of questions from a selected list of topics provided to the student.

The qualifying examination will be administered during the summer after completion of the core course work. Two attempts to successfully pass the qualifying examination are allowed. Failure of the student to pass the qualifying examination results in dismissal of the student from the doctoral program. A doctoral student who does not pass may be allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

Successful completion of Grant Writing (BMSC 6310) requires the preparation and oral defense of an original NIH-style grant proposal. BMSC 6310 should be registered for during the spring of the student's second year.

The graduate advisor will serve as the examination coordinator and select an examination committee consisting of five graduate faculty. One of the faculty will serve as the committee chair. The student's major professor may not serve as a committee member. The student's university member will oversee the entire examination process.

The faculty coordinator instructs the student on the regulations of the course and assists in initiating and preparing the proposal. The student should submit a report which presents the hypothesis, experimental strategy and specific aims for the proposal to the examination committee by mid-semester. The proposal must consist of the student's original ideas and is expected to significantly extend scientific knowledge in the chosen research area if the proposed experiments were conducted. The proposal should be unrelated to any previous research performed by the student and unrelated to any research currently being pursued in the major professor's laboratory. The committee must approve this summary of the research proposal.

The student must prepare a detailed written report of the research proposal in NIH format after the summary has been approved. The final proposal will be prepared and presented to the committee at least two weeks prior to the oral defense. The grant proposal and presentation will be evaluated on the basis of originality, experimental design, and data interpretation as well as the ability to synthesize and communicate this information, both written and orally.

If the proposal and defense are satisfactory, the committee will recommend that the student be

advanced to candidacy. Two attempts to successfully complete Grant Writing (BMSC 6310) will be allowed. Failure to pass Grant Writing (BMSC 6310) will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Neurobiology of Aging

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The Neurobiology of Aging program offers both MS and PhD degrees in a wide range of research areas, but with focus on biological aging processes and age-related diseases affecting the nervous system. The Neurobiology of Aging program bridges all major discipline-oriented programs, including Biochemistry and Molecular Biology, Cell Biology, Psychology, Integrative Physiology, Microbiology and Immunology, and Pharmacology and Neuroscience. Students are encouraged to acquire a broad base of knowledge and techniques in biomedical sciences, and to acquire a basic understanding of biological aging processes as they affect neurophysiological function and promote diseases of the nervous system.

With the “graying of America,” society is faced with increasing numbers of individuals with diminished cognitive, sensory, or psychomotor function, which contribute to decreased independence and diminished quality of life. Further, aging promotes an increase in susceptibility to devastating neurodegenerative diseases such as Alzheimer's and Parkinson's diseases, as well as an increased susceptibility to brain insults. For example, it is estimated that by the year 2050, more than 16 million Americans will have Alzheimer's disease. Research in the Neurobiology of Aging program includes efforts aimed at delineating the mechanisms of these debilitating neurological and neurodegenerative diseases, as well as fundamental studies to gain understanding of how normal processes of aging in the brain confer an increase in risk for these conditions.

Students with a variety of academic backgrounds may gain acceptance to the Neurobiology of Aging program, though they must be prepared to complete an integrated biomedical science core curriculum that includes fundamental principles of biochemistry, cellular and molecular biology, genetics, microbiology and immunology, pharmacology, physiology and neurobiology. Following the completion of the core curriculum, students must complete advanced courses in Functional Neuroscience and the Neurobiology of Aging, as well as other advanced elective courses in any discipline related to their individual research interests. Students will also participate in seminars and group discussions of current research topics, and will be trained in a number of techniques required to address existing research problems in the Neurobiology of Aging. Both MS and PhD students will conduct original, publishable research and will be expected to present their results at national scientific conferences.

Completion of the MS degree typically requires two to three years; the PhD degree is generally completed in four to five years. Students who successfully complete a graduate degree in the Neurobiology of Aging will be well prepared for careers in academic and government research laboratories, as well as in the pharmaceutical/biotechnology industry.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination determines if the doctoral student has mastered information needed to succeed in the discipline of Neurobiology of Aging. The student is required to demonstrate reasonable proficiency in the topics of general biomedical science, biology of aging, functional neuroscience, and the neurobiology of aging presented during the first two years of graduate study. An oral qualifying examination will be administered by a committee comprised of graduate faculty from the Department of Pharmacology and Neuroscience selected by the graduate advisor, and may also include faculty from another discipline when appropriate. The student's major professor may be present, but will not participate in the examination. The initial phase of the qualifying examination consists of presentation of a published Neurobiology of Aging article, approved by the graduate advisor, with a subsequent question period. In the second phase of the examination, the student will be required to address questions on his/her knowledge of biomedical science and the neurobiology of aging.

A maximum of two attempts to pass the qualifying examination will be allowed. A doctoral student who does not pass after the second attempt may be dismissed or allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

Successful completion of Grant Writing (BMSC 6310) requires the preparation and oral defense of an original NIH-style grant proposal. The student's doctoral advisory committee serves as the student's grant proposal committee. The graduate advisor and the student's major professor instruct the student on the regulations of the course and assist in initiating and preparing the proposal. The proposal must consist of the student's original ideas and is expected to significantly extend scientific knowledge in the chosen research area. The student will first submit a summary report, which presents the hypothesis, experimental strategy, and specific aims for the proposal to the examination committee within the first three weeks of the semester. Once the committee approves this summary, the student must then proceed to prepare a detailed written report of the research proposal in NIH format in accordance with GSBS regulations. The final proposal will be typed and presented to the committee at least two weeks prior to the oral defense. The student will present the proposal to faculty and graduate students. The grant proposal and presentation will be evaluated by the committee on the basis of originality and ability to organize and communicate information. A maximum of two attempts to pass will be allowed.

If the proposal and defense are satisfactory, the committee will recommend that the student be advanced to candidacy.

Pharmacology and Neuroscience

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Adjunct Graduate Faculty: Bergamini, DeSantis, Dobbs, Pang, Sharif

The Department of Pharmacology and Neuroscience offers both MS and PhD degrees in a wide range of research areas. Pharmacology is a discipline that bridges the basic and clinical sciences. Classically, pharmacologists sought to understand the pharmacological responses, mechanisms and clinical uses of drugs. In recent decades, the scope of pharmacology has expanded dramatically and includes cutting edge research in signal transduction and molecular biology.

With the “graying of America,” society is faced with increasing numbers of individuals affected with disorders of the nervous system. For example, it is estimated that by the year 2050, the number of individuals age 65 and over with Alzheimer’s disease could range from 11 to 16 million. Research in neuroscience includes efforts aimed at delineating the mechanisms of these debilitating neurological and neurodegenerative diseases, as well as fundamental studies to gain understanding of how the brain functions. The Department of Pharmacology and Neuroscience has active research programs in these areas, as well as programs in cellular and molecular signaling, vision and glaucoma, molecular and behavioral analysis of substance abuse, and new drug discovery.

Students accepted into the Graduate School of Biomedical Sciences will be given two to three semesters to identify a mentor and a home department/program. Students with a variety of academic backgrounds may gain acceptances to the Pharmacology and Neuroscience program, providing they have completed a number of prerequisite courses. All students entering the program will complete an integrated biomedical science core curriculum that includes fundamental principles of biochemistry, cellular and molecular biology, microbiology and immunology, pharmacology, physiology and neurobiology. Following the completion of the core curriculum, students may choose from a number of advanced courses in Pharmacology and Neuroscience that are related to their individual research interests. Students will also be mandated to participate in seminars, work-in-progress presentations and group discussions of current research topics, and will be trained in a number of techniques required to address existing research problems in Pharmacology and Neuroscience. Both MS and PhD students will conduct original, publishable research and will be expected to present their results at national scientific conferences.

Completion of the MS degree typically requires two to three years; the PhD degree is generally completed in four to five years. Students who successfully complete a graduate degree in Pharmacology and Neuroscience will be well prepared for careers in academic and government research laboratories, as well as in the pharmaceutical/ biotechnology industry.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination determines if the doctoral student has mastered information needed to succeed in the discipline of Pharmacology and Neuroscience. The student is required to demonstrate reasonable proficiency in the topics of Pharmacology and Neuroscience presented during the first two years of graduate study. An oral qualifying examination will be administered by a committee comprised of Pharmacology and Neuroscience graduate faculty, selected by the department chair and graduate advisor. The student's major professor may be present but will not participate in the examination. The initial phase of the qualifying examination consists of presentation of a published pharmacology and/or neuroscience journal article, approved by the graduate advisor and/or mentor with a subsequent question period. In the second phase of the examination, the student will be required to address questions on his/her knowledge of principles within the disciplines of pharmacology and neuroscience.

A maximum of two attempts to pass the qualifying examination will be allowed. A doctoral student who does not pass after the second attempt may be dismissed or allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

Successful completion of Grant Writing (BMSC 6310) requires the preparation and oral defense of an original NIH-style R01 grant proposal. The student's doctoral advisory committee serves as the student's grant proposal committee. The graduate advisor and the student's major professor instruct the student on the regulations of the course and assist in initiating and preparing the proposal. The proposal must consist of the student's original ideas and is expected to significantly extend scientific knowledge in the chosen research area. The student will first submit a summary report, which presents the hypothesis, experimental strategy, and specific aims for the proposal to the examination committee within the first three weeks of the semester. Once the committee approves this summary, the student must then proceed to prepare a detailed written report of the research proposal in current NIH R01 format. The final proposal will be typed and presented to the committee at least two weeks prior to the oral defense. The student will present the proposal to faculty and graduate students in a public defense. The grant proposal and presentation will be evaluated by the committee on the basis of originality and ability to organize and communicate information. A maximum of two attempts to pass will be allowed.

If the proposal and defense are satisfactory, the committee will recommend that the student be advanced to candidacy.

Primary Care Clinical Research

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Graduate Faculty: Cage, Cardarelli, DeHaven, Franks, Fulda, Licciardone, Mann, Sanders,

The Primary Care Clinical Research program, administered by the Primary Care Research Institute (PCRI), is designed to provide select osteopathic medical students with the research training, experience, and mentoring necessary to pursue a career in clinical research or academic medicine.

The program offers research practica and mentoring in projects undertaken by many of the family medicine faculty, plus other collaborating investigators within the Texas College of Osteopathic Medicine, the Graduate School of Biomedical Sciences, the School of Public Health, and the School of Health Professions.

At entry to medical school and throughout the medical curriculum, each student will establish collaborative research relationships with faculty members within the PCRI and other departments of the Health Science Center. These relationships will enable the student to become part of research teams working on various projects relative to family medicine, primary care, and osteopathic medicine.

As part of the program, students will complete the requirements for the Master of Science or Doctor of Philosophy in the Graduate School of Biomedical Sciences. This program is offered to provide students with clinical research training pertinent to family medicine and other issues involving primary care and osteopathic medicine. This degree affords students an opportunity to acquire the didactic training needed to complement their research practica.

The formal presentations and courses in the program are designed to give the student a knowledge base in clinical research design; evidence-based medicine; biostatistics and epidemiology, policies, procedures and compliance issues relevant to human subjects research and responsible conduct of research; scientific communications and writing; and educational methodologies for becoming an effective instructor.

Advancement to Doctoral Candidacy

Qualifying Examination

An oral qualifying examination determines if the doctoral student has mastered information needed to succeed in the discipline of primary care clinical research. The oral exam will be administered by a committee comprised of Primary Care Clinical Research faculty, one basic science graduate faculty, and a biostatistician, selected by the departmental graduate advisor in consultation with the Executive Director of the Primary Care Research Institute and the Director of the primary care clinical research programs. The student's major professor may be present but does not participate in the examination. The initial phase of the qualifying examination consists of presentation of a published research article in the student's chosen field of research with a subsequent question period. In the second phase of the examination, the student will be required to address questions of scientific knowledge in the chosen field of study. The areas covered may include biostatistics, clinical research, and epidemiology. A maximum of two attempts to pass the

qualifying examination will be allowed. A doctoral student who does not pass after the second attempt may be dismissed or alternatively allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

Following the qualifying examination, and before completing 72 hours of course work, the student will complete BMSC 6310, prepare, and defend an original research grant proposal in conformance with the guidelines of the National Institutes of Health. The grant application will describe the student's dissertation research project, and will serve as the student's dissertation proposal. Following a public, oral presentation of the research proposal in the grant application, the student will defend the grant application and research proposal before his/her Advisory Committee. Upon approval of the grant application and the research proposal, the student is advanced to candidacy.

Structural Anatomy

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The Department of Cell Biology and Anatomy has a primary mission to provide instruction in cell biology and the anatomical sciences; to develop and maintain research programs; and to participate in the service endeavors of the institution and profession. Structural Anatomy will focus on anatomy-based research projects using advanced experimental, computational, and clinical tools to study clinical structural anatomy, orthopedic biomechanics and surgery, tissue engineering, and/or educational components of anatomical studies. The major impetus of the research in the discipline will consist of but not be limited to: (1) biomechanics, including the study of the structure, function, evolution/adaptive significance, and mechanical behavior of soft and hard tissues; and (2) the analysis, design, and/or development of orthopedic surgical techniques, instruments, and devices used in orthopedic surgery. Graduate students in the program can develop research projects in other areas, such as clinical anatomy, skeletal biology, and anatomy education techniques. Both the human anatomy facility and the Bone & Joint Research Center at the Health Science Center are state-of-the-art facilities that use computer technology to teach and train medical and graduate students in the anatomical sciences. In support of the various research programs, the department maintains a microscopy core facility for tissue culture and molecular biology. The department faculty and staff occupy over 8,000 square feet of research space. The department is home to the Biomedical Skills, Research and Educational Laboratory (BSREL) that involves faculty from various basic science disciplines, as well as professionals in industry and private clinical practice.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination within the Structural Anatomy discipline must be successfully completed prior to concluding 72 semester credit hours (SCH). The main goal of the examination is to ensure that each doctoral student has a broad knowledge base in biomedical sciences and has mastered the fundamental principles of anatomy and cell biology in order to be a successful doctoral candidate and an independent researcher. The qualifying examination consists of written and oral phases. The examination will be directed towards the didactic course work of the student, with an emphasis on the anatomical sciences and biomechanics. Basic knowledge and understanding of general research techniques in anatomy, cell biology, and molecular biology will be included. The initial phase of the qualifying examination consists of a set of written questions administered by a qualifying examination committee (QEC) composed of faculty members of the Department of Cell Biology and Anatomy. Within four weeks of taking the written examination, the chair of the QEC will schedule the oral examination. The oral examination will consist of questions that further explore the student's answers in the written phase, as well as questions on additional topics in anatomy and cell biology as deemed appropriate by the QEC. The university member must be in attendance for the oral phase of the examination. The qualifying examination will be graded on a Pass/Fail basis. Successful completion of the qualifying examination must be accomplished before the student can register for Grant Writing (BMSC 6310). Two attempts to

pass the qualifying examination will be allowed. Failure to pass the qualifying examination after 2 attempts will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

After passing the qualifying examination, but prior to the completion of 84 SCH, the student must register for Grant Writing (BMSC 6310). This stage of the advancement to doctoral candidacy evaluates a student's aptitude for independent thought and scientific writing. The student is required to (a) prepare a research proposal in the style of a funding organization to which the proposal may be submitted; (b) present the proposal in a public seminar; and (c) orally defend the proposal before his/her doctoral advisory committee. The proposal should be based on an original hypothesis and should describe specific experimental approaches to address the hypothesis. The graduate advisor will appoint a member of the student's advisory committee to coordinate the process. The student will meet with the advisory committee at least two times during the semester to review drafts of the proposal. The final written proposal must be typed in the appropriate format and presented to the advisory committee at least two weeks prior to the public seminar and oral defense. The grant proposal and the student's oral presentation and defense will be evaluated on the basis of originality and ability to synthesize and communicate the proposal content. The student's university member must be present for the public seminar and oral defense of the proposal. Upon successful completion of Grant Writing (BMSC 6310), the student is advanced to doctoral candidacy. Two attempts to successfully complete Grant Writing (BMSC 6310) will be allowed. Failure to pass Grant Writing (BMSC 6310) will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Visual Sciences

Abbott Clark, PhD, Graduate Advisor

Center for BioHealth 453

Phone: 817-735-2094

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Graduate Faculty: Alizadeh, Aschenbrenner, Y. Awasthi, Cammarata, Clark, Dibas, Dillon, Dimitrijevic, Koulen, Krishnamoorthy, Sheedlo, Simpkins, Vishwanatha, Wordinger, Yorio

Adjunct Faculty: Fleenor, Goode, Jacobson, McCartney, Pang, Shepard

The graduate training program in Visual Sciences is designed to provide the students with knowledge, skills, and technical experience to prepare them for a research career in industry or academia. Students will undertake advanced courses in vision-related topics including: the normal structure and function of the eye (such as age-related macular degeneration (AMD), glaucoma, diabetic retinopathy, inherited retinal degenerations, proliferative retinal diseases, and cataracts), ocular pharmacology and bioinformatics. Active participation in visual sciences journal clubs and visual sciences seminars is also required. The students will also be involved in in-depth basic research training utilizing genetic, molecular, cellular, biochemical, physiological, and pharmacological approaches in laboratories of university-affiliated vision experts in order to complete major requirements for master's or doctoral degrees. In order to accomplish these, students are encouraged to acquire a broad based knowledge from various disciplines in the institution and laboratories which can then be applied towards vision research.

Like other interdisciplinary programs, the Visual Science program is intended to provide the student with a repertoire of courses and training from various basic science disciplines. It is the responsibility of the student's mentor and advisory committee to direct the student to make the best choices among these courses and training in order to select those that will best fit the specific research project the student is interested in. To reflect this policy, at least 2 members of the advisory committee in addition to the mentor should be directly involved in eye or vision-related research. The advisory committee could include adjunct faculty from industry involved in eye research.

Advancement to Doctoral Candidacy

Qualifying Examination

The qualifying examination within the discipline of Visual Sciences must be successfully completed prior to concluding 72 semester credit hours (SCH). The main goal of the examination is to ensure that each doctoral student has a broad knowledge base and has mastered the fundamental principles of biomedical sciences. The qualifying examination consists of written and oral phases. The examination will be directed mainly towards the didactic coursework of the student but understanding of general research techniques in biomedical research will be included. The student is expected to become knowledgeable in these areas via individual reading of textbooks and scientific literature, coursework, seminar attendance, and/or journal club discussions. Successful completion of the qualifying examination must be accomplished before the student can register for Grant Writing (BMSC 6010). During the first month of the semester in which the examination is to be taken, the student will submit a written request and meet with the graduate advisor for Visual Sciences to discuss the format of the examination. The initial phase of the qualifying examination consists of a set of written questions administered by an Examination Committee (EC) appointed by the graduate advisor. The student's major professor may not sit on

the EC. The student may meet with members of EC prior to the examination to discuss the topics and the examination schedule. Each examination answer will be graded independently by at least two EC members who are experts in the subject area. Within 4 weeks of passing the written examination, the chair of the EC will schedule the oral examination. The oral examination will consist of questions that further explore the student's answers in the written examination, as well as questions on additional topics deemed appropriate by the EC. The student's major professor may be present during the oral examination but will not participate in the examination or vote on the outcome. A university committee member must be in attendance for the oral phase of the examination. The qualifying examination will be graded on a Pass/Fail basis. In the written examination, 70% or higher comprises a passing grade. A student who passes both phases will receive a passing mark while failure in both phases will result in a failing mark. A student must pass the written portion before proceeding to the oral part of the examination. A student who passes the written phase but fails the oral phase will be required to retake the oral portion. Two attempts to pass the qualifying examination will be allowed. Failure to pass the qualifying examination after 2 attempts will result in dismissal from the doctoral program. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

Grant Writing (BMSC 6310)

After passing the qualifying examination, but prior to the completion of 84 SCH, the student must register for Grant Writing (BMSC 6310). This stage of the advancement to doctoral candidacy evaluates a student's aptitude for independent thought and scientific writing. The student is required to (a) prepare an NIH-style research proposal, (b) present the proposal in a public seminar, and (c) orally defend the proposal before the student's doctoral advisory committee. The proposal should be based on an original hypothesis and should describe specific experimental approaches to address the hypothesis. The graduate advisor will appoint a chair from the student's advisory committee to coordinate the process. The student will meet with the committee at least 2 times during the semester to review drafts of the proposal. The final written proposal must be typed in NIH format and presented to the committee at least 2 weeks prior to the public seminar and oral defense. The grant proposal and the student's oral presentation and defense will be evaluated on the basis of originality and ability to synthesize and communicate the proposal content. The student's major professor may be present but will not participate in the process nor vote on the outcome. The student's university member must be present for the public seminar and oral defense of the proposal. Upon successful completion of Grant Writing (BMSC 6310), the student is advanced to doctoral candidacy. Two attempts to successfully complete the Grant Writing (BMSC 6310) defense will be allowed. Failure to pass Grant Writing (BMSC 6310) will result in dismissal from the doctoral program in Visual Sciences. In this case, a student may be allowed to complete the requirements for a Master of Science degree.

School of Public Health

Office of the Dean

Richard S. Kurz, PhD, Dean; Professor,
Department of Health Management and
Policy

Christine A. Moranetz, PhD, Associate
Dean for Academic Affairs; Chair,
Department of Public Health Education,
Associate Professor, Departments of Public
Health Education and Social and
Behavioral Sciences



Elizabeth Trevino-Dawson, DrPH, Assistant
Dean for Curriculum; Assistant Professor, Department of Health Management and Policy

Sally Crocker, Communications Manager

Lupe Sanchez, Executive Assistant

Vikas Tomer, MPH, Web Administrator

Office of Student & Academic Services

Matthew Dolan, EdD, Associate Dean for Administration and Student Services

Liz Medders, Associate Director, Recruitment and Admissions

Misty Smethers, MAE, Assistant Director, Student and Academic Services

Dianna Garcia, Recruitment and Outreach Coordinator

Diana Crenshaw, Administrative Services Officer

Center for Public Health Practice

Claudia Coggin, PhD, CHES, Director

Susan Harlin, Coordinator, Practice Experience

Texas Public Health Training Center

Nuha Lacken, PhD, Director

Jeffrey Moon, MPH, Coordinator

Mission

To advance public health knowledge through research, service, and education of professionals and scientists who are dedicated to disease prevention, health promotion, and the achievement of efficiency, effectiveness, and equity in the delivery of health services while minimizing health disparities among populations.

Vision

To become one of the Top 10 schools of public health in the nation.

***The PhD in Public Health Sciences program is pending approval by the Texas Higher Education Coordinating Board (THECB).*

SPH Academic Calendar 2011-2012

| | Fall 2011 | Spring 2012 | Summer 2012 (10wks) | Summer I 2012 (5 wks) | Summer II 2012 (5 wks) | Summer Institute |
|--|--------------|----------------|---------------------------|-----------------------------|------------------------------|---------------------|
| Admissions | | | | | | |
| Application deadline. All application materials must be submitted for consideration. | | | | | | |
| Application deadline for doctoral students; all applicants will be considered for funding. | Jan 15, 2011 | N/A | N/A | N/A | N/A | N/A |
| Application deadline for all degree-seeking programs. Doctoral students who do not want to be considered for funding may apply through this date. | Mar 15, 2011 | June 1, 2011 | Feb 1, 2012 | Feb 1, 2012 | Feb 1, 2012 | Jun 1, 2012 |
| Application Deadlines for Fall 2012: <i>Doctoral students – Jan 15, 2012 (all applicants will be considered for funding); MPH, MHA, Dual degree-seeking students – March 15, 2012 (all applicants will be considered for funding).</i> | | | | | | |
| Orientation | | | | | | |
| International New Student Orientation (mandatory) | Aug 17, 2011 | Jan 3, 2012 | May 23, 2012 | May 23, 2012 | Jun 27, 2012 | N/A |
| New Student Orientation (mandatory for all) | Aug 16, 2011 | Jan 4, 2012 | May 24, 2012 | May 24, 2012 | Jun 28, 2012 | Jun 25, 2012 |

| | | | | | | |
|--|-----------------------------------|------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| students, including international) | | | | | | |
| Registration | | | | | | |
| Regular registration | Mar 14 - Jul 31, 2011 | Oct 3 - Dec 4, 2011 | Jan 30 - Apr 29, 2012 | Jan 30 - Apr 29, 2012 | Jan 30 - Apr 29, 2012 | Jan 30 - Apr 29, 2012 |
| Late registration | Aug 1 - 21, 2011 | Dec 5, 2011 - Jan 8, 2012 | Apr 30 - May 28, 2012 | Apr 30 - May 28, 2012 | Apr 30 - Jul 1, 2012 | Apr 30 - Jun 24, 2012 |
| Student Self- Service Schedule Revisions (Drop/Add) | Aug 22 - 26, 2011 | Jan 9 -13, 2012 | May 29 - Jun 1, 2012 | May 29 - Jun 1, 2012 | Jul 2-6, 2012 | Jun 25- 26, 2012 |
| New student registration | Aug 16, 2011 | Jan 4, 2012 | May 24, 2012 | May 24, 2012 | Jun 28, 2012 | Pre- registered |
| Important Class Days | | | | | | |
| First day of class | Aug 22, 2011 | Jan 9, 2012 | May 29, 2012 | May 29, 2012 | Jul 2, 2012 | Jun 25, 2012 |
| Census date | Sep 7, 2011 | Jan 25, 2012 | Jun 13, 2012 | Jun 1, 2012 | Jul 6, 2012 | Jun 26, 2012 |
| Final examination schedule | Dec 5-9, 2011 | Apr 30 - May 4, 2012 | Aug 3, 2012 | Jun 29, 2012 | Aug 3, 2012 | Jul 13, 2012 |
| Last day of term | Dec 9, 2011 | May 4, 2012 | Aug 3, 2012 | Jun 29, 2012 | Aug 3, 2012 | Jul 13, 2012 |

| | | | | | | |
|--|--------------|--------------|--------------|-------------|--------------|--------------|
| Grades due to registrar by 5:00 PM. | Dec 14, 2011 | May 9, 2012 | Aug 8, 2012 | Jul 5, 2012 | Au 8, 2012 | Jul 18, 2012 |
| Schedule Changes | | | | | | |
| Last day to Add/Drop (Schedule Revisions) This is the last day to add a course to an existing schedule | Aug 26, 2011 | Jan 13, 2012 | Jun 1, 2012 | Jun 1, 2012 | Jul 6, 2012 | Jun 26, 2012 |
| Last day to drop a course without the course appearing on the student's transcript. If enrollment is maintained in at least one other course, the student will receive a refund of eligible tuition/fees. If all enrollment is dropped, refer to the withdrawal refund schedule. | Sep 7, 2011 | Jan 25, 2012 | Jun 13, 2012 | Jun 1, 2012 | Jul 6, 2012 | Jun 26, 2012 |
| Last day to Drop a course or withdraw from UNTHSC with an automatic "W." After this date, a grade of "WF" may be recorded. | Sep 30, 2011 | Feb 17, 2012 | Jun 22, 2012 | Jun 8, 2012 | Jul 13, 2012 | Jun 29, 2012 |

| | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| Beginning this date, instructors may drop a student with a grade of "WF" for non-attendance. | Oct 3, 2011 | Feb 20, 2012 | Jun 25, 2012 | Jun 11, 2012 | Jul 16, 2012 | Jul 2, 2012 |
| Last day to drop a course with consent of the instructor or withdraw from UNTHSC. Process must be completed by 5:00 p.m. in the Office of the Registrar. | Dec 2, 2011 | Apr 27, 2012 | Jul 23, 2012 | Jun 22, 2012 | Jul 27, 2012 | Jul 12, 2012 |
| Tuition/Fee Payments and Course Refunds | | | | | | |
| Last day to pay tuition and fees. (Payment for any additional fees resulting from Schedule Revision or Add/Drops is due by the end of the Add/Drop period) | Aug 21, 2011 | Jan 8, 2012 | May 28, 2012 | May 28, 2012 | Jul 1, 2012 | Jun 24, 2012 |
| Beginning this date, students who registered during the regular registration period will be dropped from courses for non-payment of tuition and fees. | Aug 22, 2011 | Jan 9, 2012 | May 29, 2012 | May 29, 2012 | Jul 2, 2012 | Jun 25, 2012 |

| | | | | | | |
|---|--------------|--------------|--------------|--------------|-------------|--------------|
| All students with a balance due and not paying by installment will be dropped for non-payment of tuition and fees. | Sep 7, 2011 | Jan 25, 2012 | Jun 13, 2012 | Jun 1, 2012 | Jul 6, 2012 | Jun 26, 2012 |
| Last day for refund for partial drop. (Note: If all courses for the term are dropped, see Complete Withdrawal Refunds.) | Sep 7, 2011 | Jan 25, 2012 | Jun 13, 2012 | Jun 1, 2012 | Jul 6, 2012 | Jun 26, 2012 |
| Complete Withdrawal Refunds | | | | | | |
| Last day to withdraw for a 100% refund | Aug 21, 2011 | Jan 8, 2012 | May 28, 2012 | May 28, 2012 | Jul 1, 2012 | Jun 24, 2012 |
| Last day to withdraw for a 80% refund | Aug 26, 2011 | Jan 13, 2012 | May 31, 2012 | May 29, 2012 | Jul 2, 2012 | Jun 25, 2012 |
| Last day to withdraw for a 70% refund | Sep 2, 2011 | Jan 20, 2012 | N/A | N/A | N/A | N/A |
| Last day to withdraw for a 50% refund | Sep 9, 2011 | Jan 27, 2012 | Jun 5, 2012 | May 30, 2012 | Jul 3, 2012 | Jun 26, 2012 |
| Last day to withdraw for a 25% refund | Sep 16, 2011 | Feb 3, 2012 | N/A | N/A | N/A | N/A |

| Graduation | | | | | | |
|--|----------------------------|--------|--------|--------|--------|-----|
| Last day to file Declaration of Intent to Graduate | Aug 5 | Dec 2 | Dec 2 | Dec 2 | Dec 2 | N/A |
| Last day for degree candidates to complete and submit all graduation requirements to SPH Office of Student & Academic Services | Nov 18 | Apr 23 | Jul 27 | Jul 27 | Jul 27 | N/A |
| Commencement | May 19 | May 19 | TBD | TBD | TBD | N/A |
| Holidays and Special Events (Please note that classes will not be held on days with an asterisk (*) due to holidays and/or special events) | | | | | | |
| Labor Day* | Sep 5, 2011 | | | | | |
| Thanksgiving* | Nov 24-35, 2011 | | | | | |
| Winter Break* | Dec 12, 2011 - Jan 8, 2012 | | | | | |
| Martin Luther King, Jr. Day* | Jan 16, 2012 | | | | | |
| Spring Break* | Mar 12-16, 2012 | | | | | |
| Memorial Day* | May 28, 2012 | | | | | |
| Independence Day | Jul 4, 2012 | | | | | |

Office of Student and Academic Services

The Office of Student and Academic Services (OSAS) helps applicants and students pursue their academic goals of becoming public health researchers and professionals. OSAS provides centralized comprehensive student services to all applicants, students, and alumni of the UNT Health Science Center School of Public Health, including pre-admission counseling, guidance related to degree requirements and academic deadlines, career placement services, student development activities, and school-funded financial aid and scholarships.

The School of Public Health offers the following forms of financial assistance to new and continuing students:

Dean's Scholarship for Incoming Students – Offered to a limited number of incoming students in the fall semester, this competitive \$1,000 scholarship provides \$500 of financial assistance in the fall semester and \$500 of financial assistance in the spring semester during the student's first year at the School of Public Health. This competitive scholarship also provides an out-of-state tuition waiver for students that do not meet Texas residency requirements.

Dean's Scholarship for Continuing Students – Offered to a limited number of continuing students in the fall semester, this competitive \$1,000 scholarship provides \$500 of financial assistance in the fall semester and \$500 of financial assistance in the spring semester after a student's first year at the School of Public Health. This competitive scholarship also provides an out-of-state tuition waiver for students not meeting Texas residency requirements.

Graduate Student Assistantships – Offered to a limited number of incoming students in the fall semester, this competitive \$5,000 assistantship allows students to work up to 19 hours per week with departments and faculty during the fall and spring semester of a student's first year at the School of Public Health.

For additional information or assistance, please contact the Office of Student and Academic Services at 817-735-2401, go to www.hsc.unt.edu, or visit OSAS in the Education and Administration (EAD) building, 7th Floor, Room 716.

Center for Public Health Practice

The mission of the Center for Public Health Practice (CPHP) is to coordinate educational opportunities for students, faculty and public health professionals that will advance health knowledge and minimize health disparities among populations.

One component of the CPHP is to plan, supervise and evaluate the Public Health Practice Experience for students within the School of Public Health who are completing academic requirements that require applied public health experiences in practice settings. The primary goals of these diverse educational experiences are to enhance public health knowledge, create an awareness of challenges and opportunities in public health, and provide a comprehensive experience that is mutually beneficial to the student and the supervising organization.

Texas Public Health Training Center

The Texas Public Health Training Center (TPHTC) is one of 33 Public Health Training Centers across the nation. TPHTC is a collaborative effort among the Health Science Center's School of Public Health, the University of Texas School of Public Health, and the Texas A&M University System Health Science Center School of Rural Public Health. The Center's mission is to improve the state's public health system by strengthening the technical, scientific, managerial and leadership competencies and capabilities of the current and future public health workforce.

For the last ten years, these collaborating institutions have been committed to addressing workforce training needs and strengthening this capacity within local health departments, hospitals and other health related organizations to effectively address the needs of the public health workforce. These trainings included live workshops, CD ROM programs, web-casts and videoconferences. The TPHTC envisions expanding its reach to include other arenas in which public health and health care professionals realize their work, including businesses, corporations, and grassroots organizations.

Master of Public Health (MPH) Program

The goal of the Master of Public Health (MPH) program is to prepare students to be effective public health professionals. Public health professionals work in a variety of organizations and agencies to contribute the common aim of promoting and protecting health in human populations. Students in the MPH program may select coursework from one of the following six areas: biostatistics (biometry or clinical research), community health, environmental and occupational health sciences, epidemiology, health management and policy, or professional option.

The Health Science Center is a member of SOPHAS (Schools of Public Health Application Service). Students may apply online at www.sophas.org. The School of Public Health admits students during the fall, spring, and summer semesters. The deadlines are as follows:

| Semester | Admission Deadline | Classes Begin |
|------------------|--------------------|-----------------|
| Fall 2011 | March 15, 2011 | August 22, 2011 |
| Spring 2012 | June 1, 2011 | |
| Summer 2012 | February 1, 2012 | |
| Session I: | | |
| Session II: | | |
| Summer Institute | June 1, 2012 | |
| Fall 2012 | March 15, 2012 | |

It is recommended that non-U.S. citizens apply well in advance of these deadlines to allow for the preparation of immigration documents.

Applicants to the MPH program will fall under one of the following admissions categories:

1. Full Admission: Accepted without reservation to the MPH program.
2. Denied: Not admitted to the program because application was not competitive.
3. Non-review: Not reviewed due to an incomplete application file.
4. Provisional Admissions: In rare instances, the SPH may admit a student on a provisional basis where one of the credentials is below the average of the applicant pool, providing that all other admission criteria are met or exceeded. This admittance requires the approval of the Master's Admissions Committee, the Department Chair and the Associate Dean for Academic Affairs. Upon successful completion of the provisional requirements, the student may be granted full admission into the School. A student admitted previously must earn a minimum 3.0 GPA during the first semester of study. An additional semester of study may be permitted under the provisional status, should these requirements not be met in one semester. This would require approval by the Associate Dean for Academic Affairs.

MPH Admission Requirements

To be considered for admission, applicants must meet the following requirements:

- Hold a minimum of a bachelor's degree or its equivalent from an accredited university or college.
- Submit an application to the School of Public Health via SOPHAS (Schools of Public Health Application Service) at www.sophas.org.
- Submit complete, official transcripts from all colleges or universities attended.
- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT). The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States.
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies.
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written=550; computer-based= 213; internet-based=79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada.
- Three (3) letters of recommendation
- Statement of Purpose (1-2 pages)
- Current resume or curriculum vita
- If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview. Interviews on campus or by telephone at the student's request are always welcome.

In addition to the MPH admissions requirements above, applicants to the **professional option** must meet one of the following eligibility requirements:

- Applicants with an advanced degree e.g., PhD, DO, MD, JD, MSN, MBA, PA; or
- Applicants currently enrolled in a master's degree program other than an MPH; or
- Applicants currently enrolled in a doctoral degree program; or
- Three years of work experience in the health professions

Once an offer of admissions has been extended to a student, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Student and Academic Services, 3500 Camp Bowie Blvd., Fort Worth, TX 76107-2699.

Once an offer of admissions has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language

Admissions Decisions and Deferments for MPH Applicants

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted to a degree program and plan to enroll are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival. Applicants admitted to a degree program that do not intend to enroll in the semester for which they applied must contact the Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferment fee of \$300; the deferment fee is due at the time the request is made.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

Financial Assistance

To be eligible for scholarships and assistantships offered by the School of Public Health, applicants must complete the admissions application by March 15, 2011. For more information, please contact the Office of Student and Academic Services at 817-735-2401.

MPH Learning Objectives

After completion of the MPH program, the student will be able to:

1. Select and apply effective approaches to prevent disease and promote health in human populations.
2. Identify the contribution of social, cultural, and physico-chemical/biological environments as risk factors and root causes of health status, health outcomes, and the use of health services.
3. Use appropriate analytical methods and make relevant inferences in analysis of data related to a public health problem.
4. Critically evaluate literature and data relevant to public health issues.
5. Communicate effectively in writing and orally with the lay public and within professional and academic forums.
6. Use technology to access, communicate, manage and analyze data and information.
7. Lead and participate effectively in a group to address issues by applying basic team building and human relations skills in problem solving.

MPH Academic Procedures

Each student is responsible for the completion of the Master of Public Health program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the School of Public Health Office of Student and Academic Services.

1. Upon acceptance into the School of Public Health, an academic advisor is assigned.
2. The student must file a curriculum plan approved by the advisor and department chair with the School of Public Health Office of Student and Academic Services before the completion of the first semester of enrollment. Enrollment will be restricted after the first semester if a curriculum plan is not on file.
3. Students must complete a public health practice experience. Students are eligible to enroll for Public Health Practice Experience after the completion of a minimum of 21 SCH of core and/or departmental coursework. Students must confer with the Center for Public Health Practice prior to registration.
4. Student not opting to complete a thesis for the culminating experience, must successfully pass a comprehensive examination prior to graduation.
5. Prior to enrolling in thesis, a student must complete a minimum of 36 credit hours and gain consent from a major professor to supervise the culminating experience. The major professor must be a full time faculty member within the student's concentration department; the major professor does not have to be the student's advisor. The student must subsequently select a faculty committee. The faculty committee will consist of a major professor and a minimum of two committee members. Committee members must have faculty, adjunct or temporary adjunct faculty status with the School of Public Health. Students should contact the appropriate department regarding individuals with adjunct faculty status.
6. Students who select the thesis option for the culminating experience must meet with their major professor the semester prior to enrolling in thesis hours to make progress toward the thesis proposal.
7. To enroll in thesis hours, a student must have selected a thesis topic, made progress toward a proposal, selected their major professor and committee members, and gained approval from their major professor. After the successful oral and written defense of the thesis proposal, the proposal defense form must be filed with the School of Public Health Office of Student and Academic Services. An application for the Institutional Review Board (IRB) must be prepared and submitted for approval before any data can be collected for the thesis.
8. Once a student has enrolled in thesis, he/she must maintain continuous enrollment in a minimum of 3 SCH of thesis during each semester (fall, spring, summer) until the final document has been accepted by the appropriate department chair and the dean. Failure to maintain continuous enrollment will either invalidate any previous credit or will result in the student's dismissal from the degree program unless granted an official leave of absence by the dean for medical or other exceptional reason.
9. The completed thesis must be submitted to the faculty committee prior to an oral presentation (check with major professor for specific departmental deadlines).
10. Students are required to give an oral presentation to their faculty committee on the thesis.

11. Students must submit an Intent to Graduate Form to the School of Public Health Office of Student and Academic Services prior to the semester in which they intend to graduate. To be eligible for submission of the Intent to Graduate Form, students must have a defended copy of their thesis proposal on file with the Office of Student and Academic Services (see academic calendar for Intent to Graduate deadline).

| Curriculum Overview | Hours |
|----------------------------|--------------|
| Core Curriculum | 15 |
| Concentration Courses * | 24-31 |
| Practice Experience | 3 |
| Culminating Experience * | 0-6 |
| Total SCH | 48-51 ** |

* Students choosing the comprehensive examination as their Culminating Experience take an additional six (6) SCH of concentration coursework and receive no credit for the comprehensive examination.

** Students in the Department of Biostatistics (Clinical Research emphasis) will complete 49 SCH and students in the Department of Epidemiology that select the thesis option will complete 51 SCH. Refer to the School of Public Health website for detailed information on MPH degree requirements.

| Core Courses | Hours |
|--|--------------|
| Biostatistics I for Public Health | 3 |
| Environmental Health | 3 |
| Principles of Epidemiology | 3 |
| Introduction to Health Management & Policy | 3 |
| Theoretical Foundations of Individual & Community Health | 3 |
| Total SCH | 15 |

To request a waiver for a course, a student must submit a petition in writing to their advisor and the appropriate instructor outlining the class they would like to waive. The petition should also include documentation indicating that the previous coursework is comparable to the requirements of the course stated in the petition. The student's advisor, instructor, and department chair associated with the course must approve the petition.

No credits are awarded for courses that are waived.

A waiver allows a student to substitute an elective course for a required course. For additional information regarding transfer coursework, refer to section on "Use of Transfer Credit."

The thesis is an individual research project conducted under the supervision of a faculty committee. The thesis is written in a traditional academic style and orally defended.

Master of Health Administration (MHA) Program

Department of Health Management and Policy (HMAP)

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The Master of Health Administration program is designed to prepare students with competencies needed to assume management positions in health services organizations throughout the world. The 60 semester credit hour program is designed for aspiring and committed professionals who are interested in careers in health services administration in such settings as hospitals, managed care organizations, medical group practices, ambulatory, long-term care, insurance and pharmaceutical companies, consulting firms, government agencies, for profit, and nonprofit sector organizations. Emphasis is placed on theoretical bases in three areas: organization and operations, economics and finance, and policy analysis. Through an internship and a final integrative experience, students are asked to incorporate, synthesize, and apply their knowledge within both an operational and a community context. The result is an organizational perspective that encourages students to integrate knowledge from a range of management disciplines while emphasizing accountability for effective performance.

The School of Public Health is a member of SOPHAS (Schools of Public Health Application Service). Students may apply online at www.sophas.org or directly to the school by downloading an application at www.hsc.unt.edu. The School of Public Health admits MHA students during the fall, spring, and summer semesters. The deadlines are as follows:

| Semester | Admission Deadline | Classes Begin |
|------------------|--------------------|-----------------|
| Fall 2011 | March 15, 2011 | August 22, 2011 |
| Spring 2012 | June 1, 2011 | |
| Summer 2012 | February 1, 2012 | |
| Session I: | | |
| Session II: | | |
| Summer Institute | June 1, 2012 | |
| Fall 2012 | March 15, 2012 | |

It is recommended that non-U.S. citizens apply well in advance of these deadlines to allow for the preparation of immigration documents.

Applicants to the MHA program will fall under one of the following admissions categories:

1. Full Admission: Accepted without reservation to the MHA program.
2. Denied: Not admitted to the program because application was not competitive.
3. Non-review: Not reviewed due to an incomplete application file.
4. Provisional Admissions: In rare instances, the SPH may admit a student on a provisional basis where one of the credentials is below the average of the applicant pool, providing that all other admission criteria are met or exceeded. This admittance requires the approval of the Master's Admissions Committee, the Department Chair and the Associate Dean for Academic Affairs. Upon successful completion of the provisional requirements, the student may be granted full admission into the School. A student admitted previously must earn a minimum 3.0 GPA during the first semester of study. An additional semester of study may be permitted under the provisional status, should these requirements not be met in one semester. This would require approval by the Associate Dean for Academic Affairs.

MHA Admission Requirements

To be considered for admission, applicants must meet the following requirements:

- Hold a minimum of a bachelor's degree or its equivalent from an accredited university or college.
- Submit an application to SOPHAS (Schools of Public Health Application Service) at www.sophas.org or download an application from the School of Public Health at www.hsc.unt.edu.
- Submit complete, official transcripts from all colleges or universities attended
- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT). The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States.
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies.
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written=550; computer-based= 213; internet-based=79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada.
- Three (3) letters of recommendation
- Statement of Purpose (1-2 pages)
- Current resume or curriculum vita
- If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview.

Once an offer of admissions has been extended to a student, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Student and Academic Services (3500 Camp Bowie Blvd., Fort Worth, TX 76107-2699) if the student applied through SOPHAS.

Once an offer of admissions has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language if the student applied through SOPHAS.

Admissions Decisions and Deferments for MHA Applicants

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted to a degree program and plan to enroll are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival. Applicants admitted to a degree program that do not intend to enroll in the semester for which they applied must contact the Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferment fee of \$300; the deferment fee is due at the time the request is made.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

Financial Assistance

To be eligible for scholarships and assistantships offered by the School of Public Health, applicants must complete the admissions application by March 15, 2011. For more information, please contact the Office of Student and Academic Services at 817-735-2401.

MHA Learning Objectives

By the conclusion of the M.H.A. program, students will be able to:

1. Apply financial knowledge to help optimize resource allocation to support organizational viability.
2. Use information technology to assist in managerial decision making.
3. Manage a diverse staff.
4. Demonstrate knowledge of ethical values necessary for managerial decisions.
5. Develop knowledge of important federal and state health policy issues.
6. Identify important regulatory and legal issues that impact health service management decision making.
7. Show a level of leadership that relies on important written and oral communication skills.
8. Possess a familiarity with the fundamentals of biostatistics and epidemiology necessary to analyze community needs.

9. Understand the application of expert economic, statistical and legal analysis in the support of management decision making.
10. Understand the concepts of productivity and how to measure them using tools from economics, finance and management science.

MHA Academic Procedures

Each student is responsible for the completion of the Master of Health Administration (MHA) program according to the procedures that follow. Each item must be completed in the sequence and time period indicated. Forms are subject to revision at any time and should be obtained from the School of Public Health Office of Student and Academic Services. Students may e-mail the Office of Student and Academic Services at sph@unthsc.edu with questions, concerns or clarification on any of the following procedures.

1. Upon acceptance to the School of Public Health, an advisor is assigned from the Department of Health Management Policy.
2. The student must file a curriculum plan approved by the advisor and department chair with the School of Public Health Office of Student and Academic Services before the completion of the first semester of enrollment. Enrollment will be restricted after the first semester if a curriculum plan is not on file. Students are strongly encouraged to follow a 2-year or 3-year curriculum plan to ensure the most appropriate sequence of courses and the availability of classes.
3. Students must complete a full-time, 12-13 week internship, which requires 500 contact hours. Students are eligible to enroll for the Master of Health Administration Internship after the completion of a minimum of 27 SCH. Students must confer with the MHA Program Director prior to registration. For details regarding the internship, review the MHA Internship Manual on the School of Public Health website at www.hsc.unt.edu.
4. All MHA students must complete the MHA Capstone course. The capstone is designed to allow students the opportunity to apply methods and techniques learned in the MHA program to a practical health administration problem. All students will participate as members of a team to conduct a project focused on a health administration problem and will present their results orally and in a written report. This course is designed to partially meet the culminating experience requirement for students in the MHA program.
5. Students must submit the Intent to Graduate Form to the School of Public Health Office of Student and Academic Services in the semester prior to the semester for which they plan to graduate. For example, if a student intends to graduate in the spring semester, the Intent to Graduate Form must be submitted to the Office of Student and Academic Services by the specified deadline in the fall semester (see academic calendar for deadlines).

To request a waiver, a student must submit a petition in writing to their advisor and the appropriate instructor outlining the class they would like to waive. The petition should also include documentation indicating the previous coursework is comparable to the requirements of the course stated in the petition. The student's advisor, instructor, and department chair associated with the course must approve such petition.

No credits are awarded for courses that are waived. A waiver allows a student to substitute an elective course for a required course. For additional information regarding transfer coursework, refer to the section, "Use of Transfer Credit."

| | | |
|---|---|-----------|
| Required Courses | | 45 |
| BIOS 5300 | Biostatistics for Public Health 1 | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| HMAP 5312 | Health Politics & Policy | 3 |
| HMAP 5320 | Health Services Management | 3 |
| HMAP 5321 | Health Information Systems | 3 |
| HMAP 5322 | Health Care Operations Management | 3 |
| HMAP 5324 | Strategic Management and Marketing | 3 |
| HMAP 5326 | Public Health Program Planning & Evaluation | 3 |
| HMAP 5328 | Human Resource Management | 3 |
| HMAP 5330 | Health Finance 1 | 3 |
| HMAP 5332 | Health Finance 2 | 3 |
| HMAP 5350 | Health Economics | 3 |
| HMAP 6340 | Health Care Law | 3 |
| Elective Courses (Choose 3 from the following list) | | 9 |
| BIOS 5324 | Data Management | 3 |
| HMAP 5340 | Public Health Law | 3 |
| HMAP 6322 | Organizational Management | 3 |
| HMAP 6330 | Health Insurance and Managed Care | 3 |
| HMAP 6220 | Leadership for Public Health | 2 |
| MGMT 5140 | Organizational Behavior and Analysis (UNT DENTON) | 3 |
| MGMT 5210 | Human Resource Management Seminar (UNT DENTON) | 3 |
| MGMT 5530 | Operation & Management of Physician Practice Organizations (UNT DENTON) | 3 |
| Culminating Experience | | 6 |
| HMAP 5302 | MHA Capstone | 3 |
| HMAP 5394 | MHA Internship | 3 |
| Total SCH | | 60 |

MPH Concentrations

Department of Biostatistics (BIOS)

Karan P. Singh, PhD
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 UNT Health Science Center
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 Center for BioHealth 334
 817-735-2173
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MPH in Biostatistics

The MPH in Biostatistics curriculum is constructed so students are able to choose either an emphasis in biometry or clinical research depending on the students' interests. There are excellent career opportunities for students wishing to pursue positions in local, state and federal health agencies, health and medical centers, health care and clinical research institutions, the healthcare/pharmaceutical industry, and consulting. Applicants to this program are expected to have a background in college algebra and calculus.

Biometry Emphasis

The biometry emphasis is designed to train students in data management, statistical analysis, interpretation, and presentation of analytical results using computing technology. This emphasis focuses on methodologies and procedures of statistical analysis and research design. Students in the biometry emphasis will complete a minimum of 48 semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

| | | |
|-------------------------------|--|---------------------|
| Core Courses | | 15 |
| BIOS 5300 | Biostatistics for Public Health | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual and Community Health | 3 |
| Required Courses | | 9 |
| BIOS 5310 | Biostatistics for Public Health 2 | 3 |
| BIOS 5312 | Regression Analysis | 3 |
| BIOS 5314 | Introduction to Statistical Packages | 3 |
| Elective Courses | | 21 |
| Practice Experience | | 3 |
| BIOS 5397 | Public Health Practice Experience | 3 |
| Culminating Experience | | 0 |
| BIOS 5000 | Comprehensive Exam | 0 |
| | | Total SCH 48 |

Clinical Research

The clinical research emphasis is primarily designed for those who are currently working in the health care professions. The program is for professionals who wish to prepare for roles in clinical research, health care research, medical database management, or statistical consulting in medical or public health settings. The emphasis is oriented toward applied clinical research, outcome measurement, and applied biostatistics. Students in the clinical research emphasis will complete a minimum of 48 semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

| | | |
|---|--|-----------|
| Core Courses | | 15 |
| BIOS 5300 | Biostatistics for Public Health 1 | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual & Community Health | 3 |
| Required Courses | | 9 |
| BIOS 5310 | Biostatistics for Public Health 2 | 3 |
| BIOS 5312 | Regression Analysis | 3 |
| BIOS 6318 | Clinical Trials and Survival Analysis | 3 |
| Non-Biostatistics Lower-Level Elective Courses | | 6 |
| (Choose 2 from the following list) | | |
| EOHS 5340 | Exposure and Risk Assessment | 3 |
| EPID 5312 | Survey Research & Questionnaire Design | 3 |
| EPID 5318 | Chronic Disease Epidemiology | 3 |
| EPID 5320 | Infectious Disease Epidemiology | 3 |
| Non-Biostatistics Upper-Level Elective Courses | | 3 |
| (Choose 1 from the following list) | | |
| EPID 6314 | Experimental Methods in Epidemiology | 3 |
| HMAP 6380 | Health Service Research 1 | 3 |
| SABS 6310 | Qualitative Research Methods | 3 |
| Biostatistics Electives | | 12 |
| Practice Experience | | 3 |
| BIOS 5397 | Public Health Practice Experience | 3 |
| Culminating Experience | | 0 |
| BIOS 5000 | Comprehensive Exam | 0 |
| | | |
| Total SCH | | 48 |

Department of Environmental and Occupational Health Sciences (EOHS)

David A. Sterling, PhD, CIH
Department Chair
UNT Health Science Center
School of Public Health
Center for BioHealth 345
817-735-2362
Email: david.sterling@unthsc.edu

MPH in Environmental and Occupational Health Sciences

Natural environmental processes and human interaction affect the micro and macro environment we live in, and directly effects or influences health. The MPH in Environmental and Occupational Health Science prepares present and future public health scientists and practitioners to recognize and evaluate physical, chemical, biological, and ergonomic stressors in the environments people live and work, and identify and develop effective intervention and control methodologies. Interaction with a diverse faculty and competency-based curriculum exposes students to sound scientific theory and methodology in several disciplines and applies them to the field of environmental and occupational health. Students in this concentration are provided with the unique opportunity to translate knowledge acquired in the classroom and laboratory into practical applications in the real world through participation in faculty research; internships in industry, state or national agencies; and visits to these organizations. In addition to required courses such as environmental data analysis, environmental and occupational toxicology, and hazard recognition, evaluation and control, coursework can be taken for additional focus in areas such as occupational health practice/industrial hygiene; exposure and risk assessment; environmental epidemiology; global environmental health; policy; and air pollution. For professionals already in the field of environmental and occupational health, this MPH concentration provides students with an excellent opportunity to enhance their knowledge and expertise in specific areas of interest by working alongside faculty researchers and environmental and occupational professionals at the local, state, national and international level.

Students in the environmental and occupational health concentration take an average of two years to complete a minimum of 48 semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

| Core Courses | | 15 |
|---------------------------|--|-----------|
| BIOS 5300 | Biostatistics for Public Health 1 | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual & Community Health | 3 |
| Required Courses | | 15 |
| EOHS 5310 | Evaluation and Control of Biological Agents & Infectious Disease | 3 |
| EOHS 5330 | Recognition, Evaluation and Control of Environmental Hazards | 3 |
| EOHS 5331 | Environmental & Occupational Sampling and Analytical Methods | 3 |
| EOHS 5350 | Environmental & Occupational Toxicology | 3 |
| EOHS 5360 | Environmental Data Analysis | 3 |

| | | |
|-------------------------------|-----------------------------------|-----------|
| Elective Courses | | 15 |
| Practice Experience | | 3 |
| EOHS 5397 | Public Health Practice Experience | 3 |
| Culminating Experience | | 0 |
| EOHS 5000 | Comprehensive Exam | 0 |
| | | |
| Total SCH | | 48 |

Department of Epidemiology (EPID)

David A. Sterling, PhD, CIH
 Interim Department Chair
 UNT Health Science Center
 School of Public Health
 Center for BioHealth 345
 817-735-2362
 Email: david.sterling@unthsc.edu

MPH Epidemiology

The epidemiology concentration is designed for students seeking to acquire skills in the fundamental methods of epidemiologic investigation and prevention in populations. Concentration courses emphasize basic and advanced epidemiologic principles and their application to current problems in public health and related disciplines. Students in the epidemiology concentration are expected to use appropriate methods to plan, implement, and conduct epidemiologic research. Students are also expected to critically evaluate research methodology to assess validity and potential sources of bias. Skills in computer use and statistics acquired in the public health program are used to analyze, interpret, and disseminate the results of epidemiologic investigations. For the culminating experience, students may choose between the thesis option or comprehensive examination option. Students selecting the comprehensive examination option will complete a minimum of 48 semester credit hours and students selecting the thesis option will complete a minimum of 51 semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

| | | |
|-------------------------|--|-----------|
| Core Courses | | 15 |
| BIOS 5300 | Biostatistics for Public Health 1 | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual & Community Health | 3 |
| Required Courses | | 15 |
| BIOS 5310 | Biostatistics for Public Health 2 | 3 |
| EPID 5313 | Database Management and SAS Programming | 3 |

| | | |
|---|--|--------------|
| EPID 5310 | Intermediate Epidemiology | 3 |
| EPID 5312 | Survey Research and Questionnaire Design | 3 |
| EPID 5314 | Applied Data Analysis in Epidemiology | 3 |
| Elective Courses | | 12-15 |
| 12 SCH - Thesis; 15 SCH - Comprehensive Exam | | |
| (Students select from a list of identified courses. Courses not on this list must be approved by their advisor.) | | |
| EPID 5318 | Chronic Disease Epidemiology | 3 |
| EPID 5320 | Infectious Disease Epidemiology | 3 |
| (Choose 3 from the following list if completing the Thesis or 4 from the following list if completing the Comprehensive Exam) | | |
| BIOS 5324 | Data Management | 3 |
| EPID 5399 | Independent Study in Epidemiology | 1-3 |
| EPID 6310 | Advanced Methods in Epidemiology 1 | 3 |
| EPID 6312 | Advanced Methods in Epidemiology 2 | 3 |
| EPID 6314 | Experimental Methods in Epidemiology | 3 |
| EPID 6316 | Molecular Epidemiology | 3 |
| EPID 6318 | Epidemiologic Surveillance | 3 |
| EPID 6320 | Social Epidemiology | 3 |
| EPID 6322 | Nutritional Epidemiology | 3 |
| EPID 6324 | Cancer Epidemiology | 3 |
| EPID 6326 | Occupational Epidemiology | 3 |
| Practice Experience | | 3 |
| EPID 5397 | Public Health Practice Experience | 3 |
| Culminating Experience (Non Thesis) | | 0 |
| EPID 5000 | Comprehensive Exam | 0 |
| | | |
| Total SCH | | 48-51 |

Department of Health Management and Policy (HMAP)

José A. Pagán, PhD
 Department Chair
 UNT Health Science Center
 School of Public Health
 Education and Administration Building 709
 817-735-2242
 Email: jose.pagan@unthsc.edu

MPH in Health Management and Policy

The health management and policy concentration is designed to prepare students with competencies needed for careers in policy development, policy analysis and health management. The curriculum addresses health systems, quantitative methods, health economics and finance, managed care, private and public sector management, state and national policy, and health law. The concentration provides instruction in professional competencies commonly found in schools of public policy, public administration, business and management. Students in the health management and policy concentration will complete a minimum of 48 semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

| | | |
|----------------------------|--|-----------|
| Core Courses | | 15 |
| BIOS 5300 | Biostatistics for Public Health 1 | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual & Community Health | 3 |
| Required Courses | | 18 |
| HMAP 5310 | Health Politics and Policy | 3 |
| HMAP 5320 | Health Services Management | 3 |
| HMAP 5326 | Public Health Program Planning & Evaluation | 3 |
| HMAP 5330 | Health Finance 1 | 3 |
| HMAP 5340 | Public Health Law | 3 |
| HMAP 5350 | Health Economics | 3 |
| Elective Courses | | 12 |
| Practice Experience | | 3 |
| HMAP 5397 | Public Health Practice Experience | 3 |

| | | |
|-------------------------------|--------------------|-----------|
| Culminating Experience | | 0 |
| HMAP 5000 | Comprehensive Exam | 0 |
| Total SCH | | 48 |

Department of Social and Behavioral Sciences (SABS)

Dennis Thombs, PhD
 Department Chair
 UNT Health Science Center
 School of Public Health
 Education and Administration Building 711F
 817-735-5439
 Email: dennis.thombs@unthsc.edu

MPH in Community Health

The community health concentration prepares professionals from a variety of backgrounds (nursing, medicine, dentistry, allied health, social work, health education, nutrition, psychology, anthropology, sociology) for public health careers. This concentration uses a multidisciplinary approach to identify community, family, social, and behavioral factors in both the onset of and solution to public health problems through disease prevention, health promotion, or health care. Community health contributes to the development, implementation, and evaluation of programs and policies that promote healthy environments and healthy lives for individuals and populations. Students will learn social and behavioral theories and methodologies that are used to plan, implement, and evaluate health promotion and disease prevention programs and interventions. Students will also be prepared to perform community-based research, communicate findings to the public and policymakers, advocate for evidence-based research programs and policies. This concentration also prepares students to take the Certified Health Education Specialists (CHES) exam. Traditionally, program graduates have assumed positions in public health departments, health and human service agencies, and other health care settings. Students in the community health concentration will complete a minimum of 48 semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

| | | |
|-------------------------|--|-----------|
| Core Courses | | 15 |
| BIOS 5300 | Biostatistics for Public Health 1 | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual & Community Health | 3 |
| Required Courses | | 12 |
| SABS 5310 | Community Assessment | 3 |
| SABS 5312 | Community Program Planning | 3 |

| | | |
|-------------------------------|--|-----------|
| SABS 5314 | Social and Behavioral Research Methods | 3 |
| SABS 5316 | Community Health, Program Evaluation and Interventions | 3 |
| Elective Courses | | 18 |
| Practice Experience | | 3 |
| SABS 5397 | Public Health Practice Experience | 3 |
| Culminating Experience | | 0 |
| SABS 5000 | Comprehensive Exam | 0 |
| | Total SCH | 48 |

Dual Degree Programs

The School of Public Health offers three dual degree programs: MSN/MPH in Health Management & Policy offered through the University of Texas at Arlington School of Nursing and the School of Public Health; MS in Applied Anthropology/MPH in Community Health offered through the University of North Texas Department of Anthropology and the School of Public Health; and the DO/MPH offered through the Texas College of Osteopathic Medicine and the School of Public Health. The applicants in these programs are evaluated and admitted separately to each school and must meet all requirements for each degree separately. Admission to one program does not assure admission to the other. Students completing a dual degree program receive diplomas and transcripts from each of the participating schools. Thus, they are not joint degree programs where one diploma lists both schools, but rather dual degree programs.

In each of the following programs, students must complete the MPH core curriculum, which includes a course in biostatistics, epidemiology, environmental health, health management and policy and social and behavioral sciences. With the use of transfer credit and dual credit, students are required to complete 45-48 semester credit hours, which includes 3 SCH of practice experience and 6 SCH of a culminating experience (thesis or comprehensive examination/2 additional electives).

The School of Public Health admits dual degree students during the fall, spring, and summer semesters. The deadlines are as follows:

| Semester | Admission Deadline | Classes Begin |
|------------------|--------------------|-----------------|
| Fall 2011 | March 15, 2011 | August 22, 2011 |
| Spring 2012 | June 1, 2011 | |
| Summer 2012 | February 1, 2012 | |
| Session I: | | |
| Session II: | | |
| Summer Institute | June 1, 2012 | |
| Fall 2012 | March 15, 2012 | |

It is recommended that non-U.S. citizens apply well in advance of these deadlines to allow for the preparation of immigration documents.

Applicants to the dual degree programs will fall under one of the following admissions categories:

1. Full Admission: Accepted without reservation to the dual degree program.
2. Denied: Not admitted to the program because application was not competitive.
3. Non-review: Not reviewed due to an incomplete application file.
4. Provisional Admissions: In rare instances, the SPH may admit a student on a provisional basis where one of the credentials is below the average of the applicant pool, providing that all other admission criteria are met or exceeded. This admittance requires the approval of the Master's Admissions Committee, the Department Chair and the Associate Dean for Academic Affairs. Upon successful completion of the provisional requirements,

the student may be granted full admission into the School. A student admitted previously must earn a minimum 3.0 GPA during the first semester of study. An additional semester of study may be permitted under the provisional status, should these requirements not be met in one semester. This would require approval by the Associate Dean for Academic Affairs.

Dual Degree Admission Requirements for MSN/MPH Applicants

To be considered for admission, applicants must meet the following requirements:

- Hold a minimum of a bachelor's degree from an accredited college or university
- Submit an application to SOPHAS (School of Public Health Application Service) at www.sophas.org; applicants should designate their concentration as Health Management & Policy.
- Students in the MSN program must apply to the MPH program prior to the completion of 24 SCH in the MSN program. Conversely, students in the MPH program must apply to the MSN program prior to the completion of 24 SCH in the MPH program.
- Submit complete, official transcripts from all colleges or universities attended.
- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT). The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States.
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies.
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written=550; computer-based= 213; internet-based=79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada.
- Three (3) letters of recommendation
- Statement of Purpose (1-2 pages)
- Current resume or curriculum vita
- If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview. Interviews on campus or by telephone at the student's request are always welcome.

Once an offer of admissions has been extended to a student, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Student and Academic Services, 3500 Camp Bowie Blvd., Fort Worth, TX 76107-2699.

Once an offer of admissions has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language

Dual Degree Admission Requirements for MS-Applied Anthropology/MPH-Community Health Applicants

To be considered for admission, applicants must meet the following requirements:

- Hold a minimum of a bachelor's degree from an accredited university or college.
- Submit an application to SOPHAS (School of Public Health Application Service) at www.sophas.org; applicants should designate their concentration as Community Health concentration.
- New students are encouraged to apply simultaneously to both programs for the fall semester. Application deadlines for Anthropology are Feb. 15th and May 1st. However, a student may decide to apply at any time prior to the 18 SCH cut-off (see below).
- For students currently enrolled in the MPH or Anthropology program, they have 18 SCH to decide if they would like to complete the dual degree program. If a current MPH student, they must apply to the anthropology program for the fall semester. If a current anthropology student, they can apply to the School of Public Health during the fall, spring or summer semesters.
- Students are not given dual degree status until they have been successfully admitted to both the MPH and the MS in Applied Anthropology programs.
- Submit complete, official transcripts from all colleges or universities attended.
- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT). The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States.
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies.
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written=550; computer-based= 213; internet-based=79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada.
- Three (3) letters of recommendation
- Statement of Purpose (1-2 pages)
- Current resume or curriculum vita
- If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview. Interviews on campus or by telephone at the student's request are always welcome.

Once an offer of admissions has been extended to a student, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Student and Academic Services, 3500 Camp Bowie Blvd., Fort Worth, TX 76107-2699.

Once an offer of admissions has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language.

Dual Degree Admission Requirements for DO/MPH Applicants

To be considered for admission, applicants must meet the following requirements:

- Hold a minimum of a bachelor's degree from an accredited university or college.
- Download an application from the School of Public Health at www.hsc.unt.edu and submit all required admissions materials to the Office of Student & Academic Services; applicants may apply to any MPH concentration.
- Submit an application fee
- Submit complete, official transcripts from all colleges or universities attended
- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT).
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies.
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written=550; computer-based= 213; internet-based=79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada.
- Three (3) letters of recommendation
- Statement of Purpose (1-2 pages)
- Current resume or curriculum vita
- If invited for an interview, applicants are expected to participate in either an on-campus interview or a technology-assisted interview. Interviews on campus or by telephone at the student's request are always welcome.

Applicants that are currently enrolled in the Texas College of Osteopathic Medicine (TCOM) should submit a letter to the University of North Texas Health Science Center Office of the Registrar granting permission to release copies of official transcripts and MCAT score reports to the SPH Office of Student and Academic Services.

Applicants that are not enrolled in TCOM must request that graduate admissions examination scores and official transcripts from all college or university attended be sent to the SPH Office of Student and Academic Services.

Once an offer of admissions has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language.

Admissions Decisions and Deferments for Dual Degree Applicants

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted to a degree program and plan to enroll are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival. Applicants admitted to a degree program that do not intend to enroll in the semester for which they applied must contact the Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferment fee of \$300; the deferment fee is due at the time the request is made.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

Financial Assistance

To be eligible for scholarships and assistantships offered by the School of Public Health, applicants must complete the admissions application by March 15, 2011. For more information, please contact the Office of Student and Academic Services 817-735-2401.

Non-Degree Seeking Students

The Health Science Center recognizes that some students may wish to be admitted to the School of Public Health for the purpose of taking courses not necessarily leading to an advanced degree. The School of Public Health admits non-degree seeking students during the fall, spring and summer semesters. The application deadlines are as follows:

| Semester | Admission Deadline | Classes Begin |
|------------------|--------------------|----------------|
| Fall 2011 | March 15, 2011 | August 22,2011 |
| Spring 2012 | June 1, 2011 | |
| Summer 2012 | February 1, 2012 | |
| Session I: | | |
| Session II: | | |
| Summer Institute | June 1, 2012 | |
| Fall 2012 | March 15, 2012 | |

Applicants to the Non-Degree program will fall under one of the following admissions categories:

1. Non-Degree Admission: Accepted to take a maximum of 12 SCH
2. Incomplete: Missing application materials.

Non-Degree Admission Requirements

Admission to the School of Public Health as a non-degree seeking student may be granted subject to the following provisions:

- Student must hold a minimum of a bachelor's degree or its equivalent from an accredited university or college.
- The student in this status is required to receive credit in all graduate courses taken and must maintain a cumulative GPA of 3.0 or better.
- A student who is admitted to non-degree status has no assurance that work completed under this status will be applicable toward degree requirements if he or she is subsequently admitted to a degree program at the Health Science Center. A maximum of 12 SCH may be taken. Completion of departmental graduate courses by non-degree students does not obligate the School of Public Health to grant admission to a degree program at a later date, unless all general and specific requirements for admission to that program have been met. Use of Transfer Credit policies are listed in the SPH Academic Policies and Procedures section of the catalog.
- International applicants requiring an F-1 student visa are not eligible for non-degree admission.
- To be considered for admission, the applicant must file the following official credentials with the School of Public Health Office of Student & Academic Services.
 - Application fee
 - Complete application (download from www.hsc.unt.edu)
 - Official transcripts from all colleges or universities attended.
 - Interviews on campus or by telephone at the student's request are always welcome.

Admissions Decisions and Deferments for Non-Degree Students

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted as non-degree-seeking and plan to enroll are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

Summer Institute

The Summer Institute is an intensive 3-week session offering coursework in the major disciplines of public health. Courses are taught by School of Public Health faculty and may be transferred to a degree program within the School of Public Health or other graduate programs. Students earn 1-3 SCH for each course in which they enroll.

Summer Institute Admission Requirements

Students may enter the summer institute as degree-seeking or non-degree-seeking. Degree-seeking students must meet all admissions requirements for the program they are entering. Non-degree-seeking students may be granted admission to the summer institute based on the following provisions:

- Hold a minimum of a bachelor's degree or its equivalent from a recognized institution; have a minimum overall GPA of 3.0 or better; and meet the application deadlines.
- The student in this status is required to receive credit in all graduate courses taken and must maintain a GPA of 3.0 on all courses attempted.
- A student who is admitted to non-degree status has no assurance that work completed under this status will be applicable toward degree requirements if he or she subsequently be admitted to a degree program at the Health Science Center. A maximum of 12 SCH may be taken. Completion of departmental graduate courses by non-degree students does not obligate the School of Public Health to grant admission to a degree program at a later date, unless all general and specific requirements for admission to that program have been met.
- International applicants are not eligible for non-degree admission.
- To be considered for admission, the applicant must file the following official credentials with the School of Public Health Office of Student & Academic Services:
 - Application fee
 - Complete application (download from www.hsc.unt.edu).
 - Official transcripts from all colleges or universities attended.
 - Interviews on campus or by telephone at the student's request are always welcome.

Admissions Decisions and Deferrals for Summer Institute Students

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted and intend to matriculate to the Summer Institute as degree-seeking or as non-degree-seeking are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival. Applicants admitted to a degree program that do not intend to enroll in the semester for which they applied must contact the Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferment fee of \$300; the deferment fee is due at the time the request is made.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in

appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

Doctor of Public Health (DrPH) Program

Department of Public Health Education (PHED)

Christine A. Moranetz, PhD
Department Chair
DrPH Program Director
UNT Health Science
School of Public Health
Education and Administration Building 733
817-735-5074
christine.moranetz@unthsc.edu

The Doctor of Public Health (DrPH) degree in Public Health Practice is an indication of distinguished scholarly accomplishment in the professional field. The goal of the DrPH program is to provide advanced training in public health leadership for individuals who will serve in a variety of roles within government, private and not-for-profit organizations.

The DrPH curriculum will serve to integrate the five core areas of public health, emphasizing work experience relevant to this advanced degree and addressing learning methods in the context of public health practice. To develop leadership skills, students will interact and collaborate with senior public health practitioners through a variety of courses and the Doctor of Public Health residency. Program content and learning experiences will address the public health competencies identified by the Association of Schools of Public Health (ASPH). Course requirements for the DrPH program are available on the School of Public Health website at www.hsc.unt.edu.

The School of Public Health is a member of SOPHAS (Schools of Public Health Application Service). Applicants may apply online at www.sophas.org. The School of Public Health admits DrPH students during the fall semester only. The admissions application deadline to SOPHAS is January 15th. Applicants to the DrPH program will fall under one of the following admissions categories:

1. Full Admission: Accepted without reservation to the DrPH program.
2. Denied: Not admitted to the program because application was not competitive.
3. Non-review: Not reviewed due to an incomplete application file.

DrPH Admission Requirements

- Hold an MPH or related master's degree(s) (or terminal clinical/doctoral degree) from an accredited college or university.
- Submit an application to the School of Public Health via the SOPHAS (Schools of Public Health Application Service) at www.sophas.org.
- Submit complete, official transcripts from all colleges and universities attended.
- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT). The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States.
- Three (3) letters of recommendation from professionals who are familiar with the applicant's academic and/or professional work.
- Current resume or curriculum vita

- Statement of Purpose (1-2 pages) addressing the applicant's career goals and how the DrPH will assist career aspirations.
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies.
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written = 550; computer-based = 213; internet-based = 79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada.
- A minimum graduate GPA of 3.2. Although a minimum GPA has been established, admission to the program is highly competitive.
- A minimum of three years of significant public health or other appropriate work experience is strongly recommended.
- Prior to final decision for admission, selected applicants will be expected to participate in either an on-campus interview or a technology-assisted interview. Interviews on campus or by telephone at the student's request are always welcome.

Once an offer of admission has been extended to a student, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Student and Academic Services, 3500 Camp Bowie Blvd., Fort Worth, TX 76107-2699.

Once an offer of admission has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language

Financial Assistance

To be eligible for scholarships and assistantships offered by the School of Public Health, applicants must complete the admissions application by January 15, 2011. For more information, please contact the Office of Student and Academic Services at 817-735-2401.

Admissions Decisions and Deferments for DrPH Students

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted to a degree program and plan to enroll are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival. Applicants admitted to a degree program that do not intend to enroll in the semester for which they applied must contact the Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferment fee of \$300; the deferment fee is due at the time the request is made.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

DrPH Competencies and Learning Objectives

Upon completion of the DrPH program, the graduate will be able to demonstrate the ability to:

1. Use scientific knowledge and ethical considerations to create and sustain active support for a cause or position with the intent of influencing decision-making regarding policies, practices and beliefs that advance public health at local, tribal, state, national, and international levels. (Advocacy)
2. Study and use communication strategies to inform and influence individual and community decisions that enhance health. (Communication)
3. Interact effectively with people of different cultures. This includes having:
 - a. An awareness of one's own cultural worldview,
 - b. Mature attitudes towards cultural differences,
 - c. Knowledge of different cultural practices and worldviews, and
 - d. Possession of cross-cultural skills. (Community/Cultural Orientation)
4. Develop, synthesize, interpret, and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to facilitate studies, interventions and policies for promoting population health. (Critical Analysis)
5. Inspire trust and motivate individuals and teams to use evidence based strategies to envision and communicate a positive future that enhances essential public health services for all populations. (Leadership)
6. Provide fiscally responsible strategic and operational guidance for a variety of health-related organizations, both public and private, for the purpose of achieving individual and community health and wellness. (Management)
7. Identify ethical issues, balance the claims of personal liberty against concerns about population health, consider the full spectrum of the determinants of health, identify the range of options for interventions, demonstrate the values and professional practices which form the basis of public health practice; understand and act upon the ethical concepts of social justice, virtue, and human rights; model accountability; and formulate and commit to personal and institutional development plans. (Professionalism & Ethics)

DrPH Curriculum

| | | |
|--|---|------------------|
| Prerequisites | | 15 |
| BIOS 5300 | Biostatistics for Public Health | 3 |
| EOHS 5300 | Environmental Health | 3 |
| EPID 5300 | Principles of Epidemiology | 3 |
| HMAP 5300 | Introduction to Health Management and Policy | 3 |
| SABS 5300 | Theoretical Foundations of Individual & Community | 3 |
| Core Courses | | 33 |
| EPID 6300 | Intermediate Epidemiology for Public Health Practice | 3 |
| HMAP 5328 | Human Resources Management | 3 |
| HMAP 5330 | Health Finance | 3 |
| HMAP 5340 | Public Health Law | 3 |
| HMAP 6220 | Leadership for Public Health | 2 |
| HMAP 6260 | Ethical Issues in Public Health | 2 |
| HMAP 6310 | Advanced Health Policy | 3 |
| HMAP 6322 | Organizational Management | 3 |
| PHED 6122 | Professional Development in Public Health Practice 1 | 1 |
| PHED 6124 | Professional Development in Public Health Practice 2 | 1 |
| PHED 6314 | Methods for Public Health Studies | 3 |
| PHED 6391 | Advanced Topics for Public Health: Public Health Program Design and | 3 |
| SABS 6300 | Social and Behavioral Theories and Health Applications | 3 |
| Elective Courses (Only 9 SCH at 5000 level) | | 18 |
| Culminating Experience | | 9 |
| PHED 6397 | Doctor in Public Health Residency | 3 |
| | | Total SCH |
| | | 60 |
| (Excludes Prerequisites) | | |

Doctor of Philosophy (PhD) in Public Health Sciences

Department of Public Health Education (PHED)

Christine A. Moranetz, PhD, FAWHP
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Karan P. Singh, PhD, FMSSANZ
PhD Program Director
UNT Health Science Center
School of Public Health
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The School of Public Health has received Preliminary Authority from the Texas Higher Education Coordinating Board (THECB) to offer a Doctor of Philosophy (PhD) in Public Health Sciences degree and is awaiting final approval. The school is currently accepting applications for the PhD in Public Health Sciences program for Fall 2011, pending final approval from the state.

The PhD curriculum will provide a strong foundation in research methodology and biostatistics necessary for the public health sciences. Course requirements for the PhD program are available on the School of Public Health website at www.hsc.unt.edu. Advanced training with the specialized fields will be addressed within the five concentrations:

- Biostatistics
- Epidemiology
- Environmental Health Sciences
- Health Services and Policy
- Social and Behavioral Sciences

The School of Public Health is a member of SOPHAS (Schools of Public Health Application Service). Students may apply online at www.sophas.org. The School of Public Health admits PhD students during the fall semester only. The admissions application deadline to SOPHAS is January 15th. Applicants to the PhD program will fall under one of the following admissions categories:

1. Full Admission: Accepted without reservation to the PhD program.
2. Denied: Not admitted to the program because application was not competitive.
3. Non-review: Not reviewed due to an incomplete application file.

PhD Admission Requirements

- Completion of a MA, MS, MPH or a related master's degree(s) from an accredited college or university is preferred
- Submit an application to the School of Public Health via SOPHAS (Schools of Public Health Application Service) at www.sophas.org
- Submit complete, official transcripts from all colleges and universities attended

- Submit official scores from one of the following graduate admissions examinations: Graduate Record Examination (GRE), Graduate Management Aptitude Test (GMAT), Medical College Admissions Test (MCAT), Law School Admissions Test (LSAT) or Pharmacy School Admissions Test (PCAT). The examination requirement is waived for applicants possessing a professional doctoral degree with a license to practice in the United States
- Three (3) letters of recommendation from professionals who are familiar with the applicant's academic and/or professional work
- Current resume or curriculum vita
- Statement of Purpose (1-2 pages) addressing the applicant's career goals and how the DrPH will assist career aspirations
- Applicants with foreign transcripts must also include an official WES or ECE transcript evaluation report listing course-by-course U.S. grade point equivalencies
- International applicants must demonstrate satisfactory proficiency in oral and written English before being granted admission. Minimum TOEFL exam requirements: written = 550; computer-based = 213; internet-based = 79. The TOEFL is waived if the applicant has earned a high school diploma or a bachelor or master degree from an accredited institution within the United States or Canada
- A minimum graduate GPA of 3.2. Although a minimum GPA has been established, admission to the program is highly competitive
- Applicants will be reviewed for best fit with concentrations and faculty mentors
- Prior to final decisions for admission, selected applicants will be expected to participate in either an on-campus interview or a technology-assisted interview. Interviews on campus or by telephone at the student's request are always welcome

Once an offer of admission has been extended to a student, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Student and Academic Services, 3500 Camp Bowie Blvd., Fort Worth, TX 76107-2699.

Once an offer of admission has been extended to an international applicant, the Health Science Center will not issue immigration papers for student visas until the following documents have been received and approved by the Health Science Center:

- Proof of financial resources
- Official transcripts from each college or university attended should be re-submitted both in English and the student's native language.

Admission Decisions and Deferments for PhD Students

Applicants will be furnished written notification regarding their admission status by the SPH Office of Student and Academic Services. Statements by other Health Science Center personnel concerning the applicant's admissibility are not valid until confirmed in writing by the Office of Student and Academic Services.

Students who are admitted to a degree program and plan to enroll are required to submit an Admissions Decision Form along with a non-refundable \$200 assurance fee that will be used toward tuition upon arrival. Applicants admitted to a degree program that do not intend to enroll in the semester for which they applied must contact the Office of Student and Academic Services to request deferment. Deferments must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferment fee of \$300; the deferment fee is due at the time the request is made.

Information submitted in the application materials must be complete and correct. Prospective and current students must notify the proper institution officials regarding any changes in the

information provided on their application. Falsification or omission of any information on the application documents will void a student's admission, cancel their enrollment, and/or result in appropriate disciplinary action.

All materials submitted during the application process become the property of the Health Science Center and cannot be returned.

Financial Assistance

To be eligible for scholarships and assistantships offered by the School of Public Health, applicants must complete the admissions application by January 15, 2011. For more information, please contact the Office of Student and Academic Services 817-735-2401.

PhD Competencies and Learning Objectives

To develop research skills, students interact and collaborate with researchers through a variety of courses and research experiences. Six competencies are addressed throughout the educational experiences within the PhD degree program. Upon completion of the PhD program, the graduate will be able to demonstrate the ability to:

1. Understand and use historical, contemporary, and emerging theories and paradigms in developing research aims and applying research methods that address topics of significance to public health. (Research Theories & Applications)
2. Critically analyze research from the literature for appropriateness of the study design, sample, measures, data analysis, results, interpretation and dissemination. (Critical Analysis)
3. Select and apply appropriate research methods and statistical techniques for answering research questions of significance to the public's health. (Research Methodology)
4. Develop professional skills in scientific writing, oral communication, grant writing, and teaching. (Scientific Communications)
5. Uphold the highest ethical standards in planning, conducting, and analyzing research involving human subjects. (Professional Ethics)
6. Comprehend and perform research that facilitates the translation of discovery to practice. (Discovery & Translational Research)

Academic Policies and Procedures

Academic policies can be changed at any time by the School of Public Health. Students should review the Student Handbook for additional policies and procedures concerning their roles as students.

Enrollment of Continuing Students

A continuing student is defined as a student who enrolls in one of three consecutive semesters. Example: student enrolls Summer 2011, no enrollment Fall 2011 or Spring 2012, re-enrolls Summer 2012. Continuing students do not need to reapply to the School of Public Health to take classes if they meet all of the following conditions:

1. The student has not received a degree from the Health Science Center since last enrollment;
2. The student does not have any current holds on his or her record (i.e., immunizations or academic); and
3. The student has not attended any other academic institution during his/her absence from the Health Science Center.

Students who do not meet these requirements must give a written explanation of the facts surrounding the situation to the School of Public Health Office of Student and Academic Services for consideration. Students who are unsure if they meet all of the above conditions for re-enrollment should contact the School of Public Health Office of Student and Academic Services at <mailto:sph@unthsc.edu> or 817-735-2401 before the registration period.

Re-Admission of Former Students

Students who previously have been admitted to the School of Public Health but have not enrolled during the last three consecutive semesters (i.e., Fall, Spring, Summer) must follow these re-admission procedures:

1. Submit an updated admissions application (contact the Office of Student and Academic Services to have application emailed).
2. Submit transcripts from all colleges attended (if any) since leaving the Health Science Center showing eligibility to re-enroll at each institution.
3. Former students who have not enrolled elsewhere since leaving the Health Science Center and are in good academic standing are required only to submit an admissions application and the application fee.
4. All completed applications are reviewed by the department chair for which the student is re-applying. Admissions decisions will be communicated to the student by the Office of Student and Academic Services.

Non-Degree Admission of Students

Admission to the School of Public Health as a non-degree seeking student may be granted subject to the following provisions:

1. The applicant must meet all of the general admission requirements described in the non-degree section and must meet all application deadlines.
2. The student in this status is required to receive credit in all courses taken and must maintain a minimum cumulative GPA of 3.0 or better.
3. A student who is admitted to non-degree status has no assurance that work completed under this status will be applicable toward degree requirements if he or she is subsequently admitted to a degree program at the Health Science Center. Completion of departmental graduate courses by non-degree students does not obligate the School of Public Health to grant admission to a degree program at a later date, unless all general and specific requirements for admission to that program have been met. Use of Transfer Credit policies are listed in the SPH Academic Policies and Procedures section of the catalog.
4. A maximum of 12 SCH are allowed while in this status.
5. Non-degree seeking students are not eligible for financial aid.

Use of Transfer Credit

A student who holds a bachelor's degree may apply up to 12 SCH of appropriate graduate work completed elsewhere toward the completion of a graduate degree at the School of Public Health if the coursework has not been used toward the completion of another degree. A maximum of 12 SCH of graduate work beyond a master's degree may be accepted and credited toward a doctoral degree if the coursework has not been used toward the completion of a master's or doctoral degree. All transfer credits are subject to the approval of the department chair. Requests for waiving a core course with transfer credit must be approved by the appropriate department chair and instructor associated with the course. The request must be accompanied with documentation showing that the previous coursework is comparable to the requirements of the core course. Only those courses with a grade of B or higher from an accredited institution will be transferred. These courses must have been completed within six years of the date of first acceptance for the MPH or MHA program and seven years for the DrPH or PhD program. Any course work from a prior degree may not be transferred toward the MPH, MHA, DrPH or PhD degree. It is the student's responsibility to make sure official transcripts of courses completed elsewhere are furnished to the School of Public Health Office of Student and Academic Services.

Change of Department/Concentration Area

Students who wish to change departments or their area of concentration must submit a new application, statement of professional goals and resume to the Office of Student and Academic Services. There is a \$25 processing fee. The student's new application and academic file will be forwarded to the chair/faculty of the new department/concentration for review and an admissions decision will be sent to the Office of Student and Academic Services.

The Office of Student and Academic Services will then notify the student of the admissions decision. If the student is admitted to the new concentration, the outgoing department will be notified by the School of Public Health Office of Student and Academic Services.

Academic Misconduct

Cheating and plagiarism are types of academic misconduct for which penalties are described and assessed under the Health Science Center's Code of Student Conduct and Discipline. Students in the School of Public Health who are found in violation of this policy will be suspended for the remainder of the current semester plus one full semester.

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

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

Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. All sources (i.e., internet web pages) must be cited appropriately.

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

All students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the Student Handbook available through the Office of Student Affairs.

Academic Standing of Student Officers

A student in the School of Public Health must be in good academic standing to run for office in any student organization and must remain in good academic standing throughout the term of office, if elected.

Appeal/Grievance Process*

Specific policies and procedures have been established for students seeking to appeal an admissions decision, a grade in a course, or an extension of time to complete a degree. The policies are outlined below:

1. Appeals concerning admission to the School should be addressed to the chair of the department for which the student is seeking admissions.
2. Advice concerning how to pursue appeals on any other matter can be sought from the School of Public Health Office of Student and Academic Services.
3. The policy and procedures for requesting an extension of time to complete a degree are available through the Office of Student and Academic Services. A petition for an

extension of time must be submitted to the Office of Student and Academic Services. Upon review of the student's academic record, the petition is forwarded to the appropriate department chair for approval.

Grade Appeal Policy and Procedures*

1. Any student who believes a grade has been inequitably awarded should first contact the instructor who awarded the grade in order to discuss and attempt to resolve the issue. Any instructor no longer associated with the Health Science Center at the time of the appeal will be represented in these proceedings by the department chair over the concentration in question. The student who is unable to resolve the differences with the instructor has 30 days following the first class day of the succeeding semester to file a written appeal with the appropriate department chair. If the instructor is the department chair, the appeal should be submitted to the Dean, who will act as a substitute for the department chair in the following action.
2. The department chair may follow any of the four procedures below or a combination of them:
 - The department chair may confer with the instructor
 - The department chair may request that the instructor submit a written reply to the student's complaint
 - The department chair may conduct a meeting of the two parties
 - The department chair may refer the case directly to the dean, as outlined belowIn following any of the first three procedures noted above, the department chair should make a judgment on the merits of the case and determine a specific action in regard to the disputed grade. Either the student or the instructor may appeal the decision of the department chair to the Dean who will in turn establish an ad hoc committee to review the case. This appeal must be submitted in writing within two working days of the notice of decision from the department chair.
3. The ad hoc committee shall be constituted as follows and shall perform the following duties:
 - The ad hoc committee will consist of three School of Public Health faculty members. One faculty member will be selected by the student and the other by the instructor. If either party involved in the dispute declines to choose a member of the committee, the dean will select that member. The third faculty member of the committee, who will serve as chair, will be chosen by agreement of the student and the instructor. If they cannot agree upon a third member, the member will be chosen by the dean
 - This ad hoc committee should require written statements from each participant in the dispute. Judgments may be rendered upon the basis of these statements, upon other evidence submitted in support of the statements, and upon the facts outlined in an oral hearing, if such a hearing is deemed necessary
 - The committee must make a recommendation for disposition of the case within 30 days of its appointment
 - All records in the case will be filed with the School of Public Health Office of Student and Academic Services.
4. If the appeal is based solely upon alleged violations of established procedures, either party to the dispute has 5 working days following the rendering of the ad hoc committee's decision to appeal that decision to the dean. Substantive matters, up to and including the refusal of the instructor to act in accordance with the ad hoc committee's recommendation or the student's refusal to accept the decision, may not be appealed to the dean.

5. The Dean, after a review of the submitted written materials (and oral hearings if necessary), will make (within 15 days) a ruling about procedural questions.

Application for the Completion of the Degree

It is the responsibility of the student to keep track of their progress toward the degree and to file an Intent to Graduate Form in the School of Public Health Office of Student and Academic Services. Consult the Academic Calendar for the appropriate dates. The applicant's grade point average on all work attempted must be at least 3.0 to be considered for candidacy.

Because of the time required to receive transcripts, students otherwise eligible for graduation who complete their last course or courses elsewhere will not graduate at the end of the semester or summer session in which the work is completed, but will receive their degrees at the close of a subsequent semester. This delay is needed to receive and evaluate transcripts.

Information concerning graduation fees is available in the Tuition and Fee Register, on the University of North Texas website or may be obtained from the Office of Student and Academic Services. Students anticipating graduation should consult the Academic Calendar for important dates regarding payment of fees and other graduation requirements.

Auditing

To audit a course, an individual who is not enrolled as a student in the School of Public Health must contact the Office of Student and Academic Services, submit a resume, and complete the appropriate forms. Final approval to audit must be received by the Instructor and the Department Chair before sitting in a course. An auditor will not receive credit for the course. The auditor's name will not be entered on the class roll, and the instructor will not accept any papers, tests, or examinations.

Attendance as an auditor may not be used as the basis of a claim for credit in the course. Students who are enrolled for credit may audit classes without payment of additional fees; others may be subject to pay an auditor's fee (\$175).

A person 65 years of age or older may enroll as an auditor and observer without credit and without payment of an audit fee if space is available and if approved by the instructor. Such enrollment entitles the person to library privileges, but not the use of laboratory equipment, supplies, or health/hospital benefits.

For additional questions, students should contact the Office of Student and Academic Services.

Class Attendance

Regular and punctual class attendance is expected. Although, in general, students are graded on intellectual effort and performance, absences may lower the student's grade where class participation is deemed essential by the faculty member. In those classes where participation is considered as part of the grade, the instructor should give written notice of the requirement at the beginning of the semester. An instructor may request the Registrar to drop a student from a course for lack of participation or one unexcused absence.

If the instructor-initiated drop action falls within the time that the student is eligible to drop with instructor consent, a W will be assigned. If the drop falls after this period, a W or WF will be assigned as appropriate.

Concentrations and similar academic units have authority to establish a concentration-wide or course-wide policy so long as the policy is in accord with the above stipulations.

For information on absence due to religious observances, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Participation in Commencement Exercises

Students must complete all degree requirements for graduation to participate in commencement exercises. If a student who has submitted their Intent to Graduate form has failed to satisfactorily complete all academic requirements for graduation, the Director of Student and Academic Services may permit the student to participate in commencement exercises and receive a blank diploma in accordance with the stipulations listed below, at the discretion of the School of Public Health so long as degree requirements are anticipated by the completion of the current academic year (i.e., end of the summer semester).

Students who have three (3) or less semester credit hours remaining to fulfill degree requirements may be permitted to participate in commencement. Such students must be in good academic standing (3.0 or better grade point average).

To participate in commencement, students must submit a written request to the Office of Student and Academic Services to receive permission to participate. The School of Public Health reserves the right to deny any request. Appeals to decisions pertaining to participation in commencement exercises may be made to the Associate Dean for Academic Affairs.

No diploma will be awarded until the student has been certified by the School of Public Health as having completed all academic requirements and certified by the Office of Student Financials as having met all financial obligations to the health science center. Diplomas will be mailed by the Office of the Registrar to those students who have been granted this option and who have subsequently satisfied all requirements.

Concurrent Enrollment at Another Institution

Students must secure written permission from the advisor and department chair before registering for any course or courses at another institution while registered for any courses at the Health Science Center. Failure to secure the required permission for concurrent enrollment prior to registration at the second institution may cause the Health Science Center to refuse degree credit for the work taken elsewhere.

Course Offerings

Individual courses are subject to change or withdrawal at any time and may not be offered each semester of every year. Any course may be cancelled from current offerings if the number of registrants is too small to justify conducting the course.

Full-time Enrollment

A student must enroll for nine semester hours for the fall or spring semester to be considered full-time for that semester. Enrollment in a total of six semester hours is considered full-time for the summer.

A student who has completed all but the dissertation, thesis, or capstone requirement for the degree will be considered full-time if enrolled in three semester credit hours.

Students are responsible for meeting enrollment requirements for federal or state financial aid purposes.

Probation and Dismissal

A student who fails to achieve the required cumulative average of 3.0 GPA (B average) on all course work in a semester will be placed on academic probation for the subsequent semester. If the student achieves a 3.0 semester GPA in the subsequent semester, but the cumulative GPA is still below 3.0, the student will remain on academic probation. The student will be removed from academic probation when the 3.0 cumulative GPA is achieved.

A student who is placed on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the following semester of probation will be dismissed from the School of Public Health. Upon dismissal, the student is not permitted to return to a degree program at the UNT Health Science Center School of Public Health. Appeals to a dismissal must be made to the Dean of the School of Public Health.

To graduate from UNT Health Science Center School of Public Health, a student must have a minimum 3.0 cumulative GPA.

Repeating Courses

Students must repeat a required course if a grade of F is received. Students are not obligated to repeat a course if a grade of F is obtained in an elective. Students may repeat any course twice (maximum enrollment of 3 times). The best grade obtained will be used in the calculation of the GPA. If a grade of "W" (withdrawal) is recorded on the student's transcript, this is considered one of the three allowable attempts at successfully completing the course.

Withdrawal Limit

Students may withdraw from a maximum of six (6) courses throughout the completion of their degree requirements.

Satisfactory/Unsatisfactory Grading

The School of Public Health may elect to assign Satisfactory/Unsatisfactory pass grades in graduate-level courses in which the student is engaged in individual research and is not attending an organized class. The student should inquire at the time of registration for such courses whether a letter grade or a pass/no pass grade will be granted. Satisfactory/unsatisfactory grades are not taken into account in computing the student's grade point average.

Student Load

Special restrictions apply to the load permitted to teaching assistants. The total load of course enrollment and teaching assignment may not exceed 15 semester credit hours in any given semester. Approval of the advisor and department chair is required for loads in excess of this amount.

Time Limitations

All requirements for the Master of Public Health or Master of Health Administration degree must be completed within six years. All requirements for the Doctor of Public Health or Doctor of Philosophy degree must be completed within seven years.

Time limits are strictly enforced. Students exceeding the time limit may be required to repeat out-of-date credits, and/or show other evidence of being up-to-date in their major field of study. Students anticipating that they will exceed the time limit should apply for an extension before the normal time period to complete the degree expires. Holding a full-time job is not considered in itself sufficient grounds for granting an extension.

Time spent in active service in the U.S. armed forces will not be used in computing the time limit. However, career members of the armed forces should consult the School of Public Health Office of Student and Academic Services concerning credit given to work completed before or during active military service.

Leave of Absence

If a situation arises where a student must set aside his/her graduate studies for a period of time, a leave of absence (LOA) may be requested. LOA may be requested for up to three semesters. If additional leave is needed, a new request must be submitted. The maximum amount of LOA is six semesters (two academic years). A student on LOA cannot receive funding as a graduate student. LOA status may affect student loans. Graduate advisors will be notified of any change to the LOA. The student initiates the request by completing the LOA Request Form, obtaining approval from his or her advisor or major professor (depending on where they are in their academic career), and submitting it to their department chair. Upon approval by the department chair, the form is submitted to the SPH Office of Student and Academic Services and filed with Registrar's Office.

Once all required signatures are obtained, a copy will be sent to all parties via E-mail. Toward the end of a period of approved LOA, the student must take steps to resume studies at the beginning of the next semester, extend the LOA, or withdraw from the School of Public Health. To resume studies, the student obtains approval from the major professor/advisor and department chair. To extend the LOA, the student completes and submits a new LOA Request form. To withdraw from school, the student follows the normal procedures for withdrawal, including completion of the clearance process. Time taken for an approved LOA is not counted toward the course/degree completion time limits.

Curriculum Plan

A curriculum plan listing all courses must be completed by the student, approved by the student's advisor and department chair, and submitted to the School of Public Health Office of Student and Academic Services before the completion of the first semester of enrollment for all MPH, MHA, DrPH and PhD students. Please refer to the section on Use of Transfer Credit regarding transferring course work.

All subsequent requests for curriculum plan changes must be submitted in writing by the student to their advisor and department chair for approval. All changes must be submitted to the School of Public Health Office of Student and Academic Services. Curriculum plan must follow the guidelines outlined by the school for the academic year in which it is filed.

Definition of a Credit Hour

A credit hour is the unit by which an institution measures its course work. The amount of credit hours awarded for a course is based upon the instructional time and the type of course. Instructional time is measured in “contact hours,” which is defined as the time in which the student is involved in direct face-to-face educational contact with the faculty member(s) teaching a particular course.

According to rules outlined by the Texas Higher Education Coordinating Board, a traditional course in a fall or spring semester is defined as containing 15 weeks of instruction plus a week for final examinations. The School of Public Health (SPH) adheres to the THECB formula of 15 contact hours for each semester credit hour (SCH) and, thus, 45 contact hours for a three semester credit hour (3 SCH) course.

For lecture style courses, one credit hour is associated with a class meeting for 50 minutes per week for an entire semester (or the equivalent 750 semester-minutes, excluding the final exam). For courses offered in an alternative format, (i.e., Summer Institute or Summer Sessions), the class meeting time is adjusted so that 750 semester-minutes of instruction are offered during the length of the course.

Quality of Work Required*

Students must make satisfactory progress toward completion of degree requirements. Unsatisfactory progress toward a degree is defined as:

- obtaining a grade of F in any course attempted;
- having a cumulative GPA below 3.0;
- withdrawal from multiple courses;
- withdrawal from the same course on multiple occasions;
- carrying multiple incompletes; or
- not maintaining continuous enrollment in thesis, professional report, dissertation or other course with this requirement.

MPH students enrolled in the thesis as part of their degree plan are required to demonstrate that they are actively working toward its completion. This requires confirmed submission of written materials and on-going consultation with committee members within the first and subsequent semesters of registering for thesis or professional report credit. It is the responsibility of the student to maintain contact with their major advisor and committee members to assure satisfactory progress. MPH students choosing the thesis option, but not making satisfactory progress as determined by their thesis committee may be required to discontinue thesis enrollment and enroll in six (6) semester credit hours of elective and complete the comprehensive examination as their culminating experience.

Doctoral students enrolled in dissertation credit hours are required to demonstrate that they are making satisfactory progress toward the completion of their dissertation. Satisfactory progress will be determined on the successful completion of the following by dissertation advisor:

- While completing the doctoral qualifying examination, students shall be enrolled in the school's doctoral capstone course;
- After passing the doctoral qualifying examination, students shall enroll in dissertation semester credit hours while preparing and defending their research proposal;
- Doctoral students are required to successfully defend their dissertation proposal before the dissertation committee authorizes the continuance of any dissertation work; and

- The dissertation proposal and final defense must be judged acceptable by all dissertation committee members to maintain satisfactory progress.

Any action taken as a result of not meeting the above expectations is subject to the discretion of the department chair.

Administration of MPH Comprehensive Examination

The MPH comprehensive examination is administered twice each academic year: once in the fall semester during early November and once during the spring semester during late March/early April, depending on activities related to National Public Health Week.

Students are required to register for a 0 semester credit hour course in the semester in which they intend to take the comprehensive examination. Prior to registration, students must complete an Intent to Graduate form and obtain permission to take the comprehensive examination from their academic advisor. After filing an Intent to Graduate form, you will be notified by the Office of Student and Academic Services regarding enrollment procedures.

Students who do not pass the comprehensive examination on their first attempt will be allowed to repeat the comprehensive examination during the next regularly scheduled examination date/time. Students must re-register for the 0 semester credit hour course if retaking the examination.

Continuous Enrollment of Doctoral Students

Unless on approved leave of absence, all doctoral students in the School of Public Health must register continuously for a minimum of two (2) semester credit hours until their degree is granted or until their status as a degree-seeking doctoral student is terminated. Students in good academic standing may request a leave of absence from the School for a defined period of time (up to three semesters), during which no academic progress is made. After consultation with the academic advisor/mentor and approval from the Associate Dean for Academic Affairs, students should complete a Request for Leave of Absence form, which can be obtained from the Office of the Registrar.

*Policy is currently under review and subject to change. For more information contact the Office of Student and Academic Services.

School of Health Professions

Office of the Dean

Warren Anderson, EdD, Dean

Clayton F. Holmes, EdD, PT, Chair, Physical Therapy

Hank Lemke, MMS, PA-C, Chair, Physician Assistant Studies

Contacts

Felicity White, Admissions Coordinator, SHP Admissions

To provide state-of-the-art instruction for a diverse student body to obtain the knowledge, attitudes, and skills needed to best serve in the health care professions and to continue their development throughout their professional careers.

SHP Vision

To be recognized within the top 10 of institutions providing allied health professions education for the State of Texas and the nation.

SHP Values

- Compassion
- Pride
- Teamwork
- Innovation
- Integrity

Department of Physician Assistant Studies (PAS)

Hank Lemke, MMS, PA-C, Program Director and Chair, PA Studies

Kim Williams, Senior Administrative Associate, PA Studies

Contacts

Master of Physician Assistant Studies Admission Requirements Physician Assistant Studies Admissions Office Phone: (817) 735-2003

Website: www.hsc.unt.edu

PAS Mission

To improve the health and quality of life for the people of Texas, and provide an exemplary graduate-level education for physician assistant students, particularly those choosing to work in primary care and underserved clinical settings.

PAS Vision

To be a model of excellence and leadership in PA education.

PAS Values

- Integrity
- Teamwork
- Innovation
- Compassion
- Excellence
- Pride



2011-2012 Physician Assistant Studies Academic Calendar

| | Fall 2011 | Spring 2012 | Summer 2012 |
|---|-----------|-------------|-------------|
| Year 1 PA Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 1 | Apr 23 |
| Orientation | Jul 18-22 | --- | --- |
| First day of classes | Jul 25 | Jan 2 | May 29 |
| Census date | Aug 9 | Jan 18 | Jun 1 |
| White Coat Ceremony (mandatory) | Jul 23 | --- | --- |
| Last day of classes | Dec 9 | May 11 | July 6 |
| Grades due to registrar by 5:00 p.m. | Dec 16 | May 18 | July 13 |
| Year 2 PA Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 1 | Apr 23 |
| First day of classes | Jul 25 | Jan 2 | May 29 |
| Census date | Aug 9 | Jan 18 | Jun 1 |
| Last day of classes | Dec 9 | May 11 | July 20 |
| Grades due to registrar by 5:00 p.m. | Dec 16 | May 18 | |
| Year 3 PA Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 1 | |
| First day of classes | Jul 25 | Jan 2 | |
| Census date | Aug 9 | Jan 18 | |
| Last day of classes (graduating students) | --- | May 11 | |

| | | | |
|--|-----------------------------------|-----------|-------|
| Grades due to registrar by 5:00 p.m. | | May 11 | |
| Commencement | | May 19 | |
| Holidays and Special Events (Please note that holidays may vary for students on rotation and for members of the faculty and staff) | | | |
| Labor Day | Sep 5 | | |
| Thanksgiving | Nov 24-25 | | |
| Winter Break | Dec 12 – Jan 1 | | |
| Martin Luther King, Jr. Day | | Jan 16 | |
| Spring Break | | Mar 12-16 | |
| Research Appreciation Day | | ---- | |
| Commencement | | May 19 | |
| Memorial Day | | May 28 | |
| Independence Day | | | Jul 4 |
| Refund Schedule (Complete Withdrawal) Fall or Spring Semester | | | |
| 100 percent refund | Prior to the first day of classes | | |
| 80 percent refund | During the first five class days | | |
| 70 percent refund | During the second five class days | | |
| 50 percent refund | During the third five class days | | |

| | | | |
|--|--------------------------------------|--|--|
| 25 percent refund | During the fourth five class days | | |
| No refund | After the fourth five-day period | | |
| Refund Schedule (Complete Withdrawal) Summer Semester | | | |
| 100 percent refund | Prior to the first day of classes | | |
| 80 percent refund | During the first three class days | | |
| 50 percent refund | During the fourth – sixth class days | | |
| No refund | Seventh day of class and thereafter | | |

Master of Physician Assistant Studies Admissions Requirements

To be considered for admission to the Master of Physician Assistant Studies (MPAS) degree program, an applicant must have participated in the competitive admissions process and previously earned a bachelor's degree from a regionally accredited U.S. college or university. The minimum overall grade point average (GPA) required for admission is 2.85 on a 4.0 scale. Enrolled students must meet the program's minimum Health and Technical Standards to participate in a significant portion of the program activities. Completion of the GRE General Test is required prior to entry. No minimum GRE score is required, however individual candidate's scores will be taken into consideration as a potential indicator of future success in the curriculum. Other entrance requirements apply and are detailed below.

GRE Requirement

The PA Studies (PAS) program requires a Graduate Record Examination (GRE) General Test Score. The official GRE score report is due by December 1. There is no minimum score requirement; however, higher scores are considered more competitive. Applicants will be considered incomplete until an official score report is received from Educational Testing Service (ETS). Early submittal of scores is strongly encouraged. The GRE code for PA Studies is 6380.

Prerequisite Coursework

Minimum prerequisite coursework requirements cannot be waived. Prerequisite courses must be completed by the posted deadline(s) and obtained from regionally accredited U.S. colleges or universities or through coursework that is deemed equivalent by the PA Studies Admissions Office. Prerequisite course work 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. Exceptions to these requirements are not permitted.

General Course Requirements

| | |
|--|---|
| Psychology (General or Introductory) | 3 |
| Mathematics: College Algebra or higher | 3 |
| Statistics | 3 |
| 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 |
| Electives: Psychology, Sociology and/or Anthropology | 6 |

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 psychology may be obtained through advanced

standing examination such as CLEP or its equivalent. 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 long as credit has been previously awarded for the course by 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. The requirement for having previously earned a bachelor's degree from a regionally accredited U.S. college or university cannot be waived. When submitting individual coursework from foreign colleges or universities as meeting U.S. equivalence, Applicants must carefully follow application instructions published by the Centralized Application Service for Physician Assistants (CASPA) and these courses must also be deemed equivalent by the PA Studies Admissions Office. Upon satisfying all pre-requisite course requirements, applicants with academic credentials from non-U.S. colleges or universities are processed with the same consideration as all others.

Transcripts

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

Prerequisite Coursework Substitution

In the unusual event that an applicant desires to submit a course that is similar in content to a prerequisite course listed above, but it does not carry the same name or was not delivered by a usual academic department, and the applicant feels the course meets the prerequisite requirement, the applicant may request consideration of the coursework as a prerequisite 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
Attn: PA Admissions
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699

The request must include a catalog course description and copy of the course syllabus from the college or university where the course was completed. If a catalog course description or course syllabus 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 being considered. Substitutions are approved on an individual basis and the program reserves the right to approve or deny any prerequisite course substitution requests.

Admission Procedures

Applicants will be considered for admission as early as September during the year prior to matriculation. Applications through CASPA typically become available in May. The deadline for submitting the CASPA application is November 1 of the year prior to matriculation. Early application is recommended. Applicants should not send CASPA application materials, transcripts, reference letters or other information to the PA Admissions Office unless specifically requested to do so. The PA Admissions Office or program does not assume any responsibility for application materials sent to CASPA and will not forward admissions materials to the application service on behalf of applicants. To allow for timely receipt and processing, it is recommended that all application materials, fees, transcripts and reference forms be submitted at least 30 days prior to the posted deadline. Applicants submitting after the posted deadline will not be considered.

Re-Application

A complete CASPA application and PA Supplemental Application must be received anew for each year in which the candidate is applying. Applications cannot be held over for subsequent years.

UNTHSC PA Supplemental Application

Consideration for admission into the MPAS program requires all applicants to complete and submit a PA Supplemental Application in addition to the required CASPA application. An additional application fee may accompany the Supplemental Application. Applicants who fail to submit the Supplemental Application and pay the additional fee will not be considered for admission. A fee waiver is available to applicants who have financial hardship and who have received fee waiver through CASPA. Supplemental Applications become available online on or about June 1 of the year prior to matriculation. The Supplemental Application can be accessed online at the UNTHSC Web Site and must be submitted by November 15 of the year prior to matriculation.

Applicant Selection

The PA Admissions Committee seeks applicants with the best qualifications who have previously demonstrated aptitude to successfully progress through the curriculum and become exemplary physician assistants. 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 Health Science Center in Fort Worth for an admissions interview prior to selection. The Dean of the School of Health Professions has final approval for all admission decisions.

Transfer Policy

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

Advanced Placement

Advanced placement 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 Chair of PA Studies. Advanced placement may not be offered or approved during the admissions process. Requests for advanced 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 is determined on a case-by-case basis.

Academic & Administrative Policies

Each student enrolled at the UNTHSC 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 Master of Physician Assistant Studies (MPAS) degree program. Other UNTHSC policies also apply to PA students and are contained elsewhere in this catalog or in official UNTHSC publications. The UNTHSC 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 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 Chair 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. A check returned because of insufficient funds will incur a penalty and may also result in additional charges for late registration.

Health and Technical Standards

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

A candidate for the physician assistant degree must have abilities and skills in five areas: Observation, Communication, Motor, Intellectual, and Behavioral. Technological compensation can be made for some disabilities in certain areas, but for the majority, the candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary requires a candidate's judgment to be mediated by someone else's power of selection and observation and is not a permissible accommodation.

- **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, Integrative and Quantitative Abilities. These include obtaining measurements and performing calculations, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, candidates should be able to comprehend three-dimensional relationships and to understand spatial relationships of structure.
- **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.

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 be considered unprofessional conduct, can contribute to a failing grade or contribute toward consideration of dismissal from the program.**

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.

Absences from Clinical Practica (Rotations)

Clinical practicum experiences generally require more than 40 hours per week of attendance in order to meet all educational objectives. Activities that may require additional attendance include taking call, attending rounds, providing patient care, attending medical education activities and presenting case studies. Students who become ill, have a medical emergency or have some other reason that causes them to be absent from any portion of a clinical practicum are required to notify the attending preceptor and the Director of Clinical Education (DCE) as soon as possible. Clinical preceptors are not authorized to approve or grant excused absences. The DCE or their designee is the only person who can approve excused absences from clinical practicum experiences. Students who miss any amount of time from a practicum could be required to repeat any portion or all of the clinical practicum experience and may be subject to other sanctions.

Excused Absence for Special Activities

Excused absences from regularly scheduled activities are generally granted for emergencies (e.g., death in the family) or personal illness. Under special circumstances, the Chair of PA Studies may approve absences for special activities. Approval must be documented and obtained 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. For information on attendance policies, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Leave of Absence

Students seeking leave of absence should obtain assistance with proper notifications from Student Affairs. A student in good academic standing may request a leave of absence due to a medical or serious personal problem. Requests for leave of absence must be sub-mitted in writing. Leave cannot be granted for reasons of poor academic standing. Requests 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 reasons must be accompanied by documentation from a physician 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. For more information on attendance policies, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

Readmission After Leave of Absence

Prior to reenrollment, the student must submit a written request for readmission to the Chair of PA Studies. 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 provide documentation reaffirming their compliance with the Health and Technical Standards of the program. Leave of absence cannot be approved for more than 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.

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 performance are by written examination, multiple choice, matching, true/false, short answer and essay-type questions. Evaluation of performance also may include demonstrations 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 participating 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. Participation at lectures and laboratory sessions may be used when evaluating student's performance in a course. Professionalism is also assessed and graded. Students will be required to successfully complete practical assignments that include technical skills, problem-solving skills, interactions with patients and other health care workers, and the use of research tools (textbooks, journals and sources of medical information). An overall performance grade based on the above factors is assigned for each course and clinical practicum. Students shall be informed of their progress through formal and informal feedback mechanisms and through grades. Course syllabi contain the value(s) of grade components 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., a miscalculation or failure to include points earned by the student in the final grade);
- 2) The final course grade has been unjustly rendered (e.g., did not follow the procedures outlined in the course syllabus); 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 Chair of Physician Assistant Studies shall be inserted. Grade appeals must be submitted within five working days of their official posting. Appeals of decisions must be initiated by the student in writing within five (5) working days of receipt of the decision. The decision of the Dean concerning academic appeals is final.

Remediation of Failing Course Grades

Any PA student who receives less than a passing grade in a course must remedy the deficiency and/or raise that grade to passing or face dismissal from the PA program. The opportunity to remedy a failing grade is a privilege that must be earned by the student and is subject to the approval of the Director of Physician Assistant Studies.

Opportunity to remedy deficiencies depends on whether the student has made serious prior efforts to earn a passing grade. Such efforts may include:

- Participation in scheduled educational experiences
- Participating in class, laboratories, and small group activities
- Seeking help with study skills through the Center for Academic Performance (CAP)
- Notifying the course director of problems before a failing grade occurs
- Seeking help from the faculty during the regular offering of the course

Failure to remedy any failing grade or improve academic performance while on academic probation can lead to dismissal from the program. Remediation could include repeating courses or a series of courses, up to and including an entire semester or year. In the event a required course is no longer offered, remediation may include returning to the program under new graduation requirements listed for the class in which the returning student is entered into. Failed and remedied course grades are both posted on the student's official transcript.

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 recognize academic excellence when the student achieves a semester grade point average of 3.51 or greater for a semester 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 probation 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 academic, 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 disciplinary probation during their enrollment can receive a degree with honors.

Academic Promotion

Students must meet all minimum standards set by the PA Studies Program and the University of North Texas Health Science Center to remain in good standing. The program does not guarantee that any student will accomplish all degree requirements once they have been enrolled. Good standing in the program requires satisfactory completion of all required courses and maintenance of a cumulative GPA of 3.0 or better in the curriculum. Students who do not meet standards for promotion and graduation may be offered opportunities to correct academic deficiencies according to university guidelines and/or program policy.

Non-Academic Probation

Enrollment at the UNTHSC 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, notwithstanding 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

Placement on academic probation serves as notice to the student that their continued enrollment is in jeopardy due to poor academic performance. Any student who's GPA for a given semester falls below 2.5 will be automatically placed on academic probation. Effective July 1, 2011, for students entering the program after July 1, 2011, any student who earns a semester GPA below 2.85 for any semester in the curriculum will be automatically placed on academic probation. Failure of any required course in the curriculum will automatically cause the student to be placed on academic probation. First or second year PA students with an overall GPA of less than 2.85 are required to meet with the Chair of PA Studies (or designee) to develop a plan for improving their academic performance. Students who are on academic probation are not eligible to hold office in sanctioned student groups, unless approved by the Chair of PA Studies, and may not be recommended for graduation. Removal from academic probation is made only upon recommendation of the PA Student Performance Committee and approval of the Dean or his/her designee.

Dismissal

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

- Earns a failing grade in any academic course or clinical practicum.
- Fails a course or clinical practicum due to unprofessional behavior.
- Fails any repeated course or clinical practicum in the curriculum.
- Continues to exhibit failing performance while on academic probation.
- Fails to meet any requirements outlined in an approved remediation plan.
- Fails any single course while on academic probation.
- 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 re-admission 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 re-admitted and subsequently receives a failing grade in any course will be automatically recommended for dismissal without an opportunity for subsequent re-admission.

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 (MPAS) 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 MPAS degree provided they meet the conditions listed below:

1. Have satisfactorily completed all academic requirements of the program.
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 re-admitted 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). 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 Department Chair, the 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 without completing the established withdrawal procedures within 30 days, will be administratively withdrawn.

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, cannot be considered for readmission at a later date. Re-admission is not assured unless it is a part of the final decision and/or agreement made by the withdrawing student, the Chair of the PA Department and the Dean. This final decision and/or agreement will be in writing. Students who are granted re-admission 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.

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.

Weekends and Nights

Class learning activities during the didactic phase of PA education are typically conducted Monday through Friday during normal business hours. However, some courses may require your attendance during the evening hours or on weekends.

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 housing; however, students are not guaranteed its availability and cannot be afforded special consideration due to employment concerns. Students should recognize that securing housing and transportation to off-campus clinical educational activities at remote clinical sites 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 costs at any time during off campus educational activities.

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. All evaluations must be current before students can register for the next semester or graduate.

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 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 2014

| YEAR 1: FALL | | HOURS |
|-------------------------|--|-----------|
| MPAS 5401 | Gross Anatomy with Lab | 4 |
| MPAS 5208 | Neuroanatomy | 2 |
| MPAS 5612 | Human Physiology | 5 |
| MPAS 5211 | Medical Interviewing | 2 |
| MPAS 5412 | Physical Exam Skills With Lab | 5 |
| MPAS 5350 | Professional Issues for Medical Practice | 3 |
| | | 21 |
| YEAR 1: SPRING | | |
| MPAS 5322 | Physical Diagnosis with Lab | 3 |
| MPAS 5312 | Culture/Diversity in Healthcare | 2 |
| MPAS 5201 | Intro to Master's Project | 1 |
| MPAS 5302 | Fundamentals of Behavioral Science | 3 |
| MPAS 5404 | Clinical Pharmacology | 4 |
| MPAS 5207 | Principles of Evidence Based Medicine | 2 |
| MPAS 5410 | Introduction to Disease | 5 |
| | | 20 |
| YEAR 1: SUMMER | | |
| MPAS 5199 | Independent Study: Master's Project | 2 |
| MPAS 5204 | Introduction to ECG | 2 |
| MPAS 5203 | Dermatology | 2 |
| | | 6 |
| Year 1 Total SCH | | 47 |

PA Class of 2013

| YEAR 2: FALL | | HOURS |
|----------------------------|---------------------------------------|-----------|
| MPAS 5241 | Supervised Practice I with Practicum | 2 |
| MPAS 5232 | Health Promotion/Disease Prevention | 2 |
| MPAS 5199 | Independent Study: Master's Project | 1 |
| MPAS 5901 | Integrated PA Clinical Medicine I | 9 |
| MPAS 5902 | Integrated PA Clinical Medicine II | 9 |
| | | 23 |
| YEAR 2: SPRING | | |
| MPAS 5242 | Supervised Practice II with Practicum | 2 |
| MPAS 5205 | Clinical Skills | 2 |
| MPAS 5903 | Integrated PA Clinical Medicine III | 9 |
| Clinical Practica Begins * | | 8 |
| | | 21 |
| Year 2 Total SCH | | 44 |

PA Class of 2012

| YEAR 3 | | HOURS |
|-------------------------------|-----------------------------------|-----------|
| Clinical Practica Continues * | | 44 |
| MPAS 5190 | Senior Seminar | 1 |
| Year 3 Total SCH | | 45 |
| | | |
| * Clinical Practica includes: | | HOURS |
| MPAS 5450 | Elective Practicum | 4 |
| MPAS 5853 | Internal Medicine Practicum | 8 |
| MPAS 5454 | Pediatrics Practicum | 4 |
| MPAS 5855 | Family Medicine Practicum | 8 |
| MPAS 5456 | Psychiatry Practicum | 4 |
| MPAS 5857 | Surgery Practicum | 8 |
| MPAS 5458 | Obstetrics & Gynecology Practicum | 4 |
| MPAS 5459 | Emergency Medicine Practicum | 4 |
| MPAS 5460 | Inpatient Practicum | 4 |

| | | |
|-----------|-----------------------|---|
| MPAS 5451 | Underserved Practicum | 4 |
|-----------|-----------------------|---|

Department of Physical Therapy

Clayton Holmes EdD, PT, ATC, Professor and Chair

Cheryell Williams-Price, Assistant to the Chair

Felicity White, Admissions Coordinator

University of North Texas Health Science Center
School of Health Professions
Admissions and Recruitment
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699
Phone: (817) 735-2003 Fax: (817) 735-2529
Email: PTAdmissions@unthsc.edu



To produce highly qualified physical therapists who will enhance the health and functional abilities of the people of Texas with a distinctive focus on Tarrant county, rural areas, and beyond; to participate in research that impacts the practice of physical therapy; and to provide high level physical therapy clinical services.

Vision

To provide a physical therapy program that will be recognized nationally as a health care provider of choice in education, research, patient care and community involvement.

Values

The faculty of the Department of Physical Therapy embrace the seven core professional values as stated by the American Physical Therapy Association. These values are recognized as tenants of a doctoring profession. Faculty model these values and integrate them into the curriculum, while encouraging our students to do the same. These core values are integrated and synthesized through evidence-based learning and service learning opportunities. The seven core professional values are:

- accountability
- altruism
- compassion/caring
- excellence
- integrity
- professional duty
- social responsibility

2011-2012 Doctor of Physical Therapy Academic Calendar

| | Fall 2011 | Spring 2012 | Summer 2012 |
|--|--------------------------------------|-------------|-------------|
| Year 1 PT Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 1 | Apr 23 |
| Orientation | Jul 18-22 | --- | --- |
| Official Term Start Date | Jul 25 | Jan 2 | May 29 |
| Census date | Aug 9 | Jan 18 | Jun 1 |
| White Coat Ceremony (mandatory) | Jul 23 | --- | --- |
| Last day of classes | Dec 9 | Apr 27 | Jul 6 |
| Grades due to registrar by 5:00 p.m. | Dec 16 | May 4 | Jul 13 |
| Year 2 PT Students | | | |
| Register for classes (completed by the Office of the Registrar) | Jun 27 | Nov 1 | Apr 23 |
| Official Term Start Date | Jul 25 | Jan 2 | May 29 |
| Census date | Aug 9 | Jan 18 | Jun 1 |
| Last day of classes | Dec 9 | Apr 27 | Jul 6 |
| Grades due to registrar by 5:00 p.m. | Dec 16 | May 4 | Jul 13 |
| Holidays and Special Events | | | |
| Labor Day | Sep 5 | | |
| Thanksgiving | Nov 24-25 | | |
| Winter Break | Dec 12 – Jan 1 | | |
| Martin Luther King, Jr. Day | | Jan 16 | |
| Spring Break | | Mar 12-16 | |
| Research Appreciation Day | | ---- | |
| Commencement | | May 19 | |
| Memorial Day | | May 28 | |
| Independence Day | | | Jul 4 |
| Refund Schedule (Complete Withdrawal) Fall or Spring Semester | | | |
| 100 percent refund | Prior to the first day of classes | | |
| 80 percent refund | During the first five class days | | |
| 70 percent refund | During the second five class days | | |
| 50 percent refund | During the third five class days | | |
| 25 percent refund | During the fourth five class days | | |
| No refund | After the fourth five-day period | | |
| Refund Schedule (Complete Withdrawal) Summer Semester | | | |
| 100 percent refund | Prior to the first day of classes | | |
| 80 percent refund | During the first three class days | | |
| 50 percent refund | During the fourth – sixth class days | | |
| No refund | Seventh day of class and thereafter | | |

Admission Requirements

To be considered for admission to the Doctor of Physical Therapy program (DPT), an applicant must have participated in the competitive admissions process and must hold a bachelor's degree from a regionally-accredited U.S. or Canadian college or university which would be completed prior to matriculation to the Physical Therapy program. The minimum overall grade point average (GPA) required to be considered for admission is 3.0 on a 4.0 scale. All enrolled students must meet the program's minimum Health and Technical Standards to participate in the program.

Prerequisite Coursework

The minimum prerequisite coursework requirements cannot be waived and must be completed or in progress by the posted application deadline(s) from a regionally-accredited U.S. college or university or Canadian equivalent. Exceptions are not permitted. Prerequisite coursework must be satisfied with a grade of "C" or higher (2.0 on a 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 | HOURS |
|--------------------------------------|--------------|
| Psychology (General or Introductory) | 6 |
| Science Course Requirements | |
| Biology (with lab) | 8 |
| Chemistry (with lab) | 8 |
| Physics | 8 |

Coursework is converted to semester credit hours 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 biology, chemistry and physics. Credit for coursework obtained through distance learning or online courses will be recognized as meeting prerequisite requirements as long as course credit is awarded from a regionally-accredited U.S. college or university or Canadian equivalent.

Foreign Coursework

The program will not accept course work obtained at foreign institutions except Canada.

Transcripts

Official transcripts from each institution attended used for evaluation in the admissions process must be submitted to the School of Health Professions Admissions and Recruitment Office in order for the application to be considered complete.

Upon acceptance of an offer of admission, applicants must request that final official transcripts from each institution previously attended be sent directly to the School of Health Professions Admissions and Recruitment Office. 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:

PTAdmissions@unthsc.edu

or by regular mail to:

University of North Texas Health Science Center
School of Health Professions
Admissions and Recruitment
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699
Phone: (817) 735-2003 Fax: (817) 735-2529
Email: PTAdmissions@unthsc.edu

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.

Important Dates

May 1, 2011 - Application Opens
October 1, 2011 - Priority deadline
Mid November 2011 - Early Interviews begin
January 15, 2012 - Application closes
January 1 - March 1, 2012 - Admission Interviews

Applicant Selection

In reviewing applications for interview selection and acceptance, many factors are taken into consideration. These factors include but are not limited to:

- Academic background
- PT mentorship/shadowing experiences
- Understanding of the role of PT
- Two letters of reference (or support)
- Community Service
- Honors, achievements and awards
- Other life experiences and extracurricular activities;
- Applicant's personal interview.

Although an applicant's entire academic record is considered, this alone does not ensure acceptance. While prior experience in a health care setting is not required, this experience is considered a beneficial attribute and viewed positively by the Admissions Committee. PT mentorship and shadowing experiences are not required, but are highly encouraged. Letters of reference from a physical therapist or physician are required. Evidence of personal integrity, maturity, motivation, communication skills, interpersonal skills, critical thinking skills, writing

ability, dedication and the ability to work with others are additional factors that will be considered. These qualities 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.

Selected applicants will be invited to the UNT Health Science Center in Fort Worth for an admissions interview. Interviews generally take place on campus from November to April. Interviewing may end sooner if the class has been filled. Candidates who are invited to interview will be contacted by phone or email. Declining an invitation or failing to appear for a scheduled interview will result in a withdrawal of your application. Early submission of your application may increase your chances of interview selection. Interview results are confidential and are considered in the competitive selection processes.

Transfer Policy

The program does not admit transfer students from other physical therapy programs.

Accreditation Notice

UNTHSC has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

Policies

Program Admissions

The admissions process shall be designed in a manner that does not discriminate on the basis of race, color, sex, religion, creed, national origin, age, or handicap. All enrollees must meet the Health and Technical Standards for the program. Application screening shall be designed to validate that minimum admission requirements have been met and the applicant is eligible for admission. The Doctor of Physical Therapy (DPT) Program Admissions Committee may establish criteria for automatic invitation to interview. Recommendations for admission shall be based on an applicant's qualifications according to published criteria. Only applicants who have completed an interview can be admitted. No single or compounded scores achieved during the application and interview process may be used as the sole determinant for admission, however committee members are permitted to use these when comparing like characteristics and selecting a candidate's records to be reviewed in greater detail. Provisional admission offers may be made pending completion of admission requirements; however deferred matriculation is not permitted. No students can be admitted to the DPT program in a probationary status.

Graduation

Students who have met all course requirements and been recommended for graduation may be awarded the Doctor of Physical Therapy (DPT) degree provided they meet all of the conditions listed below:

1. Have satisfactorily completed all academic requirements of the program.
2. Have completed six academic years of credit at an accredited college or university, of which, at least the last three were 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 DPT.
5. Have completed and returned to the DPT Program or the Office of the Registrar, all graduation forms and paperwork required by the Program and the institution.
6. Have met other time limits listed below:
 - a. In the event the student withdraws and later re-enters the program, or if a student is granted an extension beyond 36 months, that student must meet the requirements listed for the class with whom he or she graduates.
 - b. A student who has been dismissed due to poor academic progress, and later is readmitted to the program, has not more than thirty-six (36) months from date of re-entry to successfully pass any academic course, which was failed, and any subsequent incomplete courses.
 - c. A student dismissed due to a failing grade in a clinical rotation, who later is readmitted to the program, has not more than twelve (12) months from their date of re-entry to successfully complete the rotation that was failed and any subsequent incomplete rotations.
 - d. The maximum time limit for completing all graduation requirements is seventy-two (72) months.
 - e. Rarely, students may be required to meet additional requirements in order to meet other health science center, state or national regulations.

Health and Technical Standards

All candidates for the Doctor of Physical Therapy Studies program must meet health and technical standards to gain admission and participate in the Doctor of Physical Therapy Program at the University of North Texas Health Science Center. Because the Doctor of

Physical Therapy degree signifies that an individual is prepared to sit for the National

Physical Therapy Examination and is prepared for entry into the profession of physical therapy, it follows that the graduates must possess 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 Doctor of Physical Therapy degree must have abilities in the following areas: observation, communication, motor, conceptual, integrative, quantitative, 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. The following standards must be met by all students admitted to the DPT program.

Observation

The candidate must be able to observe demonstrations and experiments in basic and applied sciences including, but not limited to human anatomy and physiology, neuroscience, as well as in didactic courses in physical therapy theory and practice for normal and pathologic states. The candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

Communication

The candidate must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive and accurately report nonverbal communications. The candidate must be able to communicate effectively and sensitively with patients/clients and their families. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

Sensorimotor

The candidate should have sufficient motor function to elicit information from patients/clients by palpation, auscultation, percussion, manual positioning of body segments and other evaluative procedures. The candidate should be able to do basic screening and examination (physiological measures such as HR and respiration), diagnostic procedures (palpation, manual muscle testing, goniometry, sensory evaluation, gait analysis, balance assessment), and evaluate EKGs and X-rays. The candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physical therapists are cardiopulmonary resuscitation, and application of pressure to stop bleeding. Additionally, candidates must be able to perform debridement of wounds and other physical assessment maneuvers, where such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Conceptual-Integrative and Quantitative Analysis

These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Problem solving, the critical skill demanded of physical therapist practitioners, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral/Social Attitudes

The candidate must possess 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 evaluation, diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. The candidate 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 are assessed during the admission and education processes.

Student Involvement on Clinical Activities

DPT students may not be given responsibility for clinical care that exceeds their capabilities as a student or that violates other legal restrictions. Students may not take the responsibility or place of qualified staff. Involvement in clinical care is permitted only when authorized by the preceptor or faculty member. Assigned clinical care activities should not exceed the student's stage of learning or clinical knowledge. Under no circumstances should assigned activities exceed those which a graduate physical therapist would otherwise be directed to perform. While the program will consider the impact of personal and cultural values, ethics and religious beliefs on students requirements to participate, in no instance will clinical care or the mission of the institution be compromised.

Transfer of Course Credit

The program does not admit transfer students or accept transfer of course credit from other physical therapy programs.

Remediation

Any DPT student receiving less than a passing grade in a course must remedy that grade to passing or face dismissal from the DPT program. Remediation of a failing course grade is considered a privilege that must be earned by the student. The opportunity to remedy a failing course grade is subject to the approval of the Chair of the Department of Physical Therapy. Remediation may include repeating a series of courses/practica up to and including an entire semester or year. Students with pending remediation activities may be permitted to continue in the curriculum until remediation activities have been completed. In the event a required course is no longer offered, remediation may include returning to the program under graduation requirements listed for the class in the following year. Failed and remedied course grades will be posted on the student's official transcript. The nature of any remediation opportunities is subject to approval of the Chair of the Physical Therapy Department. Remedied grades may not exceed the minimum grade originally required to pass the course. All remediated credit hours and grades are counted in computing a student's cumulative grade point average.

Curriculum

| Year 1, Semester 1 | | |
|---------------------------|--|---|
| DPHT 7600 | Gross Anatomy | 4 |
| DPHT 7210 | Neuroanatomy | 2 |
| DPHT 7501 | Clinical Med I | 3 |
| DPHT 7305 | Applied Anatomy and Kinesiology | 3 |
| DPHT 7307 | Clinical Reasoning I: Intro to Examination | 3 |
| DPHT 7209 | Foundations of Physical Therapy | 2 |
| DPHT 7221 | Evidence Based Practice I | 2 |
| Year 1, Semester 2 | | |
| DPHT 7320 | Integrated Control of Movement | 3 |
| DPHT 7502 | Clinical Med II | 3 |
| DPHT 7323 | Applied Exercise Physiology | 3 |
| DPHT 7324 | Developmental Concepts: Neonates to Geriatrics | 3 |
| DPHT 7225 | Culture/Teaching & Learning | 2 |
| DPHT 7330 | Therapeutic Exercise I | 2 |
| DPHT 7311 | Therapeutic Interventions I | 2 |
| Year 1, Semester 3 | | |
| DPHT 7231 | Evidence Based Practice II | 2 |
| DPHT 7332 | Therapeutic Interventions II | 3 |
| DPHT 7133 | Preliminary Clinical Practicum | 1 |

| Year 2, Semester 4 | | |
|---------------------------|--|---|
| DPHT 7340 | Cardiovascular-Pulmonary PT | 3 |
| DPHT 7541 | Musculoskeletal Physical Therapy I | 4 |
| DPHT 7342 | Neuromuscular Physical Therapy I | 3 |
| DPHT 7343 | Clinical Reasoning II: Advanced Examination & Evaluation | 3 |
| DPHT 7445 | Clinical Practicum I | 3 |
| Year 2, Semester 5 | | |
| DPHT 7350 | Therapeutic Exercise II | 2 |
| DPHT 7551 | Musculoskeletal Physical Therapy II | 4 |
| DPHT 7352 | Neuromuscular Physical Therapy II | 3 |
| DPHT 7153 | Scholarly Project I | 1 |
| DPHT 7254 | Diagnostic Testing & Imaging | 2 |
| DPHT 7255 | Issues in Rural Health | 2 |
| DPHT 7244 | Evidence Based Practice III | 2 |
| Year 2, Semester 6 | | |
| DPHT 7560 | Clinical Practicum II | 4 |

| Year 3, Semester 7 | | |
|---------------------------|---|---|
| DPHT 7270 | Business & Leadership in Physical Therapy | 2 |
| DPHT 7271 | Prosthetics, Orthotics & Advanced Gait | 2 |
| DPHT 7272 | Evidence Based Practice IV | 2 |
| DPHT 7256 | Health Promotion | 2 |
| DPHT 7673 | Clinical Practicum III | 4 |
| Year 3, Semester 8 | | |
| DPHT 7780 | Specialized Internship | 6 |
| DPHT 7281 | Scholarly Project II | 1 |
| DPHT 7192 | Capstone | 1 |

TCOM Course Descriptions

MEDE 7010. Community Medical Resources 1

0.5 SCH. 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. This course is graded at the end of year 2. (Year 1, Semester 1)

MEDE 7011. Community Medical Resources 2

0.5 SCH. This course is a continuation of Community Medical Resources 1. 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. This course is graded at the end of year 2. (Year 1, Semester 2)

MEDE 7020. Community Medical Resources 3

0.5 SCH. This course is a continuation of Community Medical Resources 2. 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. This course is graded at the end of year 2. (Year 2, Semester 3)

MEDE 7021. Community Medical Resources 4

0.5 SCH. This course is a continuation of Community Medical Resources 3. 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. This course is graded at the end of year 2. (Year 2, Semester 4)

MEDE 7110. Medical Informatics 1

1 SCH. Students acquire the knowledge to recognize when information is needed and the ability to efficiently and effectively locate, evaluate, and apply the information for a specific purpose and gain the knowledge and skills needed to locate, synthesize, and present current best evidence in a clinical setting. (Year 1, Semester 1)

MEDE 7115. Medical Informatics 2

1 SCH. This course is a continuation of Medical Informatics 1. Students acquire the knowledge to recognize when information is needed and the ability to efficiently and effectively locate, evaluate, and apply the information for a specific purpose and gain the knowledge and skills needed to locate, synthesize, and present current best evidence in a clinical setting. (Year 1, Semester 2)

MEDE 7120. Honors Elective

1-2 SCH. This is a multiple topic course designed for second year medical students who had exceptional academic performance during the first three semesters of medical school. Topics vary by semester. (Year 2, Semester 3 and 4)

MEDE 7210. Renal System 1

2 SCH. This course is intended to provide a foundation of knowledge that is essential for understanding, diagnosing, and treating disease processes of the kidney and urinary tract. (Year 1, Semester 2)

MEDE 7211. Fundamentals of Treatment

2 SCH. The teaching program of this course has been designed to encompass the overall goals of the institution in assisting the students to acquire competency in fundamental concepts in pharmacology. (Year 1, Semester 2)

MEDE 7220. Rural Medicine 4 (Rural Scholars Program)

5 SCH. This course is the fourth of four Year 1 and Year 2 courses in a special medical school curriculum designed to train future physicians for rural practice. This course is comprised of classroom learning modules, rural clinical correlations, skills labs and a rural preceptorship. This course is restricted to students enrolled in the Rural Scholars Program. (Year 2, Semester 4)

MEDE 7310. Reproductive System 1

3 SCH. The teaching program of this course/system has been designed to encompass the overall goals of the institution in assisting the students to acquire competency in the biochemistry, physiology, histology, embryology, and anatomy of the human reproductive system. (Year 1, Semester 2)

MEDE 7311. Clinical Medicine 2 + Ethics

3 SCH. 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. (Year 1, Semester 2)

MEDE 7312. Hematopoietic System 1

3 SCH. Broad topic areas to be emphasized include peripheral blood cell morphology, bone marrow and spleen histology, biochemistry of hemoglobin, red cell membrane, and cytoplasmic enzymes; leukocyte morphology and physiology, hemostasis and coagulation. Throughout the courses, the language of medicine is emphasized in conjunction with morphology, clinical features and differential diagnoses, where appropriate. In addition, important pathologic aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed. (Year 1, Semester 2)

MEDE 7313. Mechanisms of Disease 1

3 SCH. Broad topic areas to be emphasized include neoplasia, medical microbiology and infectious diseases (including the basis of antimicrobial pharmacologic intervention), environmental, nutritional disorders, and an overview of diseases of infancy and childhood. Throughout the course, the language of medicine is emphasized in conjunction with morphology, clinical features, and differential diagnoses, where appropriate. In addition, important pathologic

aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed. (Year 1, Semester 2)

MEDE 7314. Osteopathic Manipulative Medicine 2

3 SCH. This course covers the diagnosis and treatment of the pelvis, the sacrum and lumbar spine, and the diagnosis of the thoracic and cervical spine. (Year 1, Semester 2)

MEDE 7315. Endocrine System 1

3 SCH. This course is intended to provide students with an integrated approach to understanding the normal structure and function of the human endocrine system. (Year 1, Semester 2)

MEDE 7320. Osteopathic Manipulative Medicine 4

3 SCH. Advanced osteopathic treatment methods. (Year 2, Semester 4)

MEDE 7410. Osteopathic Manipulative Medicine 1

4 SCH. This course is an introduction to osteopathic medicine and philosophy, the osteopathic model, somatic dysfunction, palpation, and direct and indirect treatment methods. (Year 1, Semester 1)

MEDE 7411. Rural Medicine 1 (Rural Scholars Program)

5 SCH. This course is the first of four Year 1 and Year 2 courses in a special medical school curriculum designed to train future physicians for rural practice. This course is comprised of classroom learning modules, rural clinical correlations, skills labs and clinical activities. This course is restricted to students enrolled in the Rural Scholars Program. (Year 1, Semester 1)

MEDE 7416. Rural Medicine 2 (Rural Scholars Program)

5 SCH. This course is the second of four Year 1 and Year 2 courses in a special medical school curriculum designed to train future physicians for rural practice. This course is comprised of classroom learning modules, rural clinical correlations, skills labs and clinical activities. This course is restricted to students enrolled in the Rural Scholars Program. (Year 1, Semester 2)

MEDE 7420. Endocrine System 2

4 SCH. The teaching program of this course/system has been designed to encompass the overall goals of the institution in assisting the students to acquire fundamental understanding of the physiology and pathophysiology of the endocrine system. (Year 2, Semester 4)

MEDE 7421. Osteopathic Manipulative Medicine 3

4 SCH. Treatment of the thoracic spine, cervical spine and the OA joint; diagnosis and treatment of the ribs. (Year 2, Semester 3)

MEDE 7510. Clinical Medicine 1 + Ethics

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

MEDE 7511. Gastrointestinal System 1

5 SCH. This course is intended to provide a foundation of knowledge of the normal structure and function of the human gastrointestinal system. (Year 1, Semester 2)

MEDE 7512. Immunology System 1

5 SCH. Broad topic areas to be emphasized include immune system function and dysfunction. Throughout the course, the language of medicine is emphasized in conjunction with morphology, clinical features and differential diagnoses, where appropriate. In addition, important pathologic aspects of clinical laboratory involvement and data utilization in the diagnosis of disease are discussed. (Year 1, Semester 2)

MEDE 7520. Gastrointestinal System 2

5 SCH. The teaching program of this course has been designed to encompass the overall goals of the institution in assisting the students to acquire competency in disorders of the gastrointestinal system, exocrine pancreas, liver, and biliary tract. (Year 2, Semester 3)

MEDE 7521. Hematopoietic System 2

5 SCH. The teaching program of this course has been designed to encompass the overall goals of the institution in assisting the students to acquire competency in disorders of red blood cells, white blood cells, hemostasis, transfusion medicine, and oncology. (Year 2, Semester 3)

MEDE 7522. Fundamentals of Behavioral Science

5 SCH. The course presents a multidimensional approach to the understanding of the most common clinical disorders of psychiatry. Additional topics are physical examination principles and bio-psychosocial aspects of psychiatric disorders. Attention will be given to diagnosis, pathophysiology, treatment, and outcome measurement. (Year 2, Semester 4)

MEDE 7523. Renal System 2

5 SCH. The goal of the Renal System 2 course is for the student to gain the proficiency needed to understand and explain normal function, pathophysiology, and disorders of the renal system. A second goal is for the student to gain the knowledge needed to recognize, manage, and treat clinical problems and diseases most relevant to the renal system. (Year 2, Semester 3)

MEDE 7525. Musculoskeletal and Skin System 2

5 SCH. The teaching program of this course/system has been designed to encompass the overall goals of the institution in assisting the students to acquire competency to understand, recognize, diagnose, and treat the common and important diseases of the musculoskeletal system and skin. (Year 2, Semester 4)

MEDE 7615. Cardiopulmonary System 1

6 SCH. This course is intended to provide a foundation of knowledge of the lungs, the heart, the blood and circulatory systems that is essential for understanding, diagnosing, and treating disease processes of the respiratory system, cardiovascular system, and blood. (Year 1, Semester 1)

MEDE 7620. Clinical Medicine 3 + Ethics

6 SCH. 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. (Year 2, Semester 3)

MEDE 7621. Reproductive System 2

6 SCH. The overall goal is to gain the knowledge needed to recognize and treat clinical problems and diseases most relevant to the female reproductive systems and associated pathophysiology relevant to areas of women's healthcare. (Year 2, Semester 4)

MEDE 7622. Respiratory System 2

6 SCH. The goal of this course is to support student acquisition of an integrated knowledge base consisting of key concepts related to the normal functions of the respiratory system, the pathophysiology of respiratory disease, differential diagnosis and clinical manifestations of common and important clinical respiratory problems, and specific intellectual skills; all serving as precursors to the development of clinical competencies in respiratory and ear, nose, and throat (ENT) related patient care problems. (Year 2, Semester 3)

MEDE 7623. Correlative Basic Science and Clinical Medicine

6 SCH. The teaching program of this course has been designed to encompass the overall goals of the institution in assisting the students with a review of medical curriculum content in preparation for licensing examinations. (Year 2, Semester 4)

MEDE 7624. Rural Medicine 3 (Rural Scholars Program)

5 SCH. This course is the third of four Year 1 and Year 2 courses in a special medical school curriculum designed to train future physicians for rural practice This course is comprised of classroom learning modules, rural clinical correlations, skills labs and clinical activities. This course is restricted to students enrolled in the Rural Scholars Program. (Year 2, Semester 3)

MEDE 7625. Clinical Medicine 4 + Ethics

6 SCH. 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. (Year 2, Semester 4)

MEDE 7720. Cardiovascular System 2

7 SCH. The course presents a multidimensional approach to the understanding of the seven most common clinical entities in cardiovascular disease. Additional topics are physical examination principles and biopsychosocial aspects of cardiovascular disease. Several of these sections are conducted in workshops/laboratories format, allowing maximum participation and interaction of students and faculty. (Year 2, Semester 3)

MEDE 7721. Nervous System 2

7 SCH. The course presents a multidimensional approach to the understanding of the most common clinical disorders of the Nervous System. Additional topics are physical examination and principles of nervous system disorders. Attention will be given to diagnosis, pathophysiology, treatment, and outcome measurement. Several of these sections are conducted in workshops/laboratories format, allowing maximum participation and interaction of students and faculty. (Year 2, Semester 4)

MEDE 7810. Cellular Science

8 SCH. 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. (Year 1, Semester 1)

MEDE 7811. Musculoskeletal and Skin System 1

8 SCH. The integrated program presents the gross and microscopic anatomy, cell biology and physiology of the basic tissues and organ systems in the musculoskeletal/skin system and correlates these structures with various functions. (Year 1, Semester 1)

MEDE 7812. Nervous System 1

8 SCH. This course is intended to provide students with an integrated approach to understanding the normal structure and function of the human nervous system. (Year 1, Semester 1)

MEDE 7911. Mechanisms of Disease 2

10 SCH. This course is a continuation of Mechanisms of Disease 1. (Year 1, Semester 2)

MEDE 8400. Clinical Skills

3 SCH. This is a required course emphasizing preparation in clinical skills.

MEDE 8403. Core Clerkship - Emergency Medicine

4 SCH. This is a required four-week rotation in emergency medicine.

MEDE 8404. Core Clerkship - Emergency Medicine-Pediatric

4 SCH. This is a required four-week rotation in emergency medicine.

MEDE 8406. Core Clerkship - Subspecialty Internal Medicine

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

MEDE 8407. Core Clerkship - Subspecialty Pediatric

4 SCH. This is a required four-week rotation in Specialty Medicine - subspecialty pediatrics.

MEDE 8409. Core Clerkship - Psychiatry

4 SCH. This course is a required four-week rotation in psychiatry that serves as the clinical phase of the graduate 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.

MEDE 8412. Core Clerkship - Internal Medicine Primary Care Partnership

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

MEDE 8413. Core Clerkship - OMM Primary Care Partnership

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

MEDE 8414. Core Clerkship - Pediatrics Primary Care Partnership

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

MEDE 8416. Core Clerkship - Family Medicine Primary Care Partnership

4 SCH. 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.

MEDE 8417. Core Clerkship - Manipulative Medicine

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

MEDE 8426. Core Clerkship - Geriatrics

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

MEDE 8430. Core Clerkship - Subspecialty Internal Medicine Rural Scholars Program

4 SCH. This course is a required four (4) week clinical rotation in subspecialty internal medicine for those students enrolled in the Rural Scholars Program. This is to be completed during the fourth year. Students may choose from pulmonary medicine, gastroenterology, hematology/oncology, nephrology and rheumatology, or other disciplines approved by the Office of Rural Medical Education. This course is restricted to students enrolled in the Rural Scholars Program. Pass/No Pass

MEDE 8440. Core Clerkship - Cardiology Rural Scholars Program

4 SCH. This course is a required four (4) week clinical rotation in cardiology for those students enrolled in the Rural Scholars Program. This is to be completed during the fourth year. This course is restricted to students enrolled in the Rural Scholars Program. Pass/No Pass

MEDE 8607. Core Clerkship - Obstetrics and Gynecology

6 SCH. This 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.

MEDE 8608. Core Clerkship - Pediatrics

6 SCH. 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.

MEDE 8631. Core Clerkship - Pediatrics Rural Scholars Program

6 SCH. This course is a required six (6) week clinical rotation in 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 result in the acquisition and application of core pediatric knowledge and clinical skills necessary for rural practice. Students will complete this clerkship at sites assigned by the Office of Rural Medical Education in conjunction with the Department of Pediatrics. This course is restricted to students enrolled in the Rural Scholars Program and satisfies the core clerkship in Pediatrics requirement in the general medical school curriculum. Pass/No Pass

MEDE 8632. Core Clerkship - Pediatrics Rural Primary Care Continuity Program

6 SCH. This course is a required six (6) week clinical rotation in 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 result in the acquisition and application of core pediatric knowledge and clinical skills necessary for rural practice. Students will complete this clerkship at sites assigned by the Office of Rural Medical Education in conjunction with the Department of Pediatrics. This course is restricted to students enrolled in the Rural Primary Care Continuity Program and satisfies the core clerkship in Pediatrics requirement in the general medical school curriculum. Pass/No Pass

MEDE 8633. Core Clerkship - Obstetrics and Gynecology Rural Scholars Program

6 SCH. This course is a required six (6) week clinical rotation in OB/GYN consisting of outpatient and hospital experiences. The outpatient portion exposes the student to ambulatory prenatal care and gynecology, while 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. This rotation will result in the acquisition and application of core knowledge and clinical skills necessary for rural practice. Students will complete this clerkship at sites assigned by the Office of Rural Medical Education in conjunction with the Department of Obstetrics and Gynecology. This course is restricted to students enrolled in the Rural Scholars Program and satisfies the core clerkship in Obstetrics and Gynecology requirement in the general medical school curriculum. Pass/No Pass

MEDE 8809. Core Clerkship - Family Medicine

8 SCH. 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.

MEDE 8810. Core Clerkship - Internal Medicine

8 SCH. 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.

MEDE 8811. Core Clerkship - Surgery

8 SCH. A required eight-week clerkship in surgery in an affiliated hospital. Students spend time in the various surgical specialties.

MEDE 8834. Core Clerkship - Family Medicine Rural Scholars Program

8 SCH. This course is a required eight (8) week clinical rotation that must be completed during Year 3. Although emphasis is on ambulatory care, students may have the opportunity to follow their assigned patients when inpatient care is required. Students complete this clerkship at an assigned rural site where they experience continuity of care in family practice. The student is exposed to health care systems, 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. This course is restricted to students enrolled in the Rural Scholars Program and satisfies the core clerkship in Family Medicine requirement in the general medical school curriculum. Pass/No Pass

MEDE 8835. Core Clerkship - Family Medicine Rural Primary Care Continuity Program

8 SCH. This course is a required eight (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 complete this clerkship at an assigned rural site where they experience continuity of care in family practice. The student is exposed to health care systems, 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. This course is restricted to students enrolled in the Rural Primary Care Continuity Program and satisfies the core clerkship in Family Medicine requirement in the general medical school curriculum. Pass/No Pass

MEDE 8836. Core Clerkship - Internal Medicine Rural Scholars Program

8 SCH. This course is a required eight (8) week clinical rotation in general internal medicine that addresses issues regarding the recognition and treatment of common health problems of adults. The clerkship includes both ambulatory and hospital care of patients under the rigorous supervision of the assigned rural faculty. Manual skills are learned and reinforced. During ambulatory experiences, the student is exposed to the multiple aspects of outpatient and ambulatory medicine including, but not limited to, rheumatology, neurology, diabetes managements, general internal medicine, geriatrics, public health, outpatient endoscopy. This rotation will result in the acquisition and application of core knowledge and clinical skills necessary for rural practice. Students will complete this clerkship at sites assigned by the Office of Rural Medical Education in conjunction with the Department of Internal Medicine. This course is restricted to students enrolled in the Rural Scholars Program and satisfies the core clerkship in Internal Medicine requirement in the general medical school curriculum. Pass/No Pass

MEDE 8837. Core Clerkship - Internal Medicine Rural Primary Care Continuity Program

8 SCH. This course is a required eight (8) week clinical rotation in general internal medicine that addresses issues regarding the recognition and treatment of common health problems of adults. The clerkship includes both ambulatory and hospital care of patients under the rigorous supervision of the assigned rural faculty. Manual skills are learned and reinforced. During ambulatory experiences, the student is exposed to the multiple aspects of outpatient and ambulatory medicine including, but not limited to, rheumatology, neurology, diabetes managements, general internal medicine, geriatrics, public health, outpatient endoscopy. This rotation will result in the acquisition and application of core knowledge and clinical skills necessary for rural practice. Students will complete this clerkship at sites assigned by the Office of Rural Medical Education in conjunction with the Department of Internal Medicine. This course is restricted to students enrolled in the Rural Primary Care Continuity Program and satisfies the core clerkship in Internal Medicine requirement in the general medical school curriculum. Pass/No Pass

MEDE 8838. Core Clerkship - Surgery Rural Scholars Program

8 SCH. This course is a required eight (8) week clinical rotation in surgery that emphasizes surgical skills, pre and postoperative care, and diagnosis. Both hospital and office experiences are included. Experiences with surgical subspecialty care will be included during this clerkship. This rotation will result in the acquisition and application of core surgical knowledge and clinical skills necessary for rural practice. Students will complete this clerkship at sites assigned by the Office of Rural Medical Education in conjunction with the Department of Surgery. This course is restricted to students enrolled in the Rural Scholars Program and satisfies the core clerkship in Surgery requirement in the general medical school curriculum. Pass/No Pass

MEDE 8839. Core Clerkship - Primary Care/Geriatrics Partnership Rural Scholars Program

8 SCH. This course is an eight (8) week required clinical rotation completed during the fourth year. This is open only to students enrolled in the Rural Scholars Program. The goal of this course is to provide a capstone educational experience in rural medicine during which time the student will refine the skills necessary for the foundation for competent, compassionate care of the rural patient of all ages. Pass/No Pass

MEDE 8840. Core Clerkship - Primary Care/Geri Partnership Rural Primary Care Continuity Program

8 SCH. This course is an eight (8) week required clinical rotation completed during the fourth year. This is open only to students enrolled in the Primary Care Continuity Program. The goal of this course is to provide a capstone educational experience in rural medicine during which time the student will refine the skills necessary for the foundation for competent, compassionate care of the rural patient of all ages. Pass/No Pass

MEDE 9401. Elective Clerkship - Family Medicine

4 SCH. 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.

MEDE 9402. Elective Clerkship - General Family Practice

4 SCH. An elective four-week clerkship in ambulatory care.

MEDE 9403. Elective Clerkship - Emergency Medicine

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

MEDE 9404. Elective Clerkship - Internal Medicine

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

MEDE 9407. Elective Clerkship - Obstetrics and Gynecology

4 SCH. This course is an elective four-week rotation in obstetrics and gynecology.

MEDE 9408. Elective Clerkship - Pediatrics

4 SCH. This course is an elective four-week rotation in pediatrics.

MEDE 9410. Elective Clerkship - Psychiatry

4 SCH. This course is an elective four-week rotation in psychiatry that can be tailored to meet the student's objectives. This course is especially useful for students who wish to pursue advanced training in psychiatry.

MEDE 9411. Elective Clerkship - Surgery

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

MEDE 9412. Elective Clerkship - Anesthesiology

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

MEDE 9413. Elective Clerkship - Dermatology

4 SCH. This course is an elective four-week rotation in dermatology.

MEDE 9414. Elective Clerkship - Ophthalmology

4 SCH. This course is an elective four-week clerkship in ophthalmology.

MEDE 9415. Elective Clerkship - Hospital Medicine

4 SCH. This course is an elective four-week rotation in hospital medicine.

MEDE 9416. Elective Clerkship - Manipulative Medicine

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

MEDE 9417. Elective Clerkship - Otorhinolaryngology

4 SCH. This course is an elective four-week rotation in otorhinolaryngology.

MEDE 9418. Elective Clerkship - Autopsy Pathology

4 SCH. This course is 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.

MEDE 9419. Elective Clerkship - Radiology

4 SCH. This course is an elective four-week rotation in radiology.

MEDE 9420. Elective Clerkship - Sports Medicine/Rehabilitation

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

MEDE 9421. Elective Clerkship - Allergy

4 SCH. This course is an elective four-week rotation in allergy care.

MEDE 9422. Elective Clerkship - Rheumatology

4 SCH. This course is an elective four-week rotation in rheumatology.

MEDE 9423. Elective Clerkship - Cardiology

4 SCH. This course is an elective four-week rotation in cardiology.

MEDE 9424. Elective Clerkship - Endocrinology

4 SCH. This course is an elective four-week rotation in endocrinology.

MEDE 9425. Elective Clerkship - Gastroenterology

4 SCH. This course is an elective four-week rotation in gastroenterology.

MEDE 9426. Elective Clerkship - Hyperbaric Medicine

4 SCH. This course is an elective four-week rotation in hyperbaric medicine.

MEDE 9427. Elective Clerkship - Geriatrics

4 SCH. This course is an elective four-week rotation in geriatrics.

MEDE 9428. Elective Clerkship - Hematology/Oncology

4 SCH. This course is an elective four-week rotation in hematology/oncology.

MEDE 9429. Elective Clerkship - Infectious Disease

4 SCH. This course is an elective four-week rotation in infectious disease.

MEDE 9430. Elective Clerkship - Nephrology

4 SCH. This course is an elective four-week rotation in nephrology.

MEDE 9431. Elective Clerkship - Neurology

4 SCH. This course is an elective four-week rotation in neurology.

MEDE 9432. Elective Clerkship - Pulmonary Medicine

4 SCH. This course is an elective four-week rotation in pulmonary medicine.

MEDE 9434. Elective Clerkship - Orthopedics

4 SCH. This is an elective four-week rotation in orthopedics.

MEDE 9435. Elective Clerkship - Thoracic Surgery

4 SCH. This course is an elective four-week rotation in thoracic surgery.

MEDE 9436. Elective Clerkship - Neurosurgery

4 SCH. This course is an elective four-week rotation in neurosurgery.

MEDE 9437. Elective Clerkship - Urology

4 SCH. This course is an elective four-week rotation in urology.

MEDE 9439. Elective Clerkship - Physical Medicine and Rehabilitation

4 SCH. This course is an elective four-week rotation in sports medicine and physical therapy clinics emphasizing the principles of rehabilitation of musculoskeletal, neurologic, and orthopedic conditions.

MEDE 9443. Elective Clerkship - Hospital Medicine

4 SCH. This course is 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 Health Science Center approval, the rotation could consist of any of the following: anesthesiology, dermatology, pathology, or radiology.

MEDE 9444. Elective Clerkship - Intensive Care Unit

4 SCH. An elective four-week elective clerkship in an intensive care unit.

MEDE 9445. Elective Clerkship - Radiation Oncology

4 SCH. This course is a four-week elective rotation providing the student an opportunity to learn the basic fundamentals of radiation oncology, including available technologies, as well as patient management.

MEDE 9446. Elective Clerkship - Rural Community Health Systems Rural Elective Program

4 SCH. This course is a four (4) week elective clinical rotation that provides the student with broad in-hospital patient care experience as well as experience with the medical and health care services provided by the community. The goal is to involve the student doctor in every aspect of a patients care. This may relate not only to actual in-patient care, but rehabilitation services, emergency medical services, home health, hospice, sports medicine care (i.e. team physician), etc. This rotation is done at a designated community and rural hospital and is open to any Year 4 TCOM student. Pass/No Pass

MEDE 9459. Elective Clerkship - Directed Studies

4 SCH. An elective four-week directed study.

MEDE 9460. Elective Clerkship - Academic Medicine

4 SCH. 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.

MEDE 9461. Elective Clerkship - Medical Humanities

4 SCH. An elective four-week rotation in medical humanities.

MEDE 9462. Elective Clerkship - Occupational Medicine

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

MEDE 9463. Elective Clerkship - Public Health/Preventive Medicine

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

MEDE 9464. Elective Clerkship - Substance Abuse

4 SCH. An elective four-week rotation in substance abuse.

MEDE 9465. Elective Clerkship - Toxicology

4 SCH. This course is an elective four-week rotation in toxicology.

MEDE 9466. Elective Clerkship - International Family Medicine

4 SCH. An elective four-week international clerkship in family medicine.

MEDE 9467. Elective Clerkship - International Internal Medicine

4 SCH. An elective four-week international clerkship in internal medicine.

MEDE 9468. Elective Clerkship - International Obstetrics and Gynecology

4 SCH. This course is an elective four-week international rotation in obstetrics and gynecology.

MEDE 9469. Elective Clerkship - International Pediatrics

4 SCH. This course is an elective four-week rotation in obstetrics and gynecology.

MEDE 9470. Elective Clerkship - International Surgery

4 SCH. A four-week.

MEDE 9475. Elective Clerkship - Military Medicine

4 SCH. This course is an elective four-week rotation in military medicine.

GSBS Course Descriptions

BMSC 5100. Application Workshops

1 SCH. Participation in three workshops is mandatory. These workshops are designed to help students improve their non-academic qualifications such as interviewing skills, application process, and writing essays. Offered each summer.

BMSC 5110. Evaluation and Instruction in Teaching

1 SCH. A distributed learning course designed to provide students with an overview of the teaching-learning process as it relates to the systematic design and assessment of instruction and student learning in graduate health professions education. Offered each semester.

BMSC 5120. Issues in Higher Professional Education

1 SCH. A distributed learning course designed to provide students with an overview of the institutional and leadership issues that create the environment for instruction and curricula implementation in graduate health professions education. Offered each semester.

BMSC 5121. Ethical, Legal, and Social Issues for Responsible Clinical Research

2 SCH. Regulations involved with human subject research will be discussed both from an historical and contemporary perspective. Case studies will be presented and students will attend an Institutional Review Board meeting. Offered each spring.

BMSC 5135. Introduction to Faculty Research Programs

1 SCH. This course is designed to introduce new graduate students to the research programs conducted by the faculty of the Graduate School of Biomedical Sciences. It is also expected that this exposure will promote student-faculty interactions and introduce students to participation in oral scientific presentations and preparation of written reports and manuscripts. Offered each fall and spring.

BMSC 5140. Seminar in Current Topics

1 SCH. Student will attend 15 lectures of current interest presented by invited speakers throughout the institution. Attendance is mandatory. May be repeated for credit. Offered each fall and spring.

BMSC 5150. Laboratory Rotations

1 SCH. Designed to allow first-year graduate students an opportunity to work in a particular research laboratory on activities directed by the instructor in order to become acquainted with the research and laboratory environment before selecting a mentor. All students in the discipline of biomedical sciences are required to complete a minimum of two laboratory rotations (BMSC 5150). It is strongly recommended that students complete three laboratory rotations. The primary goal of rotations is to help a student choose a major professor. A secondary goal is to expose students to a number of areas of study to expand expertise and knowledge in research techniques. Each rotation is 6-10 weeks in length. Prerequisite: instructor consent. Offered each semester.

BMSC 5160. Biomedical Ethics

1 SCH. Covers major ethical issues in biomedical sciences, including: authorship and intellectual property; conflict of interest; data selection/research design; privacy and confidentiality; discrimination and sexual harassment; misconduct and whistle-blowing; animals in research; human subjects in research; implication of funding sources for research. Offered each Fall.

BMSC 5165. Introduction to Industry Practices

1 SCH. Introduction to the practice of industry science with an emphasis on good laboratory practice, new drug applications, FDA regulations, clinical trials and biotechnology transfer. Course graded on pass/fail basis. Offered each Spring.

BMSC 5170. Techniques in Biomedical Sciences

1 SCH. A practical course in techniques. Students will participate in laboratories demonstrating up-to-date techniques in biomedical sciences. A listing of the techniques of participating laboratories is available in the schedule of classes. Offered each semester.

BMSC 5200. Introduction to Concepts in Biomedical Science

2 SCH. Course designed for undergraduate participants in the summer research programs with emphasis on data collection, analysis and presentation in the areas of physiology, pharmacology, microbiology, molecular biology, anatomy and cell biology. Offered each Summer.

BMSC 5201. Clinical Practice Preceptorship

2 SCH. The goal of this course is to provide exposure to clinical practice conducted by osteopathic physicians and educational experiences within the private sector emphasizing the totality of community-based family practice. Students are required to find their own preceptor. This course is open only to students in the medical science discipline. Offered each Summer.

BMSC 5202. Tools for Teaching Science

2 SCH. Workshop format to prepare students to serve as resources and teachers in secondary schools. Offered each Summer.

BMSC 5203. Regulation of Human Subject Research

2 SCH. Regulations, policies and procedures associated with the conduct of human subjects research will be presented both from historical and contemporary perspectives. Principles and practical aspects of research involving human subjects will be described, including operational training in protocol development. Case studies will be presented and relevant Institutional Review Board processes will be explored. Prerequisite: BMSC 5960 preferred. Offered each Fall and Spring.

BMSC 5205. Topics in Biomedical Sciences

2 SCH. This course is an introduction to the core integrated biomedical sciences curriculum required for all first-year biomedical sciences graduate students at the health science center. It is not intended to be all-encompassing or comprehensive, but it does aim to provide the student with an overview of some seminal concepts in areas ranging from biochemistry to pharmacology and neuroscience. It will become apparent at the conclusion of the course, if not before, that division of biomedical science into traditional disciplines is no longer valid, because, as future scientists, students must become familiar with basic information that transcends all subjects. The goal of this course is to start the student on the path toward the integration of certain important concepts into his/her learning and understanding regardless of final choice of discipline. Offered each summer.

BMSC 5220. Novel Macromolecules that Regulate the Cell Cycle

2 SCH. This course focuses on the cellular signaling pathways involved in endogenous active peptides interacting with their receptors. In particular, ocular peptides that may have a role in normal homeostatic function and pathophysiology of the eye are featured. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, BMSC 6304 and BMSC 6305 or consent from course instructor.

BMSC 5230. Structure and Function of the Eukaryotic Chromosome

2 SCH. Current publications in the general area of chromosomal structure and function in mammalian cells will be discussed in the journal club format. Students are required to participate in the presentation and discussion of current articles related to chromatin structure, nucleosomes, histone proteins, metaphase chromosomes, telomeres, centromeres, nuclear matrix, nuclear pores, nucleolus, nuclear envelope, nuclear laminas, DNA replication, transcription, DNA damage and repair, ribonucleoprotein particles, splicesomes, and macromolecular interactions in heterochromatin and euchromatin (interphase chromatin). Offered each Spring.

BMSC 5231. Introduction to Health Disparities Issues in the United States

2 SCH. An examination of the disparities and issues surrounding the treatment of several health problems in the United States, particularly as related to minority populations. Each health condition is approached from the clinical, cultural and scientific aspect so that the student will understand the etiology and treatment of the disease, the cultural characteristics of various populations that may contribute to the disproportionate presence of the disorder in a particular population, and the underlying science involved with each health problem. The latter understanding will aid the student to better approach research, both in the clinical and basic science venues, directed towards better management of the health problems. Offered each Fall.

BMSC 5250. Laboratory Management

2 SCH. This course will introduce students to the tools businesses use everyday to increase efficiency, improve operations and succeed. These tools can be used in the laboratory to improve turn-around time, lower costs, introduce new testing services, and help to increase quality. There are no prerequisites for this course, however a financial calculator is strongly recommended. Offered each Fall and Spring.

BMSC 5301. Integrative Biomedical Sciences 1: Principles of Biochemistry

3 SCH. This course is a broad introduction to the fundamentals of biochemistry, especially those relating to thermodynamics, molecular pathways and regulation. Discussion of important techniques that contribute to our present understanding of biochemistry. Course restricted to Medical Sciences and Clinical Research Management majors. Offered each fall.

BMSC 5302. Integrative Biomedical Sciences 2: Molecular Cell Biology

3 SCH. This course covers the fundamentals of cell and molecular biology, concentrating on understanding of the experimental basis of these disciplines as well as the current state of knowledge. Course restricted to Medical Sciences and Clinical Research Management majors. Offered each fall.

BMSC 5303. Integrative Biomedical Sciences 3: Immunology and Microbiology

2 SCH. A general exploration of basic concepts of immunology, microbiology and virology including study of genomics, proteomics and gene therapy. Course restricted to Medical Sciences and Clinical Research Management majors. Offered each Fall. Prerequisites: BMSC 5301 and 5302 or consent of the department.

BMSC 5304. Integrative Biomedical Sciences 4: Physiology

4 SCH. Emphasis on integrative physiology of human organ systems. This course is restricted to Medical Sciences and Clinical Research Management majors. Prerequisites: BMSC 5301, BMSC 5302 or consent of the course instructor. Offered each spring.

BMSC 5305. Integrative Biomedical Sciences 5: Pharmacology

2 SCH. Emphasis on fundamental principles of pharmacology that include pharmacodynamics, pharmacokinetics, ligand-receptor interactions and their consequent biological effects. Course

restricted to Medical Sciences and Clinical Research Management majors. Prerequisites: BMSC 5301, 5302 or consent of the instructor. Offered each spring.

BMSC 5310. Scientific Communications

3 SCH. The purpose of this course is to develop skills and gain experience in the types of scientific writing required for: submitting articles for publication; grant applications; preparing presentations for lectures and seminars; preparing posters for meetings. Offered each fall and spring.

BMSC 5312. Introduction to Clinical Research and Studies

3 SCH. Course covers drug development process, ethical and scientific principles of clinical research, clinical trial preparation, study design, informed consent forms, clinical coordinator responsibility and regulatory considerations. Conducting clinical trials from initiation to implementation. Offered each spring.

BMSC 5350. Principles of Epidemiology and Evidence-Based Medicine

3 SCH. This course is intended to introduce students to the fundamental elements of epidemiology, with relevant emphasis on clinical applications and evidence-based medicine. The course consists of lectures, biomedical journal article discussions, student presentations, and other activities as assigned. Lectures emphasize the basic concepts of epidemiology and clinical research design, and their applications to clinical medicine and public health. Biomedical journal articles emphasize the practical application of concepts covered in lectures. Group presentations provide students an opportunity to enhance their communication skills, while also demonstrating mastery of course content. Offered each fall.

BMSC 5390. Special Problems

1-3 SCH. For master's students capable of developing a finite problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

BMSC 5391. Special Problems 2

1-3 SCH. For master's students capable of developing a finite problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

BMSC 5395. Thesis

3-6 SCH. To be scheduled only with consent of department. No credit assigned until thesis has been completed and filed with the graduate dean. Continuous enrollment required once work on thesis has begun. Prerequisite: Approved thesis research proposal. May be repeated for credit. Student will receive letter grade for final semester only. Offered each semester.

BMSC 5400. Biostatistics for Biomedical Sciences

4 SCH. Statistical methods and experimental design; descriptive statistics; data presentation; parametric and non-parametric methods of hypothesis testing including two-sample tests, analysis of variance, regression and correlation analyses; introduction to multivariate statistics. Competency with computer statistical packages is developed. Offered each summer.

BMSC 5697. Internship Practicum

6 SCH. The candidate must complete an internship at an approved site. At the completion of the practicum, the student will write a report detailing the activities of the internship. A copy of the report must be submitted within the appropriate deadlines to the graduate school according to the guidelines for completing the requirements for graduation. Offered each semester. Student will receive letter grade for final semester only.

BMSC 5998. Individual Research for MS Students

1-12 SCH. Master's-level research of an independent nature. A maximum of 12 SCH will be allowed toward degree requirements. Offered each semester.

BMSC 6301. Integrative Biomedical Sciences 1: Principles of Biochemistry

4 SCH. A broad introduction to the fundamentals of biochemistry, especially those relating to thermodynamics, molecular pathways and regulation. Discussion of important techniques that contribute to our present understanding of biochemistry. Prerequisite: Concurrent enrollment in BMSC 6302 or consent of the department. Offered each fall.

BMSC 6302. Integrative Biomedical Sciences 2: Molecular Cell Biology

4 SCH. The fundamentals of cell and molecular biology, concentrating on understanding the experimental basis of these disciplines as well as the current state of knowledge. Prerequisite: Concurrent enrollment in BMSC 6301 or consent of the department. Offered each fall.

BMSC 6303. Integrative Biomedical Sciences 3: Physiology

3 SCH. Emphasis on integrative physiology of human organ systems. Offered each spring. Prerequisite: BMSC 6301, BMSC 6302 or consent of the department.

BMSC 6304. Integrative Biomedical Sciences 4: Pharmacology

2 SCH. Emphasis on fundamental principles of pharmacology that include pharmacodynamics, pharmacokinetics, ligand-receptor interactions and their consequent biological effects. Prerequisites: BMSC 6301, BMSC 6302, or consent of the department. Offered each spring.

BMSC 6305. Integrative Biomedical Sciences 5: Immunology and Microbiology

3 SCH. A general exploration of basic concepts of immunology, microbiology and virology including study of genomics, proteomics and gene therapy. Prerequisites: BMSC 6301, BMSC 6302 or consent of the department. Offered each spring.

BMSC 6310. Grant Writing

3 SCH. Demonstration of competence in a specific area of biomedical science as evidenced by writing, presenting and defending an NIH R01 grant application (revision date 1/25/10) . Attendance at a series of grant writing workshops is required. Must be undertaken prior to the completion of 84 SCH. Prerequisite: Successful completion of BMSC 5135, 5160, 5310, 5400, 6301, 6302, 6303, 6304, 6305, and a discipline-based qualifying examination. Offered each semester.

BMSC 6390. Special Problems

1-3 SCH. For Doctoral students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

BMSC 6391. Special Problems 2

1-3 SCH. For Doctoral students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

BMSC 6395. Doctoral Dissertation

3, 6 or 9 SCH. To be scheduled with consent of department. A maximum of 12 SCH allowed toward degree. No credit assigned until dissertation has been completed and filed with the graduate office. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy. Prerequisite: approved dissertation

research proposal. May be repeated for credit. Offered each semester. Student will receive letter grade for final semester only.

BMSC 6998. Individual Research

1-12 SCH. Doctoral research of independent nature. A maximum of 40 SCH will be allowed toward degree. Offered each semester.

CBAN 5120. Visual Sciences Seminar

1 SCH. A monthly presentation by a visiting distinguished visual scientist. The seminar will be preceded by a journal check where articles relating to the seminar will be discussed. Offered each fall and spring.

CBAN 5140. Seminar in Current Topics

1 SCH. Specialized weekly lectures on topics of current interest by students, faculty and/or invited speakers. May be repeated for credit. Offered each fall and spring.

CBAN 5220. Current Topics in Visual Sciences

2 SCH. This course reviews and emphasizes current research in vision-related sciences. Students are required to participate in presentations and discussion of current articles. Faculty and research staff members may participate in presentations. Offered each semester.

CBAN 5330. Structural and Developmental Anatomy of the Human Genitourinary System

3 SCH. Designed to familiarize the student with the development, gross and microscopic structures of the human genitourinary system. Lecture materials on the gross and histological morphology of the organs and structures associated with the human genitourinary system will be supported by detailed dissections of those structures in human cadavers. Completion of a mentor-directed research project utilizing knowledge of the genitourinary system and dissection skills acquired in the laboratory is required. This course requires prior approval from course instructor. Offered each spring.

CBAN 5331. Basic and Clinical Histology

3 SCH. This course consists of lectures and laboratory sessions and will include presentations by students on current clinical correlations related to histology. This course is aimed at providing a basic working concept of human histology that can be used by the graduate student as a foundation for research and to encourage an appreciation for and comprehension of the clinical aspects of tissue and organ systems. Students will be expected to 1) understand the 3-dimensional orientation of tissues and the specific stains that are used to label cell components, 2) acquire a basic skill level and appreciation of tissue and cell preparation for light and electron microscopic investigations, and 3) examine and photograph tissue sections with the light and electron microscope. Prerequisites: BMSC 6301, BMSC 6302, plus two of the following: BMSC 6303, BMSC 6304 and BMSC 6305. Offered alternating spring semesters (even years).

CBAN 5332. Structural and Developmental Anatomy of the Human Cardiorespiratory System

3 SCH. Designed to familiarize the student with the development and the gross and microscopic structures of the human cardiorespiratory system. Lecture materials on the gross and histological morphology of the human cardiovascular and respiratory organs and associated structures will be supported by detailed dissections of those structures in human cadavers. Completion of a mentor-directed research project utilizing knowledge of the cardiorespiratory system and dissection skills acquired in the laboratory is required. This course requires prior approval from course director. Offered each spring.

CBAN 5333. Embryology and Developmental Biology

3 SCH. This course consists of lectures and laboratory sessions and will include the development of a research project related to embryology and developmental biology. This course is designed to provide the necessary foundation for graduate students in biomedical science through discussion and thorough literature searches regarding current topics in the field. Students will learn the basic language of embryology and the fundamental concepts of the ever-growing field of developmental biology. By the end of the course, students will be able to 1) understand the developmental pathways of the embryo, 2) know how all organs develop, and 3) understand the genetics of development and the effects of mutation of genes during human development. Prerequisites: BMSC 6301, BMSC 6302, plus two of the following: BMSC 6303, BMSC 6304, and BMSC 6305. Offered alternating spring semesters.

CBAN 5334. Structural and Developmental Anatomy of the Human Digestive System

3 SCH. Designed to familiarize the student with the development and the gross and microscopic structures of the human digestive system. Lecture materials on the gross and histological morphology of the organs and structures associated with the human digestive system will be supported by detailed dissections of those structures in human cadavers. Completion of a mentor directed research project utilizing knowledge of the digestive system and dissection skills acquired in the laboratory is required. Requires prior approval from course director. Offered each spring.

CBAN 5390. Special Problems

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

CBAN 5391. Special Problems 2

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

CBAN 5400. Structural Anatomy 1

4 SCH. A study of the gross morphological and histological structures of the human body (excluding those areas taught in CBAN 5630 and CBAN 6330). Lecture material and dissection in the gross anatomy laboratory are organized by systems. The course begins with study of the Musculoskeletal system, then followed by Head and Neck anatomy, and ends with the study of the Cardiopulmonary system. Students will explore the embryology, histology, and anatomy of these particular systems in full. Laboratory activities will require students to study the gross anatomy of the back, upper extremity, lower extremity, head and neck, and the heart and lungs. In addition, both lecture and laboratory sessions will emphasize clinical significance. Prerequisites: BMSC 6301, 6302, plus two of the following: BMSC 6303, 6304 and 6305 or enrollment in the Medical Sciences discipline. Offered each fall.

CBAN 5401. Structural Anatomy 2

3 SCH. A study of the gross morphological and histological structures of the human body (excluding those areas taught in CBAN 5630 and CBAN 6330). Lecture material and dissection in the gross anatomy laboratory are organized by systems. The course begins with study of the Gastrointestinal system, then followed by the Urinary system, and ends with the study of the Reproductive systems. Students will explore the embryology, histology, and anatomy of these particular systems in full. Laboratory activities will require students to study the gross anatomy of the abdomen, pelvis, and perineum. In addition, both lecture and laboratory sessions will emphasize clinical significance. Prerequisites: BMSC 6301, 6302, plus two of the following:

BMSC 6303, 6304 and 6305 or enrollment in the Medical Sciences discipline. Offered each spring.

CBAN 5630. Structural Neuroscience

6 SCH. A complete study of the structure and function of the human nervous system utilizing basic principles of neuroanatomy, neurohistology, and neurophysiology. Laboratory activities will require students to participate in gross dissections of the brain and spinal cord. This integrated approach will provide the student with a fundamental understanding of the basic concepts of neuroscience. The course will consist of both lectures and labs related to the functioning of the normal and diseased nervous system. Prerequisites: BMSC 6301, BMSC 6302, plus two of the following: BMSC 6303, BMSC 6304, and BMSC 6305. Offered each fall.

CBAN 6141. Current Topics in Cell Biology and Anatomy

1 SCH. Contemporary topic chosen each semester from the broad areas of anatomy, cell biology and visual science. Format consists of presentations of current research articles by both faculty and students. May be repeated for credit as topics vary. Offered each fall and spring.

CBAN 6170. Selected Topics in DNA Repair and Mutagenesis

1 SCH. Course reviews and emphasized current research articles in related fields. Students are required to participate in presentation and discussion of current articles. Completion of BMSC 6301 and BMSC 6302 preferred. Offered each summer.

CBAN 6220. Advances in Ocular Biology

2 SCH. Emphasis is on the current literature and contemporary approaches dealing with current topics in ocular biology. Each year will focus on one or several research and/or clinical areas. Offered every other fall (odd years).

CBAN 6320. Diseases of the Eye

3 SCH. Structure and function of the various ocular tissues, as well as the diseases which affect them. Lectures presented by basic scientists and clinical ophthalmologists. Offered on demand.

CBAN 6330. Structural and Developmental Anatomy of the Musculoskeletal/Skin System

3 SCH. This is a course designed to familiarize the student with the development, gross and microscopic structures of the human musculoskeletal/skin system. Lecture materials on the gross and histological morphology of human muscles and skin and associated bones, nerves, arteries, veins, ligaments and tendons will be supported by detailed dissections of those structures on human cadavers. Completion of a mentor-directed research project utilizing knowledge of musculoskeletal/skin system and dissection skills acquired in the laboratory is required. Requires prior approval from course director. Offered each fall.

CBAN 6341. Functional Genomics and Proteomics

3 SCH. The purpose of this course is to introduce students to concepts and methods used in defining a database of tissue specific and disease specific protein expression. Topics to be discussed include: 1) genome mining; 2) transcriptome mining and validation; 3) proteome mining by 2-dimensional gel electrophoresis, mass spectrometry and protein chips; 4) protein structure determination; 5) protein structure prediction based on gene sequence; 6) protein function prediction and analysis; 7) protein-protein interactions; and 8) protein localization. Cross-listed with PSIO 6310. Offered each spring.

CBAN 6390. Special Problems in Cell Biology and Anatomy

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the faculty. Problem chosen by the student with the consent of the instructor and the department chair. Offered each semester.

CBAN 6391. Special Problems in Ocular Research

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the faculty in the areas of visual sciences. Problem chosen by the student with consent of the instructor and department chair. Offered each semester.

CBAN 6430. Clinical Human Anatomy

4 SCH. An online (distributed learning) anatomy course offered through WebCT Vista. This course will have laboratories based on digital images taken from cadavers at the UNTHSC anatomy facilities. The course is divided into eight regions and topics covered will include the following: 1) back and suboccipital triangle; 2) upper extremity; 3) lower extremity; 4) head and neck I; 5) head and neck II; 6) thorax; 7) abdomen; and 8) pelvis and perineum. Clinically significant topics for each region will be addressed with an emphasis on the neurological feature of the particular manifestation. Offered each fall and spring.

CBAN 6440. Methods in Molecular Biology

4 SCH. An intensive laboratory course designed to give students the expertise to perform basic techniques currently utilized in cell and molecular biology. Techniques will include plasmid preparation; isolation of cDNA inserts from various plasmids; extraction of nucleic acids; agarose gel electrophoresis; Northern and Southern blot analyses; cDNA cloning; sequencing and analysis; PCR amplification; protein gel electrophoresis; and immunoblot analysis. Prerequisite: BMSC 6301 and BMSC 6302. Offered each summer.

FGEN 5095. Moot Court (Oral Qualifying Exam)

0 SCH. Students are required to provide testimony in a moot court setting and be tested on their knowledge and understanding of breadth and scope of forensic genetics. Offered each Spring. Pass/No Pass grade.

FGEN 5101. Forensic Hair Analysis

1 SCH. Introduction to the microscopic analysis of hair for forensic evidence evaluation. Offered each spring.

FGEN 5102. Blood Spatter Pattern Analysis

1 SCH. Introduction to the analysis of blood spatter patterns for forensic evidence and crime scene evaluation. Offered each spring.

FGEN 5103. Seminar in Current Topics

1 SCH. This is a seminar course in which new and advanced methods in the genetic evaluation of biological forensic evidence will be discussed to expand the training of students in the Forensic Genetics program and students interested in clinical genetics. Topics to be discussed will include statistical analysis, microarray technology, bioinformatics, genomics and legal testimony. Offered each fall and spring.

FGEN 5201. Overview of Forensic Sciences

3 SCH. The focus of this course is to familiarize the student with the forensic science disciplines working in conjunction with forensic DNA laboratories in crime laboratories. In addition to an introduction to the history and science behind biological evidence analysis prior to the PCR era, students will gain a detailed understanding of related fields of toxicology and drug analysis,

instrumental analysis methods and analytical chemistry, and basis and techniques used in evaluating pattern evidence (e.g. fingerprints, toolmarks, firearms, etc.). Offered each spring.

FGEN 5300. Expert Testimony in Forensic Science

3 SCH. This course is intended to provide students with training in forensic testimony in the courtroom. Students will be required to provide testimony in a moot court setting. Discussions of admissibility standards, visual aids and trial preparation will be covered. Offered each spring.

FGEN 5301. Population Genetics

3 SCH. Course topics will include the evaluation and characterization of genetic and phenotypic variation, population substructure, selection and random drift models, molecular processes of genetic change, quantitative genetics, and processes and modes of speciation, and organismal zoogeography. Offered each spring.

FGEN 5302. Non-Human Forensic Genetics

1-3 SCH. Course content and methods discussed will concentrate on identification of biological evidence that is from non-human sources. Emphasis on biological methods for identifying and individualizing materials from vertebrate organisms of economic and environmental concern. Prerequisites: FGEN 5301. Offered every other summer semester (even years).

FGEN 5304. Forensic Anthropology

3 SCH. Human identification techniques with emphasis on identification from human skeletal remains. Fundamental biology of osseous and dental tissues; forensic botany and entomology; genetics of human variability; serotyping; HLA typing; analysis of hair and dermatoglyphic lines; DNA fingerprinting. Offered each spring.

FGEN 5305. Introduction to Molecular Laboratory Methods

3 SCH. This course is designed to give beginning graduate students experience and expertise in fundamental techniques used in many life science research laboratories. The course includes: simple solution and reagent preparation, laboratory calculations, microscopy, biomolecule quantification, DNA extraction, electrophoresis, blots and hybridization, enzymatic digestion, and an introduction to bioinformatic tools. The laboratory is also designed to train the incoming graduate student in proper laboratory safety, record keeping, and laboratory quality assurance and control methods. Offered every Fall. Letter Grade.

FGEN 5306. Basic Methods in Forensic/Molecular Genetics

3 SCH. This is an intensive laboratory course designed to give students experience in the basic molecular techniques currently utilized by DNA testing laboratories. Methods include DNA extraction techniques, DNA quantification and other applications of Real-Time PCR, PCR amplification and fragment analysis utilizing capillary electrophoresis. Training will give the student a deep understanding of the science and development of each method so the student can train individuals in these methods and independently monitor and troubleshoot another person's work. The laboratory portion will not only give the students hands on experience with a variety of techniques following approved protocols, but it will also train the student in proper note taking and laboratory QA/QC. Prerequisite: FGEN 5305 or instructor approval. Offered every Spring. Letter Grade.

FGEN 5307. Advanced Methods in Forensic/Molecular Genetics

4 SCH. This course is designed to provide students in-depth experience and expertise in performing DNA analysis techniques commonly used in forensic and molecular laboratories, as well as introducing future technologies. The targeted area to be covered are quantitative real-time PCR, robotics, and detection and analyses of short tandem repeats (STR), single nucleotide polymorphism (SNP), and DNA sequences. The course objective is to give the student the

fundamental tools to understand the scientific basis, detailed biochemistry, and current analytical methods for each technique. The course will not only give the students hands-on experience, but will also train the student in data analysis, expert systems, quality assurance, and quality control. Prerequisites: FGEN 5305 & 5306 or instructor approval. Offered every Summer. Letter Grade.

FGEN 5390. Special Problems

1-3 SCH. This course is for master's students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department chair. May be repeated for credit. Offered each semester.

FGEN 5391. Special Problems 2

1-3 SCH. This course is for master's students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department chair. May be repeated for credit. Offered each semester.

FGEN 5400. Biological Evidence Evaluation

4 SCH. Course topics include collection and preservation of biological evidence, chain of custody, evidence screening for biological components (blood, seminal fluid, saliva, hairs, etc.), presumptive and confirmatory testing, and an overview of historical testing procedures. Training will also include DNA extraction procedures, RFLP, ASO, and STR analysis. Prerequisites: FGEN 5400 and concurrent enrollment in FGEN 5402. Offered each fall.

FGEN 5401. Forensic Genetic Data Analysis

3 SCH. Methodological approaches to evaluating genetic data for population analysis, phylogenetic analysis, and genetic evaluation of quantitative trait loci. Emphasis on the statistical evaluation of microsatellite DNA, SNP panels and DNA sequences as applied to forensic DNA evaluation. Several software packages will be utilized for processing diploid and haploid genetic data sets. Prerequisites: BMSC 6301, BMSC 6302 & BMSC 5400. Offered each fall.

FGEN 6301. Human Genetics

3 SCH. The goal of this course is to introduce students to the role of human genetics in medicine and to introduce students to the databases that have resulted from the human genome project. Topics to be discussed include: the chromosomal basis for heredity; tools for studying the patterns of single gene inheritance; molecular and biochemical basis for genetic disease; organization and instability of the human genome; human genetic biogeography; common genetic diseases; and genetics of complex diseases. Offered every other Spring semester (even years).

FGEN 6302. Advanced Microbial Genetics

3 SCH. This course covers the major aspects of prokaryotic DNA replication and its control, transcription and translation, regulation of prokaryotic gene expression, mutation, horizontal gene transfer, the genetics and replication of bacteriophage, global regulatory schemes, and some prokaryotic bioinformatics. Prerequisites include: microbiology and biochemistry. Knowledge of prokaryotic cell structure, the usage of the genetic code, and the structure of amino acids, DNA, RNA, and proteins is essential. BMSC 6305 is recommended. Cross-listed as MOLB 6302. Course offered during the spring semester, odd years.

FGEN 6303. Statistical Genetics

3 SCH. In this course, the students will explore the basic premises of underlying statistical models for genetic data and be able to understand how genetic variation can be interpreted in terms of probability models. Students will learn the principles of conducting quantitative analyses of data for determining 1) when to infer positive family history is regarded as a risk factor for disease; 2)

how to proceed with establishing genetics as a significant risk factor; 3) mode of inheritance; and 4) localization of genes underlining a familial trait. the concept of interactions of genetic and environmental /life style risk factors and the methods to detect such effects will also be addressed. Stress will be placed on concepts and assumptions and their implications for finding genes for diseases, localization of disease-susceptibility genes, and estimation of genetic risks. Also emphasized in this course will be the application of statistics in societal problems where genetic principles may be useful. Prerequisites: calculus and statistics. Offered in the spring semester, odd years.

FGEN 6340. Molecular Evolutionary Genetics

3 SCH. The analysis of DNA and/or protein sequences at the gene, population, and species level has become a powerful tool for studying molecular evolution and understanding the effects of genetic change. Statistical and computational methods to effectively evaluate and interpret the data obtained from molecular level investigations have become more involved. The goal of this course is to introduce appropriate theory and methods needed to effectively analyze nucleotide and protein sequence data. Topics covered will include: measurement of sequence divergence, models of evolution, various approaches to phylogenetic evaluation and tree construction, statistical tests for detection of selection and evolutionary rates, inference of ancestral amino acid sequences, and the evolutionary significance of genetic polymorphism. Emphasis is given to practical methods of data analysis using multiple software packages designed to appropriately evaluate genetic data. Recommended Prerequisites: BMSC 5400 or equivalent, FGEN 5301. Offered every other fall semester (even years).

FGEN 6390. Special Problems

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

FGEN 6391. Special Problems 2

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

FMED 5100. Primary Care Research Seminar/Journal Club

1 SCH. This course is designed to introduce graduate students to published primary care clinical research studies. Journal articles relevant to current practice will be discussed. Offered each fall and spring.

FMED 5140. Family Medicine Colloquium

1 SCH. This colloquium course will explore the practical issues of clinical research in family medicine and is presented in a seminar format. Speakers will include UNTHSC faculty, invited guests and student participants. Offered each semester.

FMED 5300. Principles of Primary Care Research

3 SCH. This course is designed to introduce graduate students to various aspects of designing primary care clinical research. Topics to be discussed include research methods specific to primary care and barriers to conducting primary care research. Course format includes lectures, examinations, and a final project. Prerequisites: BMSC 5400 and EPID 5300. Offered every spring.

FMED 5390. Special Problems in Family Medicine

3 SCH. An individualized problem under the direction and supervision of a graduate faculty mentor. Offered each semester.

MOLB 5120. Current Topics in Immunology

1 SCH. Journal Club format consists of presentations of current research articles in the various areas of immunology by faculty, research staff and students. May be repeated for credit. Offered each fall and spring.

MOLB 5121. Seminar in Cell Motility

1 SCH. Review of the current literature in muscle contraction, ciliary movement, microfilaments and actin-binding proteins, microtubules and microtubule-associated proteins, intermediate filaments, non-muscle motility, the organization of the cytoskeleton and the novel biochemical and biophysical techniques. Offered each fall and spring.

MOLB 5140. Seminar in Current Topics

1 SCH. This course consists of specialized weekly lectures on topics of current interest by students, faculty, and/or invited speakers. May be repeated for credit. Offered each fall and spring.

MOLB 5160. Current Topics in Cancer Biology

1 SCH. Course reviews and emphasizes current research articles in cancer-related fields including apoptosis, cell cycle regulation, and metastasis. Students are required to participate in presentation and discussion of current articles. Faculty and research staff members may participate in presentations. Offered each semester.

MOLB 5201. Introductory Biochemistry

2 SCH. This introductory course in biochemistry is intended to provide undergraduate and graduate students with a foundation and in depth knowledge of biochemistry. This course will cover many aspects of biochemistry, including: biomolecules and metabolism. Offered each summer.

MOLB 5210. Signal Transduction

2 SCH. Current publications in the general area of receptor-signal transduction will be discussed in the journal club format. Students are required to participate in presentation and discussion of current articles. May be repeated for credit as topics change. Offered each fall and spring.

MOLB 5220. Enzyme Regulation & Mechanism

2 SCH. Current topics in the areas of Enzyme Mechanism and Regulation will be discussed, based on student and faculty presentations of literature articles. Offered each spring.

MOLB 5240. Advanced Lipoprotein Metabolism

2 SCH. Presentation and discussion of recent research findings and literature reports in lipoprotein metabolism and related areas. Offered each fall and spring.

MOLB 5390. Special Problems

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

MOLB 5391. Special Problems 2

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

MOLB 6200. Advanced Molecular Biology: Transcriptional and Translational Regulation of Gene Expression

2 SCH. This course consists of lectures on in-depth coverage of eukaryotic gene regulation and student presentation/discussion of current publications in related topics. Prerequisites: BMSC 6301 and BMSC 6302. Offered every other Fall (even years).

MOLB 6201. Immune Responses Against Pathogenic Microorganisms

2 SCH. This course will focus on how the immune system responds to infection with pathogenic microorganisms. Microbial pathogenesis will be discussed, as well as the ensuing innate and adaptive immune responses generated against the particular pathogen. In addition to faculty lectures, discussions focused on recent articles will enhance the students knowledge regarding immunity to infections. The course will involve student-led discussions of different infectious pathogens that will broaden the scope of the course and provide the students the opportunity to gain teaching experience. Prerequisites: BMSC 6301, 6302, and 6305. Offered every other fall (even years).

MOLB 6202. Advanced Molecular Biology: Techniques and Principle

2 SCH. This course focuses on modern molecular biology techniques and their background/theory. Prerequisites: BMSC 6301 and BMSC 6302. Offered every other Fall (odd years).

MOLB 6220. Cellular and Molecular Fluorescence

2 SCH. Basic and advanced topics of fluorescence spectroscopy and microscopy of biological objects. Students attend lecture and laboratory. Prerequisites: BMSC 6301 and BMSC 6302. Offered each spring.

MOLB 6230. Structure & Function of Proteins

2 SCH. Topics will include the isolation of proteins from tissue, their structural and functional characterization, effects of natural and synthetic mutants on the structure, stability and function of proteins. Offered each fall.

MOLB 6240. Molecular Biology of Lipid Transport

2 SCH. Steroid-mediated regulation of gene expression, molecular function of lipoproteins. Emphasis on discussion of assigned readings and student presentations of literature articles. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered each spring.

MOLB 6250. Molecular and Cell Biology of Cancer

2 SCH. Emphasis on cancer; initiation, promotion and progression apoptosis/caspases, angiogenesis, oncogenes and tumor suppressors, adhesion molecules; tumor immunology and metastasis. Course format will consist of brief lecture, discussion of assigned readings, and student presentations of literature articles. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered each spring.

MOLB 6270. Drug Discovery and Design

2 SCH. Introduction to combinatorial chemistry, multi-compound based technologies, and their use in screening bioassays to discover lead compounds. Concepts of design and synthesis of compound libraries, pharmacological assay development, instrumentation, data interpretation, biological target selection, lead optimization, structure-based drug design and drug-likeness will be discussed. Prerequisite: Undergraduate general and organic chemistry or equivalent (instructor approved.)

MOLB 6302. Advanced Microbial Genetics

3 SCH. This course covers the major aspects of prokaryotic DNA replication and its control, transcription and translation, regulation of prokaryotic gene expression, mutation, horizontal gene transfer, the genetics and replication of bacteriophage, global regulatory schemes, and some prokaryotic bioinformatics. Prerequisites include: microbiology and biochemistry. Knowledge of prokaryotic cell structure, the usage of the genetic code, and the structure of amino acids, DNA, RNA, and proteins is essential. Course offered during the spring semester, odd years.

MOLB 6350. Advanced Immunology

3 SCH. The purpose of this course is to first review and update student to various facets of basic immunology and introduce the topics in clinical immunology. Furthermore, the students should become aware of newest approaches to study immune function and ongoing innovative research. The class is heavily student driven and encourages "active learning" of the material, including searching in recent literature. Prerequisites: BMSC 6301, 6302 and 6305 or equivalent with instructor's approval. Offered each spring.

MOLB 6360. Advanced Biophysical and Biochemical Methods

3 SCH. Progress in biomedical sciences requires multidisciplinary approach and depends on sophisticated instruments and methods that rely on advanced physical and chemical principles. Covered key subjects are: macromolecules, biomolecules, biophysical methods (including x-ray and crystallography, diffraction and scattering, magnetic resonance, spectroscopy and fluorescence) biochemical methods (chromatography, electrophoresis, mass spectrometry, proteomics, lipidomics, and metabolomics). Prerequisites: BMSC 6301. Offered during the spring semester, odd years.

MOLB 6361. Biomedical Mass Spectrometry

1-2 SCH. Course addresses biochemical methods, qualitative and quantitative bioanalysis, drug discovery and development, biotechnology, pharmacokinetics, drug metabolism, proteomics, metabolomics, lipidomics and forensics. Special attention will be given to skeletal muscle. Prerequisite: BMSC 6301. Course offered in the spring semester, odd years.

MOLB 6435. Molecular Aspects of Cell Signaling

4 SCH. Advanced study of signal transduction events from the plasma membrane to the nucleus. Topics include; receptor activation, the generation of second messengers, kinases and phosphatases, cell-cell and cell-matrix communication, and transcriptional regulation. The course format will consist of lectures, discussion of assigned readings, and presentation of literature articles and participation of relevant seminars. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305 or consent of department. Offered every other fall (odd years).

ORTH 6100. Anatomy of Orthopaedic Surgical Approaches

1 SCH. Students will participate in anatomy review and surgical approach anatomy session for JPS residents given in the UNT anatomy laboratory. Sessions are held every other week from February to June 7-8 AM. Each graduate student will participate in several dissections preparations and in all anatomy laboratory sessions. They will also present a 1 hour lecture/discussion of topic covered in the dissections once a month. They will be graded on laboratory participation and on the quality of their presentations. Pre-requisite: CBAN 6630 MSS System; CBAN 5630 Structural Neuroscience; CBAN 5333 Cardiopulmonary System; CBAN 5334 Digestive System; CBAN 5330 Genitourinary System.

ORTH 6101. Anatomic Topics in Clinical Orthopaedic Surgery

1 SCH. Students will attend orthopedic Clinical Integrated Lectures given to first year medical students (course #MSS 6630) given by orthopedic department (5 sets of lectures, 12 hours). They will have a 1 hour discussion on each topic. They will be graded by written examination over

CIL lectures and on quality of discussions. Pre-requisite: CBAN 6330 Structural Anatomy of the Musculoskeletal/Skin System (may be concurrent enrollment).

OSMM 5140. Seminar in Current Topics

1 SCH. Topics are selected for in-depth study by the student's major professor and graduate advisor. Topics may cover clinical, mechanistic, and educational aspects of manual/manipulative and musculoskeletal medicine in human and animal models. Students are expected to complete a concept or literature review paper on the topics. May be repeated for credit. Offered fall and spring.

OSMM 5141. Clinical Research Colloquium

1 SCH. This colloquium course will explore the practical issues of clinical research, review of journal articles and is presented in a seminar format. Speakers will include UNTHSC faculty, invited guests, and student participants. Offered each fall and spring.

OSMM 5310. Introduction to Osteopathic Research and Studies

3 SCH. This course is intended to introduce the student to clinical research project design, institutional procedures for review and approval of research involving human subjects, ethical principles of clinical research, and proper implementation and conduct of clinical trials. Prerequisite: BMSC 5160. Offered fall and spring.

OSMM 5390. Special Problems in Clinical Research

3 SCH. Students will conduct research of an individualized problem under the direction and supervision of a graduate faculty mentor. Offered each semester.

OSMM 5391. Special Problems in Clinical Education

3 SCH. Students will develop educational materials and lectures under the direction and supervision of a graduate faculty mentor. Offered each semester.

OSMM 6100. Current Topics in Musculoskeletal Medicine

1 SCH. Topics are selected by the student's major professor and graduate advisor. Topics include; basic science, clinical research and education aspects of manual/manipulative and musculoskeletal medicine in human and animal models. May be repeated for credit. Offered each semester.

PHRM 5100. Intracellular Calcium Signaling

1 SCH. This course is intended for senior graduate students and will cover recent advances in physiology, anatomy, cell biology and molecular biology relevant to intracellular calcium signaling. By the completion of the course, students will have a working knowledge of current areas of interest in research into intracellular calcium signaling. Offered each fall and spring.

PHRM 5140. Seminar in Current Topics

1 SCH. Specialized weekly lectures on topics of current interest by students, faculty and/or invited speakers. May be repeated for credit. Offered fall and spring.

PHRM 5300. Neurobiology of Aging

3 SCH. This course will serve as an introduction to the aging nervous system and age-related nervous system diseases. The course will include lectures by experts in the field of neurobiology of aging and discussion of selected topics in the field. By the completion of the course, the student should have a working knowledge of major issues that drive research in the neurobiology of aging. Prerequisites: BMSC 5301, BMSC 5302, BMSC 5303, and BMSC 5305. Offered every other spring (even years).

PHRM 5350. Introduction to Toxicology

3 SCH. The interrelationships of natural and synthetic agents to biologic systems are compared with the resulting toxicological response of the organism. Identification of causative agents and determination of limits of detection and safety are discussed. The principles of instrumentation methods and their use in a toxicological laboratory are described. Offered on demand.

PHRM 5360. Experimental Toxicology

3 SCH. Lecture and laboratory experience emphasizes adverse reactions to chemicals and drugs, environmental hazards and analytical techniques for detection of foreign substances in biological fluids and tissues. Includes qualitative and quantitative laboratories, identification of causative agents and metabolic studies of toxic agents. Visits to professional laboratories specializing in toxicology are included. Offered on demand.

PHRM 5390. Special Problems

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

PHRM 5391. Special Problems 2

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

PHRM 5470. Neuropharmacology

4 SCH. In-depth presentations on: 1) mechanisms of neurotransmitter synthesis, storage and release; 2) mechanisms of neuropharmacological agents; 3) molecular and behavioral aspects of Alzheimers and aging; and 4) drugs and neurodegenerative diseases. Prerequisites: BMSC 5301, BMSC 5302, BMSC 5303, and BMSC 5305. Offered every other spring (even years).

PHRM 6100. Botanical Medicines and Biotechnology

1 SCH. This advanced course will focus on the use of chemicals isolated from plants and other natural sources for medicinal purposes. A primary goal of the course is to integrate basic research and clinical/industrial findings. Each lecture, following the historical introduction will focus on a specific aspect of natural products research: identification of botanicals, isolation and characterization of chemical components, methods of testing, industry regulations and market barriers and uses. A college level knowledge of basic biology, chemistry, physiology and pharmacology is recommended. The format of the course will be a formal lecture for the first half hour followed by an information discussion for the last half hour. Participation in class discussion is an essential part of the course. Reading assignments will vary from week to week but can include textbook chapters, review articles, journal articles, and seminal or current peer-reviewed research reports. Offered on demand.

PHRM 6140. Current Topics in Pharmacology

1 SCH. Review of current topics in pharmacology including pharmacology of aging, ocular pharmacology, behavioral pharmacology and new drugs on the horizon. Offered each fall and spring.

PHRM 6320. Advances in Molecular Pharmacology

3 SCH. An in-depth review of the current literature on modern pharmacology and signal transduction of drug receptors. Oral reports and written reviews required. Offered on demand.

PHRM 6330. Advances in Behavioral Pharmacology

3 SCH. Directed, in-depth study of current research literature with an emphasis on behavioral pharmacology. Oral reports and written reviews required. Prerequisite: PHRM 5470. Offered every other spring (odd years).

PHRM 6340. Psychiatric Disorders: From Bench to Bedside (Including Substance Use)

3 SCH. This advanced course will focus on the neurological basis of psychiatric disorders. A primary goal of the course is to integrate basic research and clinical findings. All disorders will be discussed at the molecular, cellular, systems and behavioral levels. Each lecture, following the introduction, will focus on a specific neuropsychiatric disorder, including Schizophrenia, Attention Deficit Hyperactivity Disorder, Autism, Tourette's Syndrome, Obsessive Compulsive Disorder, Unipolar Depression and Bipolar Disorder. Other lecture specific topics may include various forms of substance use/abuse (e.g., nicotine, alcohol, cocaine/methamphetamine, hallucinogens and marijuana). A college level knowledge of basic chemistry, cell physiology and anatomy is required. The format of the course will be a formal lecture followed by an informal discussion. Participation in class discussion is essential. Offered every other spring (even years).

PHRM 6350. Ocular Pharmacology

3 SCH. Review of pharmacological principles and therapeutic approaches regarding ocular diseases and eye organ systems. Offered on demand.

PHRM 6360. The Nuclear Receptor Superfamily: Core Principles and Relevance to Physiology and Disease

3 SCH. Members of the Nuclear Receptor Superfamily play a role in a vast array of physiologic processes. Originally discovered as steroid hormone receptors, they are now known to be receptors for such diverse ligands as thyroid hormone and vitamin D. A large number of receptors regulate transcription in the absence of binding hormone, as well, serving as targets of other signaling mechanisms. The course provides an overview of this extensive field. It will include lectures and discussion of structure/functional analysis, mechanisms of action, and examples of diseases associated with nuclear receptor dysfunction. Prerequisites: The GSBS core curriculum. Course is offered in the fall semester, even years.

PHRM 6400. Functional Neuroscience

4 SCH. This course is intended for second year and more senior graduate students, and will cover all major areas of neuroscience research. By the completion of the course, students will have a working knowledge of all major disciplines of neuroscience providing the basis for advanced courses. Offered each fall.

PHRM 6410. Basic and Clinical Pharmacology

4 SCH. This course presents an introduction to major drugs used for the treatment and prevention of disease. The course begins with an overview of the general principles of pharmacology, including major concepts of pharmacodynamics (drug action) and pharmacokinetics (drug time course, dosing.) The remainder of the course examines the major classes of drugs that modify the functioning of the autonomic, cardiovascular, central nervous, hematopoietic, and endocrine systems; antibiotics and NSAIDs are also covered. Emphasis is placed on the therapeutic use and mechanism of action of major drugs by class. The format of the course is student self-directed study supported by interactive sessions with faculty. Cross listed as PSYC 6411. Offered each fall.

PHRM 6480. Receptors and Drug Action

4 SCH. This is an in-depth course of drug receptor pharmacology and receptor classes. Emphasis on techniques for studying receptor function, second messenger signaling and molecular pharmacology. Offered every other spring (odd years).

PSIO 5140. Seminar in Current Topics

1 SCH. Specialized weekly lectures on topics of current interest by students, faculty and/or invited speakers. May be repeated for credit. Offered fall and spring.

PSIO 5300. Cardiovascular Physiology 1

3 SCH. Designed to familiarize the student with current concepts and progress in human cardiovascular function with an emphasis on the heart. Topics include molecular basis of myocardial contraction, electrochemical coupling, regulation of myocardial mechanics and ventricular performance, the coronary circulation, myocardial ischemia, cardiac failure, and neural control of the heart and coronary circulation. Course format includes lectures, student presentations, term paper, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered every other fall (even years).

PSIO 5301. Cardiovascular Physiology 2

3 SCH. Continuation of PSIO 5100 with emphasis on the circulation. Topics include: capillary and lymphatic dynamics, control of blood pressure, splanchnic blood flow, regulation of cardiac output and specific cardiovascular perturbations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, BMSC 6305 and PSIO 5300. Course format includes student presentations, term paper and examinations. Offered every other spring (odd years).

PSIO 5302. Respiratory Physiology

3 SCH. Designed as an in-depth study of the functional anatomy and physiology of the respiratory system with emphasis on the human. Topics include pulmonary mechanics and blood flow. Respiratory blood gases and neurohumoral control of ventilation. Course format includes lectures, student presentations, term paper, and examinations. Prerequisite: BMSC 6301, BMSC 6301, BMSC 6303, and BMSC 6305. Offered every other fall (odd years).

PSIO 5303. Renal Physiology

3 SCH. This course familiarizes the student with current concepts and progress in human renal function. Topics include the body fluids, the renal vascular bed, glomerular filtration, tubular function, acid-based physiology, renal pathophysiology, and the history of renal physiology. Course format includes lectures, student presentations, term paper, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and 6304. Offered every other spring (even years).

PSIO 5304. Molecular Genetics of Cardiac & Vascular Disease

3 SCH. Advanced in-depth study of the molecular biology and genetics of both normal and disease state cardiovascular functions. Emphasis is to be placed on the genetics behind disease state etiologies. A thorough review of all new genetic and molecular techniques developed to explore disease state physiology will be presented. Course format includes: lectures, student presentations, term paper, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered every other spring (odd years).

PSIO 5390. Special Problems

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

PSIO 5391. Special Problems 2

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department. May be repeated for credit. Offered each semester.

PSIO 6310. Functional Genomics and Proteomics

3 SCH. The purpose of this course is to introduce students to concepts and methods used in defining a database of tissue specific and disease specific protein expression. Topics to be discussed include: 1) genome mining; 2) transcriptome mining and validation; 3) proteome mining by 2-dimensional gel electrophoresis, mass spectrometry and protein chips; 4) protein structure determination; 5) protein structure prediction based on gene sequence; 6) protein function prediction and analysis; 7) protein-protein interactions; and 8) protein localization. Cross-listed with CBAN 6341.

PSIO 6320. Advances in Cardiovascular Physiology 1

3 SCH. Directed, in-depth study of current research literature with emphasis on the heart. Oral reports and written reviews are required. Prerequisite: PSIO 5300. Offered each semester.

PSIO 6330. Advances in Cardiovascular Physiology 2

3 SCH. Directed, in-depth study of current research literature with emphasis on the peripheral circulation. Oral reports and written reviews are required. Prerequisite: PSIO 5301. Offered each semester.

PSIO 6350. Physiology of Skeletal and Smooth Muscle

3 SCH. Designed as an in-depth study of the functional anatomy and physiology of skeletal and smooth muscle. Topics include functional anatomy, molecular basis of contraction, excitation-contraction coupling, electro- and pharmaco-coupling and regulation of muscle mechanics and adaptations of the neuromuscular system. Special topics are presented by students. Course format includes lectures, student presentations, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered every other fall (odd years).

PSIO 6360. Cardiovascular Regulation During Exercise

3 SCH. The course will provide an integrative physiological basis of blood pressure regulation during exercise. The mechanisms to be discussed include "Central Command" and the "exercising muscle pressor reflex" and their integration with basic hemodynamic responses to exercise. Course format includes lectures, student presentations, term paper, and examinations. Offered every other summer (even years).

PSIO 6370. Advanced Endocrine Physiology

3 SCH. An interactive survey of modern endocrinology presented largely from the current primary literature. The scope will focus on mechanisms and will extend from molecular biology (hormone interactions with genes, receptors, ion channels, second messengers, etc.) to systematic control (feedback, secretion, distribution, metabolic clearance rate, etc.) Broad topic areas discussed will be determined in part by class interests. Offered every other fall (odd years).

PSIO 6380. Advanced Autonomic Physiology

3 SCH. This course will cover anatomy, neurotransmitters, and cellular mechanisms of the autonomic nervous system with special emphasis on the peripheral systems. Parasympathetic and sympathetic control of physiological function will be discussed with system emphasis determined in part by student interests. Current research literature combined with up-to-date reviews will be used to spur discussions which will focus on mechanisms extending from molecular biology to systemic control. Individual student interests will be used to determine special topic areas for the last half of the course. Course format includes lectures, student

presentations, term paper, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, BMSC 6305 and PSIO 5300. Offered every other fall (even years).

PSIO 6385. Current Topics in Physiology

1-3 SCH. Survey of literature, oral presentations and written reports. Offered each semester.

PSIO 6390. Myocardial Metabolism: Concepts and Controversies

3 SCH. Comprehensive survey of current scientific issues related to heart muscle metabolism and function. Specific topics include: control of myocardial substrate metabolism and fuel selection; ATP synthesis, intracellular transport and utilization; myocardial ischemiareperfusion injury; cardiac stunning and hibernation; mechanisms of cardiac cell death and cardioprotection; free radical biochemistry in the heart. Course format includes lectures, student presentations, term paper, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered every other spring (odd years).

PSYC 6380. Cardiovascular Behavioral Medicine

3 SCH. An in-depth examination of current issues and research in cardiovascular behavioral medicine, emphasizing cardiovascular measurement, research methods, individual differences and biobehavioral perspectives on the pathophysiology, assessment and treatment of cardiovascular diseases. Prerequisite(s): PSYC 6720 or consent of department. Offered each spring.

PSYC 6390. Special Problems

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department chair. May be repeated for credit.

PSYC 6391. Special Problems 2

1-3 SCH. For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the consent of the instructor and department chair. May be repeated for credit.

PSYC 6396. Health Psychology Preceptorship 1

3 SCH. Practical experience that will focus on the integration of the health psychologist with the primary care physician, where the health psychologist functions as an important member of the primary care team in a manner that overcomes managed care barriers to this integration. The goal is for the student-doctor to achieve an advanced degree of competence in skills, knowledge, judgment, and ethics that will allow for the development of a greater understanding and identification with the role of the professional clinical health psychologist. Offered each semester.

PSYC 6397. Health Psychology Preceptorship 2

3 SCH. Practical experience that will focus on the integration of the health psychologist with the primary care physician, where the health psychologist functions as an important member of the primary care team in a manner that overcomes managed care barriers to this integration. The goal is for the student-doctor to achieve an advanced degree of competence in skills, knowledge, judgment, and ethics that will allow for the development of a greater understanding and identification with the role of the professional clinical health psychologist.

PSYC 6410. Basic and Clinical Pharmacology

4 SCH. Medical Pharmacology is a course designed for graduate students in the biomedical sciences and presents an introduction to major drugs used for the treatment and prevention of disease. The course begins with an overview of the general principles of pharmacology, including major concepts of pharmacodynamics (drug action) and pharmacokinetics (drug time course,

dosing). The remainder of the course examines the major classes of drugs that modify the functioning of the autonomic, cardiovascular, central nervous, hematopoietic, and endocrine systems; antibiotics and NSAIDs are also covered. Emphasis is placed on the therapeutic use and mechanism of action of major drugs by class. The format of the course is student self-directed study supported by interactive sessions with faculty. Cross-listed with PHRM 6410. Offered each fall.

PSYC 6498. Psychology Research Seminar and Practicum

4 SCH. This course will focus on the initiation, conduct, and consummation of advanced research projects, as well as dialogues related to the art and practice of publishing. The purpose of the practicum is twofold: to engender an appreciation for scholarship and to engage students in research projects that have a high probability of resulting in journal publications. Prerequisite(s): doctoral standing in psychology. May be repeated for credit. Offered each semester.

SPH Course Descriptions

BIOS 5000. MPH Comprehensive Exam

0 SCH. The Comprehensive Examination is a culminating experience option for the MPH degree intended to test the mastery of the competencies required. A student who chooses this option must register for this course in the semester in which he/she intends to take the examination.

BIOS 5300. Biostatistics for Public Health 1

3 SCH. This course provides students with the basic knowledge and skills to effectively use biostatistics in research design and data analysis and to understand articles in related professional journals. Topics include choosing correct statistical methods and experimental designs in public health research and practice; descriptive statistics; probability and probability distributions; estimation and hypothesis testing; simple linear regression; introduction to analysis of variance and an introduction to the use of statistical software packages.

BIOS 5310. Biostatistics for Public Health 2

3 SCH. The student is introduced to more advanced statistical methods including multiple regression, logistic regression, factorial ANOVA, repeated measure designs, analysis of categorical data, and nonparametric statistics. Prerequisites: BIOS 5300 or equivalent. Prerequisites: BIOS 5300-Biostatistics (or its equivalent).

BIOS 5312. Regression Analysis

3 SCH. This course presents the methods in regression beyond the introductory level, to include multiple and partial correlation and regression, residual analysis, logistic regression, polynomial regression, poisson regression, and selection of predictor variables. Prerequisites: BIOS 5300 and BIOS 5310.

BIOS 5314. Intro to Statistical Packages

3 SCH. Develops skills in the use of statistical packages in public health research. Emphasis is on data definition, verification, descriptive examination, and graphical presentation. Statistical packages will include SAS software. Prerequisites: BIOS 5300.

BIOS 5316. Nonparametric Statistical Methods

3 SCH. This course covers a wide selection of nonparametric statistical tests as alternatives to parametric tests. The strength and weakness of each test, as well as test efficiency, will be discussed and statistical software will be used throughout the course. Prerequisites: BIOS 5300 and BIOS 5310.

BIOS 5320. Analysis of Variance

3 SCH. This course presents the ANOVA model beyond the introductory level, to include various experimental designs, in-depth treatment of multiple comparison methods, factorial repeated measure ANOVA, analysis of covariance, power analysis, and determination of sample size. Prerequisites: BIOS 5300 and BIOS 5310. BIOS 5312 is recommended.

BIOS 5324. Data Management

3 SCH. The goal of this course is to provide an overview of data collection and management. The topics include study design, data form design and coding, defining a database and a database system, data collection and entry, quality control, and database management. Also, privacy, confidentiality and security concerns as well as ethical and legal issues will be discussed. Examples of databases may be illustrated by use of EPI Info. Prerequisites: BIOS 5300, BIOS 5314 is recommended.

BIOS 5395. Thesis

3 SCH. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee. The thesis is written in traditional academic style or in journal article manuscript format. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in BIOS 5395 until the requirements are completed and the thesis is approved by the dean. This course may be repeated for credit. A minimum of 6 SCH is required to meet the MPH culminating experience requirement.

BIOS 5397. Practice Experience in Public Health

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to commit 200 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in BIOS 5397. The student must maintain continuous enrollment in BIOS 5397 until all the requirements are completed. Course Prerequisites: Students must have completed 21 SCH of core and/or department required coursework.

BIOS 5399. Independent Study in Biostatistics

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. May be repeated for credit. Offered each semester.

BIOS 6300. Applied Statistical Methods for Data Analysis

3 SCH. The course emphasizes the design, implementation, analysis, and reporting of research investigations. Topics include two-sample inference using t-distributions, alternatives to t-test based analyses, comparisons among several samples, linear combinations, and multiple comparisons, simple and multiple linear regression methods, regression diagnostics, variable selection, and related methods, the repeated measures and other multivariate responses, exploratory tools for summarizing multivariate responses, logistics methods for binary response variables and binomial counts, log-linear regression for Poisson counts, hierarchical (multilevel) and structural equation modeling will be discussed and life tables, Kaplan-Meier and proportional hazards methods for analysis of time to event data. Prerequisites: BIOS 5300, BIOS 5310 or permission from course instructor.

BIOS 6310. Probability and Statistical Inference

3 SCH. The course provides a modern introduction to the theory of probability and statistical inference. Topics include basic concepts of probability, conditional probability, independence,

random variables, distributions, expectations, moments, probability models, convergence concepts, sampling distributions, frequentist and Bayesian approaches to estimation, hypothesis testing, and interval estimation. Rigorous proofs are deemphasized and replaced with extended discussions of interpretation of results and simulations for illustration.

BIOS 6312. Applied Methods of Survey Sampling

3 SCH. The course covers the basic ideas of sampling from an applied perspective. Topics include simple random sampling, stratification, systematic selection, cluster sampling, multistage sampling, probability proportional to size sampling, cost models, sampling error estimation techniques, nonsampling errors, and compensating for missing data. Prerequisites: BIOS 5300 and BIOS 5310 or equivalent.

BIOS 6314. Applied Categorical Data Analysis

3 SCH. This course introduces descriptive and inferential statistics for univariate and multivariate categorical data with applications in public health and clinical field. Theory and application of contingency tables, measures of association and tests for homogeneity between populations and independence of variables will be covered. Log linear and logistic regression analyses methods will be investigated using public use public health data sets available.

BIOS 6318. Clinical Trials and Survival Analysis

3 SCH. This course covers the general concepts and methodologies in clinical trials and statistical techniques in survival analysis. Topics covered include: phase I, II and III clinical trials, basic study design, ethical considerations, organization, study population, patient recruitment, protocol adherence and compliance, adverse event, data management, closeout, issues in reporting results as well as statistical techniques such as designs for phase I, II and III clinical trials, randomization, blindness techniques, sample size determination, and interim analysis. In addition, survival analysis will cover survival distributions, censored data, Kaplan-Meier curve and life-table analysis, logrank test, hazard function, and the Cox regression.

BIOS 6320. Biostatistical Research and Consulting

3 SCH. This course provides students with the basic knowledge and skills to provide statistical consulting to persons and organizations in a wide variety of settings, including medical centers, hospitals, industry, and government. Students will be instructed in scientific writing, and will practice reading and writing about medical research. This course brings together the skills that students have learned in other core classes, such as BIOS 5300 and BIOS 5310: Biostatistics I and II, BIOS 5324: Data Management, and BIOS 5314: Introduction to Statistical Packages. Students will complete an original research project whereby they assess, analyze, write, and present findings from actual health care data. This course serves as part requirement for Clinical Research students who choose to opt out of writing a master's thesis. Prerequisites: BIOS 5300, BIOS 5310, and BIOS 5312.

BIOS 6391. Advanced Topics in Biostatistics

3 SCH. This course provides various advanced topics in biostatistics that are needed and useful for doctoral level biostatisticians. Some topics, such as probability and inference, and linear model are essential and required for completion a doctoral degree in biostatistics. Most other topics cover techniques that are often used in biostatistical practice. The course provides some theoretic

basis for biostatistics and meanwhile focuses on applications. Prerequisites: BIOS 5300, BIOS 5310, or obtain permission of instructor.

BIOS 6392. Doctoral Capstone

3 SCH. This course will provide students with the necessary instruction to prepare dissertation proposals. Topics include scientific writing, preparation of manuscripts for publication, grant writing, proposal writing, and oral presentation skills. Prerequisites: Completion of most required coursework for DrPH curriculum (enrollment is permitted if a student is taking one final elective concurrently with this course).

BIOS 6395. Doctoral Dissertation

3 SCH. The doctoral dissertation must consist of original research or public health program development and testing that is focused on a particular health problem. The student's advisor is expected to provide guidance in the selection of a suitable project that provides for a clear direction for implementing the research or program. The student must complete an oral defense of the dissertation. The student must maintain continuous enrollment in BIOS 6395 until the requirements are completed. This course may be repeated for credit. A minimum of 9 SCH is required for the DrPH degree.

BIOS 6399. Doctoral Independent Study in Biostatistics

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. This course may be repeated for credit. Offered each semester.

BIOS 6497. Public Health Practice Residency

4 SCH. This academic activity provides doctoral students with experience in public health practice through directed work in practice settings. Students are required to commit a substantial number of hours to the residency experience, produce two written reports of project(s) undertaken in the placement. One of the written reports should be presented in the form of a publishable article to be submitted to a public health related peer-review journal. The other report is described in the Public Health Practice Residency Manual. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the residency experience plan prior to registering. Requirements may be completed over the period of more than one semester with approval of the academic advisor and the practice coordinator. The student must maintain continuous enrollment in BIOS 6497 until the requirements are complete. This course requirement may not be waived.

EOHS 5000. MPH Comprehensive Exam

0 SCH. The Comprehensive Examination is a culminating experience option for the MPH degree intended to test the mastery of the competencies required. A student who chooses this option must register for this course in the semester in which he/she intends to take the examination.

EOHS 5300. Environmental Health

3 SCH. An introduction to the environmental (physical, chemical, biological) determinants that influence human health and means of controlling these determinants. This course will discuss municipal water supply and disposal, ambient and indoor air quality, solid and hazardous wastes, food protection, vector control, pesticides, occupational safety, toxicology, risk assessment/risk communication and genomics.

EOHS 5310. Evaluation and Control of Biological Agents and Infectious Diseases

3 SCH. This course addresses the nature of biological agents including the sources, pathways, routes of entry, and health effects of infectious and allergenic agents that are found in either workplaces or the general environment. Lectures and case studies will provide training on how to identify, measure, and control biological agents that are present in a variety of settings. Basic concepts from aerosol science, industrial hygiene, microbiology, infectious disease epidemiology, sanitation, behavioral science, and environmental engineering are applied to problems of infectious or allergic disease prevention and control.

EOHS 5312. Food Quality and Safety

3 SCH. This course will examine the quality and safety aspects of our food supply from the "Farm to the Table." It will provide students with information necessary to hygienic practices in food protection. It will thoroughly discuss the relationship of microorganism and sanitation, food contamination sources, personal hygiene and sanitary food handling, quality assurance, cleaning compounds, cleaning equipment, waste disposal, food processing and preparation, and pest control. Prerequisites: EOHS 5300 or concurrent enrollment in EOHS 5300.

EOHS 5320. TX-Mexico Border Health Issues

3 SCH. This experiential course focuses on issues surrounding public health on the Texas-Mexico border. Border health issues addressed include cultural diversity; water and waste water treatment; air and water pollution; and zoonotic, acute infectious and chronic disease control. Course includes on-site study in Laredo and/or other border communities. Enrollment limited. Prerequisites: EOHS 5300, SABS 5300 plus 6 hours of additional course work and approval of the instructor. All students must have a Passport prior to taking this course. International students must also have a U.S. multi-entry Visa and purchase a travel Visa for Mexico prior to taking this course.

EOHS 5322. Air Pollution and Health

3 SCH. The course is to introduce students to knowledge in air pollution and public health, especially in developing countries, and thereby to provide a firmer basis for improving public health in low and middle income countries. Studies from a wide range of less heavily researched Asian, African and Latin American countries are reviewed in the course. The course also examines issues of particular relevance to low and middle income countries for vehicular pollution.

EOHS 5324. Water and Public Health: Global to Regional Perspectives

3 SCH. This course covers how water quantity and quality affect population health from regional and global perspectives, and human efforts to reduce its impacts on public health. The course provides training on recognition, evaluation, and control of water contaminants and discussions

on current issues related to water. The water contaminants include microbial organisms, chemicals, and radioactive materials both from natural and anthropogenic sources. Human efforts to reduce the impacts of water contamination and to conserve water include; water and wastewater treatment technologies and policy and regulations. In addition, climate efforts on water quality and quantity will be discussed both in regional and global perspectives.

EOHS 5330. Recognition, Evaluation, and Control of Environmental Hazards

3 SCH. Identification of hazards, and methodologies used, for the evaluation and control of physical and chemical hazards in the environment relative to potential adverse health effects and the etiology of related illnesses and diseases. Federal and state regulatory requirements will be discussed and other guidelines from professional organizations addressed.

EOHS 5331. Environmental and Occupational Sampling and Analysis Methods

3 SCH. Theory and application, through lecture and laboratory exercises, of sampling and analytical instruments and methodologies for environmental and occupational exposure measurement of chemical, physical, and biologic agents in the environment. Where feasible, labs will include walk-through surveys, field collection of samples, and sample preparation and analysis. Prerequisites: EOHS 5330 (can be taken simultaneously).

EOHS 5334. Occupational Diseases and Health Practice

3 SCH. This course provides an overview of the principles of occupational health surveillance. The student will be able to identify key occupational hazards and exposures which are potential hazards to workers. A working knowledge of OSHA's standards that are in place in order to protect workers from hazardous exposures and deleterious health effects.

EOHS 5342. Biomarkers in Environmental Epidemiology

3 SCH. The goal of this course is to introduce students to the application of molecular biology as exposure assessment tool in epidemiological research. This course covers both major theoretical concepts and practical applications using biological responses (biomarkers) to study and protect public health. Prerequisites: EOHS 5300 or permission of the course instructor.

EOHS 5350. Environmental & Occupational Toxicology

3 SCH. This course will deal with some important topics in environmental toxicology. Some of the topics that will be covered include: dose-response curves and nature of threshold for carcinogens and non-carcinogens; determination of air concentrations within and outside the workplace; development of standards; mechanism(s) of carcinogenicity and promotion; latency periods; exposure assessment; risk assessment.

EOHS 5360. Environmental Data Analysis

3 SCH. The objective of the course is to introduce basic statistical knowledge that is useful for environmental studies. Through the course students are expected to learn how statistical principles and methods are applied to environmental studies. The course illustrates probabilistic theory and distributions, random variables and properties of a random sample, data reduction, estimation and hypothesis testing, analysis of variance, regression models. The course also

introduces environmental monitoring and space-time environmental data analysis. Prerequisites: BIOS 5300.

EOHS 5362. Geographic Informational Systems (GIS) and Health

3 SCH. GIS in Health is an applied course covering the theory and applications of geographic information systems (GIS) for public health. This course is designed for students with interests in learning about methods for analyzing the spatial patterns of disease burdens and their relationships to environmental hazards and includes an overview of GIS and spatial analysis principles in public health. The practical component of this class involves the use of desktop GIS software packages including ArcGIS and other spatial analysis software such as SatScan. In addition, this course also covers location allocation (LA) techniques for measuring and evaluating accessibility to public health facilities.

EOHS 5370. Policy, Science, and Decisions

3 SCH. The purpose of this course is to provide students with analytical tools to think critically about policy, science, and decisions that affect occupational and environmental protection to public health. The focus of this course is on the interface between the fields of occupational and environmental, public health, policy and decision sciences. The course examines current approaches to occupational and environmental regulations such as command and control, comparative risk assessment, and market-based incentives. It also discusses environmental justice issues, sustainable development, and policies concerning particular environment problems in the United States and global community.

EOHS 5391. Special Topics in Environmental and Occupational Health Sciences

1-3 SCH. This course is to provide exposure to students to a specialized topics in Environmental and/or Occupational Health Sciences. The topics will be selected by the instructor in either specialized areas, innovative topics, timely issues or current methodologies. Topics may include such areas as: exposure methodologies; environment and disease; control and measurement issues for nanotechnology; ultra-fine particles; social justice and environmental exposures in developed and developing countries; probabilistic methods for risk analysis; gene-environment interactions; drinking water quality; etc. This course may be repeated for credit with advisor's permission.

EOHS 5395. Thesis

3 SCH. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee. The thesis is written in traditional academic style or in journal article manuscript format. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in EOHS 5395 until the requirements are completed and the thesis is approved by the dean. This course may be repeated for credit. A minimum of 6 SCH is required to meet the MPH culminating experience requirement.

EOHS 5397. Practice Exp in Public Health

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to commit 200 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to

complement the students academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in EOHS 5397. The student must maintain continuous enrollment in EOHS 5397 until all the requirements are completed. Course Prerequisites: Students must have completed 21 SCH of core and/or department required coursework.

EOHS 5399. Independent Study in Environmental Health and Occupational Health Sciences

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. This course may be repeated for credit. Offered each semester.

EOHS 6300. Environmental Health Determinants

3 SCH. This course provides the students with knowledge and skills in the identification, effect on human health, risk assessment, and control of environmental health determinants. Course consists of three parts: biological, chemical, and physical determinants.

EOHS 6324. Genomics and Public Health

3 SCH. This course introduces what genomics is and how genomics are applied to public health. The first half of the course covers basic human genetics and genomics, basic analysis tools for genomics, and data and information sources. The second half discusses how genomics are currently being used in the research of public health science. Ethical and medical limitations to genetic testing and limitations of current public health genomic research are also discussed. In addition, laboratory practices and the project provide training to utilize databases, acquire appropriate information, and analyze the genetic data. Prerequisites: completion of all PhD core courses is strongly recommended. Instructor's consent is required for all MPH students.

EOHS 6340. Exposure and Risk Assessment

3 SCH. This course covers concepts, defines terminology, and demonstrates the methods and applications of qualitative and quantitative exposure and risk assessment methodologies and applications in public health. Class discussions, reading assignments, lectures and case studies will be used to introduce, develop knowledge and applications of information sources concerning assumptions, uncertainties, exposure determinations and interpretations associated with the various components of the risk assessment process. Issues concerning the application and use of risk assessment for human health based decisions, health based standards, environmental and ecological concerns, and other areas of risk management will be discussed. Prerequisites: BIOS 5310, EOHS 5300, and EOHS 5350 or permission of instructor.

EOHS 6348. Spatiotemporal Environmental Health Modeling

3 SCH. This course introduces fundamental concepts and knowledge involved in the space-time stochastic modeling of environmental health process. In the course students learn how to represent uncertainty and variability of environmental health process. Students also learn modeling methods for the prediction of unknown phenomenon of the natural process. Topics include scientific knowledge and the stochastic method of thinking; analysis and synthesis of environmental processes in the face of uncertainty; natural variability; scale of observation effects; space/time continuum laws; random field representations of physical and natural laws;

the theory of generalized random fields for natural properties with complex spatial/temporal trends; practical variography and anisotropic structures; scales of observation and the upscaling problem. Prerequisites: EOHS 5360 or BIOS 5310 or permission of the course instructor.

EOHS 6391. Advanced Topics in Environmental and Occupational Health Sciences

1-3 SCH. This course is to provide exposure to students to a specialized topics in Environmental and/or Occupational Health Sciences. The topics will be selected by the instructor in either specialized areas, innovative topics, timely issues or current methodologies. Topics may include such areas as: exposure methodologies; environment and disease; control and measurement issues for nanotechnology; ultra-fine particles; social justice and environmental exposures in developed and developing countries; probabilistic methods for risk analysis; gene-environment interactions; drinking water quality; etc. This course may be repeated for credit with advisor's permission.

EOHS 6395. Doctoral Dissertation

3 SCH. The doctoral dissertation must consist of original research or public health program development and testing that is focused on a particular health problem. The student's advisor is expected to provide guidance in the selection of a suitable project that provides for a clear direction for implementing the research or program. The student must complete an oral defense of the dissertation. The student must maintain continuous enrollment in EOHS 6395 until the requirements are completed. This course may be repeated for credit. A minimum of 12 SCH is required for the PhD degree. Pre-requisites: Permission of advisor and PhD program director.

EOHS 6399. Doctoral Independent Study in Environmental and Occupational Health Sciences

1-3 SCH. This course is to provide research and other scholarly projects to be carried out by the student under the supervision of a School of Public Health faculty member. A brief proposal with objectives and/or hypothesis, method of accomplishing goals, and deliverable timelines will be prepared by the student and approved by both the academic advisor and supervising instructor. Course may be offered each semester. May be repeated for credit with advisor's permission.

EPID 5000. MPH Comprehensive Exam

0 SCH. The Comprehensive Examination is a culminating experience option for the MPH degree intended to test the mastery of the competencies required. A student who chooses this option must register for this course in the semester in which he/she intends to take the examination.

EPID 5300. Principles of Epidemiology

3 SCH. The overall purpose of this course is to introduce public health students to epidemiology so that they understand how epidemiology contributes to (1) identifying factors that cause diseases, (2) assessing the public health importance of diseases, (3) describing the natural history of diseases, and (4) evaluating procedures for preventing diseases.

EPID 5310. Intermediate Epidemiology

3 SCH. This course illustrates concepts, methods, and strategies used in epidemiologic studies, beyond the principles discussed in EPID 5300. Topics include analysis of birth cohorts, measures of disease frequency and association, bias, confounding, effect modification, stratification and

adjustment, quality control, and reporting of epidemiologic results. The primary objective of the course is to present the main issues in establishing causal relationships from observational data. Prerequisite: EPID 5300 and BIOS 5300.

EPID 5312. Survey Research & Questionnaire Design

3 SCH. Research can be defined as "any systematic investigation including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge". Surveys are instruments used to capture information used for research purposes. Designing and implementing a survey instrument is a multi-step process. It is imperative that epidemiologists and other health professionals can develop instruments, sample the appropriate population, collect, analyze and report data collected from surveys. This introductory, yet comprehensive course is designed for epidemiology and other public health students requiring a basic knowledge research methodology in the context of survey questionnaire design, implementation, collection and analysis. This technology-mediated course will include online readings and lectures, weekly learning module assignments, team projects, online class discussion, oral and written presentations. Prerequisite: EPID 5310, EPID 5313, and BIOS 5310 or permission by instructor.

EPID 5313. Database Management and SAS Programming

3 SCH. This class is an introduction to database design and statistical programming. The goal of this course is two-fold: to introduce basic database applications design, creation, and management skills. Students will learn how to design and develop a database based on study design and data collection requirements, query the database, generate reports, create subsets of data, and import and export files. These concepts are universal and applicable to other database management systems. In addition, students will learn basic principles of statistical programming using SAS 9.1. In corporation with SAS Global Academic Program, students will learn important statistical programming skills that will allow them to successfully compete in the job market. These programming skills include but not limited to: retrieving raw data, creating and modifying variables, merging datasets, data manipulation, and basic descriptive statistical analysis.

EPID 5314. Applied Data Analysis in Epidemiology

3 SCH. New investigators often find the choice of statistical analysis to be the most difficult step in conducting research. Statistical approaches can vary from simple t-tests to complex hierarchical regression analysis. What statistical approaches are relevant for epidemiologic study designs? Which will provide the most accurate and precise estimate? What other statistical approaches are available if resources are limited? Can modeling data provide a more time efficient strategy? Exploring and applying the best practices of epidemiology data analysis is critical to meet the growing demand for more efficient analysts who can accurately analyze and interpret complex datasets that will be necessary to setting future public health priorities. This course is designed to provide practice experience in analyzing different types of epidemiologic data. We will learn how to apply analytic methods to answer specific epidemiologic research questions and interpreting the results. Students will be given three public health scenarios reflective of current issues in our world and will be asked to formulate hypothesis, identify the most appropriate statistical approach for calculating risk, utilize statistical software to calculate risk, critically interpret findings, and effectively communicate findings to professional and lay audiences. This course is intended for MPH students and serves to fulfill one of the five required courses in epidemiology. Prerequisite: BIOS 5310, EPID 5310, and EPID 5313 or equivalent.

EPID 5318. Chronic Disease Epidemiology

3 SCH. This course is designed for graduate students interested in chronic disease epidemiology. This course will cover cardiovascular diseases, obesity, diabetes mellitus, cancers, oral health, chronic renal diseases and health disparity. Screening of chronic diseases will be also discussed. Prerequisite: EPID 5300.

EPID 5320. Infectious Disease Epidemiology

3 SCH. Infectious diseases are a leading cause of death, accounting for a quarter to a third of the estimated 50+ million deaths worldwide. This course provides an introduction to the epidemiology of infectious diseases. This course focuses on the epidemiologic patterns of infectious diseases as well as new emerging infectious diseases, and their prevention and control. Prerequisite: EPID 5300 or permission of the course instructor.

EPID 5391. Special Topics in Epidemiology

1-3 SCH. This course is designed to give students exposure to cutting edge topics in epidemiology. Examples of such a topic include (but are not limited to) pharmacoepidemiology, perinatal epidemiology, structural equation modeling, meta-analysis in epidemiology, topical seminars, etc.

EPID 5395. Thesis

3 SCH. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee. The thesis is written in traditional academic style or in journal article manuscript format. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in EPID 5395 until the requirements are completed and the thesis is approved by the dean. This course may be repeated for credit. A minimum of 6 SCH is required to meet the MPH culminating experience requirement.

EPID 5397. Practice Exp in Public Health

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to commit 200 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in EPID 5397. The student must maintain continuous enrollment in EPID 5397 until all the requirements are completed. Course Prerequisites: Students must have completed 21 SCH of core and/or department required coursework.

EPID 5399. Independent Study in Epidemiology

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. This course may be repeated for credit. Offered each semester.

EPID 6300. Intermediate Epidemiology for Public Health Practice

3 SCH. This course illustrates methods, concepts, and strategies used in epidemiologic studies, beyond the principles discussed in EPID 5300. Topics include a review of basic study designs,

analysis of birth cohorts, measures of disease frequency and association, bias, confounding, effect measure modification, stratification, adjustment, research ethics, causal inference, data analysis, and reporting of epidemiologic study results. Students are evaluated by exercises, class participation, a midterm and final exam, and a final research paper. Epidemiology students may NOT register for this course. Epidemiology students should register for EPID 5310. Prerequisites: EPID 5300 and BIOS 5300.

EPID 6310. Advanced Methods in Epidemiology 1

3 SCH. This is an advanced, doctoral level course for students who require extensive preparation in epidemiologic theory and methodology. Topics covered include causal inference; study design; the analysis of crude, stratified, and matched data; approaches to assessing effect modification and adjusting for confounding; estimating dose response associations; modeling data; bias and the critical evaluation of epidemiological studies. Prerequisites: EPID 5310, BIOS 5300, and BIOS 5310.

EPID 6312. Advanced Methods in Epidemiology 2

3 SCH. This course is designed to integrate methods introduced in Applied Data Analysis in Epidemiology and Advanced Methods in Epidemiology 1, along with new methods in data synthesis in order to prepare students to apply these methods as independent researchers in epidemiology. Students will have the opportunity to 1.) critically evaluate and interpret epidemiologic evidence, 2.) synthesize such evidence, 3.) analyze real data, and 4.) write manuscripts. Students will learn to interpret and synthesize information from ecologic, cross-sectional, case-control, cohort and clinical trial studies. Descriptive methods of synthesis as well as systematic meta-analysis methods will be covered. Classes will include both didactic instruction as well as hands-on practice interpreting, critically reviewing, synthesizing, analyzing and writing up results from epidemiologic studies. Course evaluations will be based on the students' performance in class participation, exercises, as well as written and oral projects demonstrating the students' ability to understand and apply epidemiologic methods, critically evaluate and synthesize information from the literature, analyze real data and write manuscripts. Prerequisites: EPID 5314 and EPID 6310.

EPID 6314. Experimental Methods in Epidemiology

3 SCH. This course is designed to introduce students to the methods involved in the design, conduct, analysis and evaluation of results from clinical trials. Topics include planning a trial, randomization, blinding, trial designs, ethics, analyses and writing a protocol. This course also provides examples of how these methods are applied in actual clinical trials. Course evaluations will be based on the students' performance in class participation, the mid-term examination, as well as a written project demonstrating the students' ability to apply these methods in planning for a clinical trial. Prerequisites: EPID 5300.

EPID 6316. Molecular Epidemiology

3 SCH. The focus of the course is on the basic concepts and methodology of molecular epidemiology, particularly in cancers. Designed for students who have a strong biology background and want to pursue doctoral study in the area of molecular epidemiology, we will explore how molecular biomarkers are integrated into population based studies to more accurately define and measure exposures and outcomes and how these measures in turn guide study development. Examples are discussed using current epidemiologic literature to emphasize methodologic issues relevant to molecular epidemiology. We also consider the ethical issues

posed by this rapidly evolving field. Prerequisites: EPID 5310 or EPID 6300 or permission of course instructor.

EPID 6318. Epidemiologic Surveillance

3 SCH. This course includes the application of epidemiologic methods to two important professional areas of public health. The first one is devoted to the planning, management, and data analysis of public health surveillance systems. The steps for planning a surveillance system, criteria for identifying high priority health events for surveillance, types of surveillance systems, data collection, data processing, quality control, analysis and the interpretation of surveillance data are included. This part of the course also encompasses the basis for evaluation of surveillance systems and the methods used for screening of disease. A small-scale computerized surveillance system is developed as part of the course. The second part of the course, deals with the basic epidemiologic methodology used to assist in the planning and evaluation of health programs of disease control and prevention. It includes the methodology for the design of instruments for data collection, assessment of health care needs, and the epidemiologic evaluation of the impact of health interventions. Prerequisites: EPID 5300 and BIOS 5300.

EPID 6320. Social Epidemiology

3 SCH. This course will explore study design, measurement, and analytic issues applicable to epidemiologic research into the social determinants of health. The format of the course is a seminar offered to students with a basic knowledge of epidemiologic and biostatistical principles. The course is organized around key concepts in social epidemiology. Students will be expected to critically examine the scientific literature, form scientifically-based critiques, reach empirically and theoretically grounded conclusions and actively participate in class discussions. This course is intended for persons who have an interest in research and some background in epidemiology and/or behavioral sciences. Prerequisites: EPID 5300 and BIOS 5300 or permission of the course instructor.

EPID 6322. Nutritional Epidemiology

3 SCH. The overall purpose of this course is to introduce the methods and concepts involved in nutritional epidemiologic research. Topics that will be discussed in this course include the assessment on diet, physical activity and body composition, the reliability and validity of dietary assessment, advantage and disadvantage of different study designs in nutritional epidemiologic research, gene-nutrient interaction and the use of biomarkers, specific statistical issues involved in nutritional epidemiologic research, and the development of a research proposal on nutritional epidemiologic studies. Prerequisites: EPID 5300, EPID 5310 or EPID 6300, BIOS 5300, and BIOS 5310.

EPID 6324. Cancer Epidemiology

3 SCH. The course is designed to apply principles learned in the introductory and intermediate epidemiologic methods courses to the critical evaluation and interpretation of cancer epidemiology studies. Basic methodological concepts and problematic issues specific to cancer epidemiology studies and/or cancer sites will be emphasized, rather than descriptive epidemiology of specific cancers. The course is conducted in a participatory seminar format using assigned articles as a stimulus for discussion. Prerequisites: EPID 5300 and EPID 5310.

EPID 6326. Occupational Epidemiology

3 SCH. The purpose of this course is to prepare students to examine the unified set of concepts, principles and methodologies that govern occupational epidemiology. It is designed to build on a foundation of coherent epidemiological concepts and foster the understanding of the principles and methods of occupational epidemiologic study design, analysis, and interpretation. This course is designed specifically for the epidemiology concentration and other public health students requiring a more thorough knowledge of the concepts and methods used in occupational epidemiologic research. Building upon material covered in previous epidemiology courses, this course stresses etiologic study designs, methodological issues and analytic methods as they relate to occupational studies. Prerequisites: EPID 5300 and BIOS 5300 or permission of the course instructor.

EPID 6391. Advanced Topics in Epidemiology

1-3 SCH. This course is designed to give students exposure to cutting edge topics at the doctoral level in epidemiology.

EPID 6392. Doctoral Capstone

3 SCH. This course will provide students with the necessary instruction to prepare dissertation proposals. Topics include scientific writing, preparation of manuscripts for publication, grant writing, proposal writing, and oral presentation skills. Prerequisites: completion of most required coursework for DrPH curriculum (enrollment is permitted if a student is taken one final elective concurrently with this course).

EPID 6395. Doctoral Dissertation

3 SCH. The doctoral dissertation must consist of original research or public health program development and testing that is focused on a particular health problem. The student's advisor is expected to provide guidance in the selection of a suitable project that provides for a clear direction for implementing the research or program. The student must complete an oral defense of the dissertation. The student must maintain continuous enrollment in EPID 6395 until the requirements are completed. This course may be repeated for credit. A minimum of 9 SCH is required for the DrPH degree.

EPID 6399. Doctoral Independent Study in Epidemiology

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. This course may be repeated for credit. Offered each semester.

EPID 6497. Public Health Practice Residency

4 SCH. This academic activity provides doctoral students with experience in public health practice through directed work in practice settings. Students are required to commit a substantial number of hours to the residency experience, produce two written reports of project(s) undertaken in the placement. One of the written reports should be presented in the form of a publishable article to be submitted to a public health related peer-review journal. The other report is described in the Public Health Practice Residency Manual. Placements and practice activities are selected to

complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the residency experience plan prior to registering. Requirements may be completed over the period of more than one semester with approval of the academic advisor and the practice coordinator. The student must maintain continuous enrollment in EPID 6497 until the requirements are complete. This course requirement may not be waived.

HMAP 5000. MPH Comprehensive Exam

0 SCH. The Comprehensive Examination is a culminating experience option for the MPH degree intended to test the mastery of the competencies required. A student who chooses this option must register for this course in the semester in which he/she intends to take the examination.

HMAP 5160. Ethical, Legal and Social Issues for the Responsible Conduct of Clinical Research

1 SCH. Regulations involved with human subject research will be discussed, both from an historical and contemporary perspective. Case studies will be discussed, and students must complete the IRB Tutorial on line, and submit the Certificate of Completion for course credit.

HMAP 5262. Biomedical Aspects of Health Disparities

2 SCH. The course examines the disparities in health care among minority populations for several specific diseases. The course is offered as a lecture series divided into three sections for each health care problem: basic science, clinical and public health. It is the intention of the course to bring to light the behavioral and cultural characteristics of the minority populations that contribute to the disproportionate presence of the disease in that population, and the disparity in treatment available.

HMAP 5300. Introduction to Health Management and Policy

3 SCH. This course is a required core course for all MPH students intended to introduce the areas of Health Management and Health Policy. This is a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and population. The course will have both a managerial and policy perspective with the structure, processes and outcomes of health services, financing, organization, outcomes and accessibility of care.

HMAP 5302. Master of Healthcare Administration Capstone

3 SCH. This capstone course is designed to allow students the opportunity to apply methods and techniques learned in the MHA program to a practical health administration problem. All students will participate as members of a team to conduct a project focused on a health administration problem and will present their results orally and in a written report. This course is designed to partially meet the culminating experience requirement for students in the Master of Health Administration program.

HMAP 5310. Introduction to Health Systems and Policy

3 SCH. This course will provide a basic understanding of the United States health care system. Components of the health care system will be examined in addition to their interactions. Problems which arise from this "unplanned system" will be analyzed and health policies which have been enacted or recommended will be explored. Key actors in health policy and their perspectives will be discussed.

HMAP 5312. Health Politics and Policy

3 SCH. This course emphasizes key concepts and knowledge regarding how health policy is formulated, enacted, and implemented. Policy analysis skills are developed and applied by the students. Current health policy issues are explored to exercise these conceptual and analytic skills.

HMAP 5320. Health Services Management

3 SCH. The course will integrate alternative disciplinary perspectives from management, social science, policy analysis, and health services literatures to provide an understanding of how health care organizations work. Students will become familiar with the internal and external environments confronting health care managers, as well as essential tools and skills for managing health care organizations.

HMAP 5321. Health Information Systems

3 SCH. This course will consist of three modules: technology, planning and management, and applications in health care and public health. The emphasis will be on conceptual frameworks as well as a deeper level of engagement on system applications. This is not a course in computer programming, rather the main focus will be on the management of technology, with a particular emphasis on the private/public sector for health management. This course is designed to familiarize students with core concepts and issues confronting managers in the health sector associated with planning, implementation and evaluation of information systems. Students will also learn how to access and use downloadable and extractable databases for research from the web, such as those from the CDC, AHRQ, TDH and NCHS.

HMAP 5322. Health Care Operations Management

3 SCH. This course will cover various quantitative techniques, such as regression and forecasting, that are used in health management. Each topic will be covered in three stages: theory, example problem, and a real health care application. Students will use Microsoft Excel software to solve problems. Prerequisites: BIOS 5300.

HMAP 5324. Strategic Management and Marketing

3 SCH. This course focuses on issues in strategic management and marketing. It will concentrate on modern analytic approaches. The course is intended to provide a pragmatic approach to guide the formulation and implementation of corporate, business and functional strategies. This course explores the issues of defining corporate missions, objectives and goals. Students will focus on analysis of a firm's external and internal environment to identify and create competitive advantage. The course emphasizes the cultural, ethical, political, and regulatory issues faced in any global business environment and the need for leadership for a successful management of strategic change.

HMAP 5326. Public Health Program Planning and Evaluation

3 SCH. This course is an introduction to the concepts, methods, and applications of public health program planning and evaluation. The course will explore the role of planning and evaluation in improving program implementation and management and public policy. Design and application of evaluations will include both quantitative and qualitative research methods.

HMAP 5328. Human Resources Management

3 SCH. The course is designed to address the complexities of managing human resources in the dynamic healthcare environment and to develop an awareness of creative strategies to address these challenges. The topics that will be covered in this course include the relationship between cultural competence and disparity, diverse healthcare professionals, basic HR functions such as, job design/ analysis/ recruitment/ selection/ retention, motivation and change, career development and training, performance measures, compensation and benefits, labor relations, legal and ethical issues, and safe working environments.

HMAP 5330. Health Finance 1

3 SCH. This course offers an introduction to financial theory and practice in health care settings. It is designed to familiarize students with important concepts and issues confronting managers in the health sector. A background in accounting and economics is helpful.

HMAP 5332. Health Finance 2

3 SCH. This course is the sequel to Health Finance 1. It is designed to provide additional material and more in-depth financial theory and practice for MPH and MHA students. Topics include: payment systems, management control, capital budgeting, capital structure, and special topics concerning health finance and public policy. Prerequisite: HMAP 5330.

HMAP 5340. Public Health Law

3 SCH. Introduction to the statutes and case law governing the practice public health professionals. Emphasis on the constitutional basis for public health issues and the role of administrative law in public health.

HMAP 5342. Leadership and Policy Legislative Experience

3 SCH. This course is designed to offer graduate students in public health exposure to the Texas legislative session. Students will interact with legislators, staff, advocates, and other key actors in the legislative process. The intent of the course is to instill first hand knowledge of the state legislative process, perspectives of legislators and staff, and stakeholders. Each student will select, track, and analyze a proposed bill and present this analysis in writing and to their peers and instructor.

HMAP 5350. Health Economics

3 SCH. An overview of microeconomics theory, demand and supply of health services, hospital and physician service markets, role of public sector, comparative health systems and cost effectiveness analysis. A background in economics and statistics is helpful. Prerequisite: BIOS 5300 or permission of instructor.

HMAP 5390. Professional Report

3 SCH. The student conducts an individual project that addresses a well-focused public health question or issue. Work is conducted under the supervision of a faculty committee. A written report of the project is required as well as an oral presentation by the student to the supervisory faculty committee. HMAP 5391 is designed to partially meet the culminating experience requirement for the MPH. The student must maintain continuous enrollment in HMAP 5391 until the requirements are completed.

HMAP 5391. Topics in Health Management and Policy

1-3 SCH. This course covers current topics in health management and policy. Topics vary by semester.

HMAP 5394. Master of Health Administration Internship

3 SCH. This internship is a 13 week field experience providing opportunities to employ skills and principles learned in the classroom while working in a healthcare setting. Prerequisites: students are eligible to enroll after completing 27 SCH. Students must confer with the MHA Program Director prior to enrolling in this course. Students are required to commit 500 contact hours in order to receive credit for this course.

HMAP 5395. Thesis

3 SCH. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee. The thesis is written in traditional academic style or in journal article manuscript format. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in HMAP 5395 until the requirements are completed and the thesis is approved by the dean. This course may be repeated for credit. A minimum of 6 SCH is required to meet the MPH culminating experience requirement.

HMAP 5397. Practice Experience in Public Health

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to commit 200 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in HMAP 5397. The student must maintain continuous enrollment in HMAP 5397 until all the requirements are completed. Course Prerequisites: Students must have completed 21 SCH of core and/or department required coursework.

HMAP 5399. Independent Study in Health Management & Policy

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. This course may be repeated for credit. Offered each semester.

HMAP 6220. Leadership for Public Health

2 SCH. This course provides an examination of three fundamental areas of leadership in public health: 1) leadership theory distinguishing leaders from managers and strategies from tactics, 2) the role of the leader in the translation of public health findings into legislation and 3) developing the skills to mobilize the community and resources.

HMAP 6260. Ethical Issues in Public Health

2 SCH. The course provides an examination of fundamental and current ethical issues in public health. Through lectures, readings, case studies, and historical examples students will explore principles of ethics and theories of justice applicable to the public health profession. Students will develop skills of ethical analysis and apply them to major issues in public health practice,

research, management and policy. Examples of such issues include professional ethics, community contexts, human subject research, social justice, healthcare resource allocation, the relationship between the individual and the state.

HMAP 6300. Health Care Systems

3 SCH. The purpose of this course is to provide a basic understanding of the U.S. Health Care System. This course describes how various health care components work individually and how they work (or fail to do so) together to create a "health care system." While the focus of the course is on the American health care system, comparisons to international health care systems will be included.

HMAP 6310. Advanced Health Policy

3 SCH. This course provides an in-depth review of the major health policy issues currently facing the United States policy community. The class will explore health policy analysis as a discipline and a profession. Critical analysis of the literature is emphasized to sharpen student's skills in understanding the nature of the debates, underlying assumptions, application of evidence, and the crafting and evaluation of policy options.

HMAP 6312. Public Health Long-Term Care Policy

3 SCH. The organization, financing, delivery and utilization of long-term care, comprehensively designed, are examined with emphasis on affordability, access and quality in a managed care environment for older adults. Note: the Health Resources and Services Administration (HRSA) and Managed Care Technical Assistance Program will support this course.

HMAP 6322. Organizational Management

This course explores current thinking in organizational management using a systems perspective based on the seven principles of performance excellence: leadership, purposes and plans, beneficiaries and constituencies, programs and services, workforce and workplace, assessment and information use, and outcomes and achievements. A fundamental premise of the course is that organizations are composed of interrelated processes that make them behave as complex systems. This course will prepare students to function in managerial and leadership positions in both the public and private sectors.

HMAP 6324. Quality Management in Long-Term Care

3 SCH. The theoretical basis and diverse perspectives of quality management and regulation approaches for long-term care services will be presented. Will include relevant research and management methodologies that are currently being used in the long-term care system.

HMAP 6330. Health Insurance and Managed Care

3 SCH. A survey of the history of health insurance in the United States. Theoretical issues in health insurance, cost containment in public and private sectors, global finance of health services, long term care and the problem of the uninsured.

HMAP 6340. Health Care Law

3 SCH. This course is a study of the fundamental legal issues that should be understood by both a Public Health practitioner and a practicing health lawyer, including structural and operational issues affecting health care providers and payers. Discussions will cover federal and state fraud

and abuse issues, self-referral laws, false claims issues, antitrust issues, confidentiality, and Medicare and Medicaid reimbursement issues.

HMAP 6342. Leadership and Policy Legislative Experience

3 SCH. This course is designed to offer graduate students in public health exposure to the Texas legislative session. Students will interact with legislators, staff, advocates, and other key actors in the legislative process. The intent of the course is to instill first hand knowledge of the state legislative process, perspectives of legislators and staff, and stakeholders. Each student will select, track, and analyze a proposed bill and present this analysis in writing and to their peers and instructor. Doctoral students will receive greater exposure to and will be expected to apply course assignment(s) to the following competencies: advocacy, communication, critical analysis, leadership, professionalism and ethics.

HMAP 6350. Advanced Health Economics

3 SCH. The course considers a variety of special topics with a focus on managed care issues. Issues include: actuarial problems in managed care, rate setting for hospital and physician services, mergers and acquisitions, antitrust in the health sector, the role of equity markets in health services, cost benefit and cost effectiveness analysis.

HMAP 6380. Health Services Research 1

3 SCH. The course will provide an overview of current health services research of interest to public health and health management and policy. Methodologies related to health services research will be presented and critiqued. Students will gain experience in presenting and providing critiques of current research. The course will culminate in an original health services research project by each student. Prerequisites: BIOS 5300 and BIOS 5310.

HMAP 6382. Health Services Research 2

3 SCH. This course builds upon the concepts and skills presented in the Health Services Research 1 course. Students will continue to develop skills in use of the Stata analytic software which is becoming standard in health services research. Students will learn and apply more complex analytic methods than those covered in Health Services Research 1. Considerable emphasis is placed on applying these methods to existing data bases (national and state) in a computer lab setting. The course is intended to assist doctoral students in developing and implementing methods such as ordered logit and probit analyses, analysis of complex sample design data, fixed-effects and other methods. Prerequisite: HMAP 6380.

HMAP 6391. Advanced Topics in Health Management and Policy

1-3 SCH. This course covers current topics in health management and policy.

HMAP 6392. Doctoral Capstone

3 SCH. This course will provide students with the necessary instruction to prepare dissertation proposals. Topics include scientific writing, preparation of manuscripts for publication, grant writing, proposal writing, and oral presentation skills. Prerequisites: Completion of most required coursework for DrPH curriculum (enrollment is permitted if a student is taken one final elective concurrently with this course).

HMAP 6395. Doctoral Dissertation

3 SCH. The doctoral dissertation must consist of original research or public health program development and testing that is focused on a particular health problem. The student's advisor is expected to provide guidance in the selection of a suitable project that provides for a clear direction for implementing the research or program. The student must complete an oral defense of the dissertation. The student must maintain continuous enrollment in HMAP 6395 until the requirements are completed. This course may be repeated for credit. A minimum of 9 SCH is required for the DrPH degree.

HMAP 6399. Doctoral Independent Study in Health Management and Policy

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. This course may be repeated for credit. Offered each semester.

HMAP 6497. Public Health Practice Residency

4 SCH. This academic activity provides doctoral students with experience in public health practice through directed work in practice settings. Students are required to commit a substantial number of hours to the residency experience, produce two written reports of project(s) undertaken in the placement. One of the written reports should be presented in the form of a publishable article to be submitted to a public health related peer-review journal. The other report is described in the Public Health Practice Residency Manual. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the residency experience plan prior to registering. Requirements may be completed over the period of more than one semester with approval of the academic advisor and the practice coordinator. The student must maintain continuous enrollment in HMAP 6497 until the requirements are complete. This course requirement may not be waived.

PHED 5391. Topics for Public Health

1-3 SCH. This course is designed to give students up-to-date and important information on topics in public health. Topics will vary and be relevant to the master degree program's competencies. Examples include: public health program development, public health trends, and emerging public health issues. Activities are included to promote reflection, application, exploration, analysis and experimentation. May be taken more than once.

PHED 6000. Integrated Competency Evaluation (ICE)

0 SCH. This academic activity constitutes the final evaluation prior to participation in the DrPH degree program's culminating experience, the Doctor in Public Health Residency. The evaluation affords the doctoral student with the means to demonstrate their level of mastery in each of the required DrPH program competencies: advocacy, communication, community and cultural orientation, critical analysis, leadership, management, and professionalism and ethics. This comprehensive written report includes a personal assessment of competency mastery, documented by examples of higher education and professional education outcomes, as well as, public health work related experiences. An oral evaluation may be required. Enrollment requires permission of the DrPH Program Director and Academic Advisor.

PHED 6118. Seminar Grand Rounds in Public Health

1 SCH. The objective of this seminar course is to introduce doctoral students to the application of research in the various disciplines within public health. The course will address numerous aspects of research, including but not limited to: research design and methodology, institutional procedures for review and approval of research involving human subjects, ethical issues of investigative research, the integration and application of new knowledge and theory, analytical and critical thinking, problem solving skills, and proper implementation strategies. This will be accomplished through directed readings, presentations by faculty and invited guests, case analysis, and discussions of current research. May be repeated for credit. Prerequisite: PHED 6310 or PHED 6314 or permission of the chair of the PhD Program Committee or the Associate Dean for Academic Affairs.

PHED 6122. Professional Development in Public Health Practice I

1 SCH. This course provides students with the knowledge and skills to effectively integrate science into public health practice, address important public health issues, and demonstrate leadership in working with public health teams and community partners. Improvement in key DrPH program competencies are addressed, with a particular focus on the following skills: professional interaction, oral and written communication, team building, negotiation and conflict resolution, consensus building, collaboration, organizational learning, persuasion, and meeting facilitation. Professional Development II must be completed in subsequent semester. Enrollment requires permission of the DrPH Program Director and Academic Advisor.

PHED 6124. Professional Development in Public Health Practice 2

1 SCH. This course must be taken in subsequent semester of Professional Development I. The primary focus is the continuous improvement of DrPH Program competencies and skills addressed in the first seminar course. Additional emphasis is placed on the following: advocacy, leadership, and professional interaction, with public health and community leaders. Important components of the course include preparation for the Doctor in Public Health Residency and the completion of the Integrated Competency Evaluation (ICE) by the conclusion of the semester. This course should be completed before initiating the Doctor in Public Health Residency. Enrollment requires permission of the DrPH Program Director and Academic Advisor.

PHED 6220. Scientific and Grant Writing

2 SCH. Students will demonstrate competence in a specific area of public health science as evidenced by writing, presenting and defending a research grant proposal. This course address numerous aspects of grant writing including these key skills: developing specific aims, writing research plans, creating budgets, and obtaining IRB approval. This is accomplished by a variety of activities, including, but not limited to: review of literature, presentations and discussions of grant writing strategies, and individual mentoring. Doctoral competencies addressed include: research theories and applications, critical analysis, research methodology, scientific communications, and professional ethics. Prerequisite: PHED 6310 or PHED 6314 or permission of the chair of the PhD Program Committee or the Associate Dean for Academic Affairs.

PHED 6310. Public Health Research Methods

3 SCH. This course provides students with instruction and facilitates personal experience in applying research methods, both quantitative and qualitative, to research problems associated with public health. The course will prepare students to read and critically evaluate proposed and

published research and assist students in designing their own research/evaluation projects. The doctoral competencies addressed include: research theories and applications, communication, critical analysis, research methodology, scientific communications, discovery and translational research, as well as, professionalism and ethics. Course requirements will be geared toward the PhD in Public Health Sciences degree program.

PHED 6314. Methods for Public Health Studies

3 SCH. This course will provide students with instruction and facilitates personal experience in applying research methods, both qualitative and quantitative, to research problems associated with public health. The course prepares students to read and critically evaluate proposed and published research and assist students in designing their own research/evaluation projects. The doctoral competencies addressed include: research theories and applications, communication, critical analysis, research methodology, scientific communications, discovery and translational research, as well as, professionalism and ethics. Course requirements will be geared toward the DrPH in Public Health Practice degree program.

PHED 6316. Advanced Program Design and Evaluation for Public Health Practice

3 SCH. This course expands the knowledge and skills required to plan, develop, implement, manage and evaluate programs appropriate to a variety of public health practice settings. The focus is on evidence-based applications and draws on appropriate theories and models. The DrPH competencies addressed include: advocacy, communication, community and cultural orientation, critical analysis, leadership, management, and professionalism and ethics. As appropriate, partnerships with community-based organizations and agencies are included.

PHED 6321. Pedagogy: The Art and Science of Teaching

3 SCH. This course is designed to guide doctoral students in the acquisition of new knowledge and skills related to the art and science of teaching. The course experiences will provide opportunities for hands-on application of pedagogical/androgogical methods of benefit to the practice of academic teaching, as well as, other forms of public speaking. The course consists of a combination of theory, practice, readings and classroom discussions to promote reflection, exploration, analysis and experimentation. The doctoral competencies addressed include: advocacy, communication, scientific communication, community and cultural orientation, critical analysis, leadership, and professionalism and ethics. Enrollment requires permission of the Instructor. Prerequisite: PHED 6310, PHED 6314 or permission of the instructor.

PHED 6391. Advanced Topics for Public Health

1-3 SCH. This course is designed to give students up-to-date and advanced information on topics in public health. Topics will vary and be relevant to the doctoral programs competencies. Examples include: public health program development, research and/or practice trends, and the translation and dissemination of public health research. Activities are included to promote reflection, application, exploration, analysis, and experimentation. May be taken more than once. Enrollment requires permission of Academic Advisor and Instructor.

PHED 6397. Doctor in Public Health Residency

3 SCH. This academic activity provides DrPH students with leadership experience in public health practice through directed work in practice settings. Students are required to commit a substantial

number of hours to the residency experience and produce a final doctoral project that relates to the work conducted within the residency, contributes to the field of public health practice, and meets DrPH program competencies. Placements and practice activities are selected to complement the student's academic and professional plans. The DrPH residency may be completed over the period of two or three semesters with approval of academic advisor. The student must maintain continuous enrollment in PHED 6397 until the requirements are complete; a minimum of 9 SCH is required.

PHED 6399. Doctoral Independent Study in Public Health

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. This course may be repeated for credit. Offered each semester.

SABS 5000. MPH Comprehensive Exam

0 SCH. The Comprehensive Examination is a culminating experience option for the MPH degree intended to test the mastery of the competencies required. A student who chooses this option must register for this course in the semester in which he/she intends to take the examination.

SABS 5300. Theoretical Foundations of Individual and Community Health

3 SCH. This course provides an introduction to theoretical approaches used in developing and implementing behavioral, social and cultural change to improve health for populations in specific settings. In addition, this course provides an overview of the behavioral and social factors that determine the health and wellness of individuals and communities. Health promotion and prevention programs designed to change social conditions and/or health behaviors should be based on social and behavioral theories and research. Health professionals and practitioners in various fields also apply social and behavioral theories and research to evaluate effectiveness of policies and programs. Students learn the importance of integrating multidisciplinary social, cultural, and political/economical perspectives to address health disparities and assess impacts of health policy.

SABS 5310. Community Assessment

3 SCH. This course provides an introduction to community assessment as it pertains to the functions of public health. As one of the core functions of public health, community assessment facilitates problem solving and policy development. The course covers concepts relevant to community diagnosis such as statistics on health status, health resources, health needs and health problems as well as the systematic collection, assembly, analysis, and interpretation of data related to the characteristics, resources, and health of the community. Prerequisites: SABS 5300 and EPID 5300 or permission of instructor.

SABS 5312. Community Program Planning

3 SCH. This course is an overview of the concepts, theories, models and applications of program planning and interventions for the community. This course will use the intervention mapping model to plan, implement public health programs and design the program evaluation. This course

is the second in a series of three courses to prepare the student to assess, implement, and evaluate community intervention programs. Prerequisites: SABS 5300.

SABS 5314. Social and Behavioral Research Methods

3 SCH. This course serves as a foundation for understanding and applying research methods in the social and behavioral sciences. Emphasis will be placed on applying both quantitative and qualitative methods to research problems associated with health promotion and disease prevention. The course will prepare students to critically evaluate research reports and assist students in conducting their own research projects. Prerequisites: BIOS 5300 and EPID 5300 or permission of instructor.

SABS 5316. Community Health Program Evaluation and Interventions

3 SCH. This course focuses on models and procedures for evaluating community health programs. In addition, the course reviews the theoretical foundations, design, implementation, efficacy, and effectiveness of selected public health interventions. The course is designed to address practitioner competencies related to community health program evaluation.

SABS 5322. Social Justice, Ethics and Human Rights in Public Health

3 SCH. This course examines contemporary social justice, ethical and human rights issues in public health. Health, mental health and quality of life as related to illness and disability in diverse and underserved populations are analyzed from social justice and human rights perspectives. Social and behavioral theories and research are applied to address ethical issues related to health inequality and to eliminate health disparities.

SABS 5324. Introduction to Health Disparities

3 SCH. The objective of this course is to provide students with an understanding about the determinants and consequences of health inequalities and learn to advocate for reducing existing health disparities. Prerequisites: SABS 5300 or permission of instructor.

SABS 5325. Maternal and Child Health

3 SCH. Maternal and Child Health (MCH) will underscore the impact of family and community context in shaping women's health and reproductive success over the life course. Students will learn to advocate for the needs of women, mothers, and children to prevent disease and promote health. Prerequisites: SABS 5300 or permission of instructor.

SABS 5328. Introduction to Global Health

3 SCH. This introductory course provides the student with an overview of the conditions, practices and obstacles encountered in delivering primary health care in the international arena. The differences and commonality of the challenges facing the health care provider are explored. The history of international health and the roles of government and non-governmental agencies are presented along with specific models of intervention and evaluation of major international health problems.

SABS 5330. Health Communication Strategies in Public Health

3 SCH. This course is designed to provide a step-by-step approach to developing, implementing, and evaluating a health communication plan designed to influence voluntary behavior change of target audiences to improve their personal welfare and that of their society. The role of media and

other channels will be evaluated as part of health communication strategies. National and international health communication campaigns will be analyzed.

SABS 5332. Stress and Coping

3 SCH. The purpose of this graduate level course is to provide public health professionals with a survey of stress and coping theories, research, and practice across a broad array of common (e.g., occupational, marital, mental and physical illness, aging, etc.) and extreme (e.g., natural disaster, interpersonal violence, etc.) stressors primarily in adulthood. Attention will also be directed towards issues of human diversity (minority status, acculturation, social stratification) including interventions at individual, group, and community-wide levels.

SABS 5334. Social and Cultural Determinants of Population Health

3 SCH. The goal of this course is to provide students with a broad overview and introduction to social and cultural determinants of population health in the United States and contemporary societies. Using theory and research in medical sociology and medical anthropology, students will examine bio-cultural, social, and political-economic bases of health, mental health and health care. Class discussions and course readings will familiarize students with relevant theoretical, historical, and global health issues.

SABS 5390. Professional Report

3 SCH. The student conducts an individual project that addresses a well-focused public health question or issue. Work is conducted under the supervision of a faculty committee. A written report of the project is required as well as an oral presentation by the student to the supervisory faculty committee. SABS 5390 is designed to partially meet the culminating experience requirement for the MPH. The student must maintain continuous enrollment in SABS 5390 until the requirements are completed.

SABS 5391. Topics in Community Health

1-3 SCH. This course is designed to give students exposure to cutting edge topics in community health. Examples of such topics include: health advocacy, social marketing, promoting health behaviors, topics seminars, etc.

SABS 5395. Thesis

3 SCH. The thesis requires the student to conduct and prepare the written thesis under the supervision of a faculty committee. The thesis is written in traditional academic style or in journal article manuscript format. The student must complete an oral defense of the thesis. The student must maintain continuous enrollment in SABS 5395 until the requirements are completed and the thesis is approved by the dean. This course may be repeated for credit. A minimum of 6 SCH is required to meet the MPH culminating experience requirement.

SABS 5397. Practice Experience in Public Health

3 SCH. This course provides students with experience in public health practice through directed work in practice settings. Students are required to commit 200 hours to the practice experience, produce a written report of project(s) undertaken in the placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to

registering in SABS 5397. The student must maintain continuous enrollment in SABS 5397 until all the requirements are completed. Prerequisites: SABS 5312 prior to enrolling in this course.

SABS 5399. Independent Study in Social & Behavioral Sciences

1-3 SCH. For students capable of independently completing topical studies or projects through conferences and activities directed by the instructor. Topical or project work is chosen by the student with the consent of the instructor. This course may be repeated for credit. Offered each semester.

SABS 6300. Social and Behavioral Theories and Health Applications

3 SCH. This course covers the principal theories in the social and behavioral sciences and health education as they are used to understand and influence the health status of populations. The development of theory in medical anthropology, medical sociology, health psychology, and health education are examined. Detailed examples of application in the fields of addictive behaviors and obesity research illustrate the theoretical approaches.

SABS 6310. Qualitative Research Methods

3 SCH. The course integrates qualitative research design with grounded theory, participatory research and evaluation, and ethical guidelines for community health and mental health research. Methods and techniques include ethnography, participant observation, interviews, narratives, oral and life histories, natural and group observation, focus groups, and qualitative data analysis.

SABS 6312. Research Methods in Social & Behavioral Sciences

3 SCH. An advanced methods seminar in research design and methodology. The course objective is to provide students with instruction and hands-on experience in applying methods of primarily quantitative analysis to research problems associated with social and behavioral aspects of public health.

SABS 6314. Anthropology of Health

3 SCH. This course is an advanced seminar on the comparative context of health and cross-cultural health research. The social production of health, mental health and quality of life is analyzed within and across societies. Cultural interpretations of health are contrasted with health assessments and indicators. Anthropological theory and ethnographic methods are applied in developing social research to address health disparities.

SABS 6316. Health Psychology

3 SCH. This course will provide a foundation in health psychology by examining the medical field, medical professionals, and patient perspectives in health care. This course will focus on behavioral factors that affect both diseases outcomes and public health promotion. Topics will include; cross cutting health risk factors and risk reduction(e.g., behavioral aspects of obesity, substance abuse, cigarette smoking), mediators of risk and risk reduction (e.g., stress, social support), and adaptation and coping with disease (e.g., the biopsychosocial perspective of pain).

SABS 6318. Health Promotion in Multicultural Populations

3 SCH. This course is designed to provide students a survey of experiences of health promotion professionals who do their work in various ethnically culturally diverse populations. The course will provide in-depth coverage of current theory, intervention models, and other consideration

related to promoting health and preventing disease within and among a variety of special population groups. The course goal is to awaken and enlighten the cultural knowledge and enhance the cultural sensitivity of practitioners.

SABS 6322. Motivational Interviewing in Public Health Settings

3 SCH. Public health practitioners spend an enormous amount of time emphasizing the importance of healthy behaviors. Despite these efforts, many patients continue to engage in unhealthy or self-destructive patterns. This course covers an increasingly popular form of behavior change counseling known as Motivational Interviewing. This course will provide a foundation in Motivational Interviewing (MI) with an emphasis on evidence-based interventions such as motivational interviewing that have proven effective in counseling, healthcare, and other public health settings. Through a mixture of didactic presentation, role-play, and discussion, the course focuses on interventions for many of the leading health indicators as identified by Health People 2010-- such as smoking, alcohol and other drug use, physical activity, obesity, and responsible sexual behavior. MPH students will be eligible to take this course with the prior permission of the instructor.

SABS 6324. Public Health and Aging

3 SCH. The goal of this course is to provide an overview of special health problems associated with aging with special focus on demographic, socioeconomic, historical, and cultural factors influencing these health problems and challenges in studying aging in the field of public health. Special emphasis is given to demographic trends, mortality and life expectancy, theories of aging, special methodological issues in studying aging and health, chronic diseases and disability, the interface between physical and mental health, the influence of social and psychological factors, mental health and dementia, and long-term care and institutionalization.

SABS 6326. Society and Health

3 SCH. This course is based on the premise that social structure (norms, status, institutions, culture) is a fundamental cause of health and illness. Disparities in health and health care can be reduced by focusing on macro-level forces that produce an unequal distribution and access to resources. Therefore, this course analyzes social determinants of population health such as social class, gender, race/ethnicity, family, neighborhoods, and social institutions. Then, we will discuss the consequences and explanations of these patterns which will include reviewing the empirical and theoretical literature on mechanisms and processes that mediate between social factors and their health effects. This course concludes with strategies to promote public health through social action and social research. Prerequisites: SABS 6300, BIOS 6300 and SABS 6312.

SABS 6391. Advanced Topics in Social and Behavioral Sciences

1-3 SCH. This course is designed to give students exposure to cutting edge topics in social and behavioral sciences. Examples of such topics include; community based participatory research, global economic development and health, program design and evaluation, chronic disease prevention, topical seminars, etc.

SABS 6392. Doctoral Capstone

3 SCH. This course will provide students with the necessary instruction to prepare dissertation proposals. Topics include scientific writing, preparation of manuscripts for publication, grant

writing, proposal writing, and oral presentation skills. Prerequisites: Completion of most required coursework for DrPH curriculum (enrollment is permitted if a student is taken one final elective concurrently with this course).

SABS 6395. Doctoral Dissertation

3 SCH. The doctoral dissertation must consist of original research or public health program development and testing that is focused on a particular health problem. The student's advisor is expected to provide guidance in the selection of a suitable project that provides for a clear direction for implementing the research or program. The student must complete an oral defense of the dissertation. The student must maintain continuous enrollment in SABS 6395 until the requirements are completed. This course may be repeated for credit. A minimum of 9 SCH is required for the DrPH degree.

SABS 6399. Doctoral Independent Study in Social and Behavioral Sciences

1-3 SCH. This academic activity includes research and other scholarly projects carried out by the student under the supervision of a School of Public Health faculty member (instructor). A brief proposal should be written and approved by the academic advisor, and a final report should be submitted to the supervising instructor for credit. Topical or project work is chosen by the student with the consent of the supervising instructor and approval from the academic advisor. This course may be repeated for credit. Offered each semester.

SABS 6497. Public Health Practice Residency

4 SCH. This academic activity provides doctoral students with experience in public health practice through directed work in practice settings. Students are required to commit a substantial number of hours to the residency experience, produce two written reports of project(s) undertaken in the placement. One of the written reports should be presented in the form of a publishable article to be submitted to a public health related peer-review journal. The other report is described in the Public Health Practice Residency Manual. Placements and practice activities are selected to complement the student's academic and professional plans. Students must obtain approval of their choice of practice placement and plan for the residency experience plan prior to registering. Requirements may be completed over the period of more than one semester with approval of the academic advisor and the practice coordinator. The student must maintain continuous enrollment in SABS 6497 until the requirements are complete. This course requirement may not be waived.

Physician Assistant Studies Course Descriptions

MPAS 5190. Senior Seminar

1 SCH. 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.

MPAS 5199. Physician Assistant Master's Project-Independent Study

3 SCH. The goals of this course are to motivate students to become life-long consumers of health information and to deepen their appreciation of scholarly activities in the Physician Assistant profession. This course is a continuation of MPAS 5201. Having developed a feasible Master's Project proposal in MPAS 5201, students will complete and present their Master's Project in this course. Faculty will be made available to guide and monitor the student's progress and assess the quality of the work presented.

MPAS 5201. Introduction to PA Master's Project

1 SCH. The goals of this course are to motivate students to become life-long consumers of health information and to deepen their appreciation of scholarly activities in the Physician Assistant profession. This course is designed to introduce the requirements of the MPAS Master's project and will facilitate development of a process which students will use to identify a research topic for their project. The project must be clinically relevant or relate to the Physician Assistant profession. At the end of this course, PA students will develop a feasible proposal for their Master's projects.

MPAS 5202. Emergency Medicine

2 SCH. 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 may include Clinical Integration Labs (CILs), conducted in workshop format, that teach patient management skills through case studies, patient presentations, and evaluation of outcomes. Effort is made to guide the students in developing the skills of medical problem solving and self-directed patient management.

MPAS 5203. Dermatology

2 SCH. This is a comprehensive course in the medical discipline of dermatology. Dermatologic conditions commonly encountered in primary care are presented with emphasis on the pathophysiology, presenting signs and symptoms, and diagnosis and management of these conditions as well as patient education strategies to prevent dermatologic disease. This course will be delivered utilizing lecture, practical skills lab, case-based clinical decision making labs, reading assignments, and may include self-study assignments.

MPAS 5204. Introduction to ECG

2 SCH. An interactive clinical medicine course designed to educate the Physician Assistant student on the basic utilization and interpretation of the 12-lead and rhythm electrocardiograms. This course will utilize lecture, reading assignments, and practice workshops. Course content includes an overview of the electrophysiology of the heart, basic components of the electrocardiogram, approach to the evaluation of an electrocardiogram, obtaining a 12 lead electrocardiogram and rhythm strip, and the recognition of common cardiac rhythm abnormalities.

MPAS 5205. Clinical Skills

2 SCH. This course is designed to teach students the basic clinical skills utilized in primary care practice. Areas of focus include suturing, sterile technique, casting, venipuncture, injection and intravenous techniques, male and female genitalia examinations, and endotracheal intubation. Students will be certified by the American Heart Association in Basic Life Support and Advanced Cardiac Life Support.

MPAS 5207. Principles of Evidence Based Medicine

2 SCH. The goal of this course is to provide students with basic clinical research knowledge and the use of such concepts in clinical decision making. Upon completion of this course the student should be competent in understanding biomedical literature, interpreting clinical data, and applying evidence derived from clinical research to clinical decision making.

MPAS 5208. Neuroanatomy

2 SCH. An analysis of the structure and function of the human peripheral, central, and autonomic nervous systems, including laboratory study of specimens of human brain and spinal cord. Learning strategies utilized include lectures and laboratory-based studies, anatomical models, and anatomy software. A variety of neuropathologies are analyzed as a basis for understanding nervous system function.

MPAS 5211. Medical Interviewing

2 SCH. 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 guided interviewing processes useful in obtaining subjective information, defining symptoms, organizing data and documenting the patient chart. The course will incorporate the use of various documentation styles and the appropriate use of medical terminology.

MPAS 5232. Health Promotion and Disease Prevention in Practice

2 SCH. 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 ethical 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.

MPAS 5241. Supervised Practice I

2 SCH. This course is designed to introduce the student to direct patient care through supervised clinical experiences. Students will rotate in working clinics where they will have the opportunity

to refine their medical interviewing and physical exam skills on actual patients with real medical concerns. Advanced medical documentation is introduced where students perform comprehensive History and Physical Exams as well as form assessments and tentative treatment plans on patients seen in clinic. Case presentation skills are improved through faculty-guided small group activities.

MPAS 5242. Supervised Practice II

2 SCH. 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.

MPAS 5302. Fundamentals of Behavioral Science

3 SCH. 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.

MPAS 5312. Culture/Diversity in Health Care

2 SCH. This course is a graduate level course designed to prepare the Physician Assistant for underserved primary care practice by examining cultural concepts and social issues related to the health of diverse patient populations. The effects of cultural competence of providers, economic resources, and institutional processes on health and healthcare for underserved populations are compared.

MPAS 5322. Physical Diagnosis

3 SCH. This course is designed to build upon the foundation laid by successful completion of Medical Interviewing and Physical Exam Skills. In Physical Diagnosis, you will learn how to organize, categorize, and prioritize patient information obtained during the medical interview and physical exam in order to form a differential diagnosis that will guide patient evaluation. Case-based learning is introduced and medical documentation is further refined. Disease scripting and clinical decision making will be introduced.

MPAS 5350. Professional Issues for Medical Practice

3 SCH. 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.

MPAS 5401. Gross Anatomy

4 SCH. The course is designed to study human anatomical structures and their function. Learning strategies utilized include lectures and laboratory-based studies, anatomical models, plastinated specimens, prosected cadavers, and anatomy software. Regional and topographical findings are also correlated with the underlying structures.

MPAS 5404. Clinical Pharmacology

4 SCH. This course introduces principles of pharmacology which will allow students to develop understanding and application of effective and safe therapeutic regimens for their patients. The course involves learning basic principles of pharmacology such as pharmacokinetics, pharmacodynamics, and drug absorption, metabolism and elimination. These basic components are applied to understanding commonly prescribed drugs and drug classes including their therapeutic application, mechanisms of action, adverse effects, and drug interactions. An integral part of the course is to learn and be proficient in writing prescriptions and includes drug calculations to insure appropriate dosage.

MPAS 5410. Introduction to Disease

5 SCH. 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.

MPAS 5412. Physical Exam Skills

5 SCH. 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. Psychomotor 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 terminology in the documentation. An introduction of abnormal findings found in the physical examination is included to include their proper documentation in the physical history.

MPAS 5450. Elective Practicum

4 SCH. 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 Vice Chair, Clinical Services. Students are responsible for developing their own educational goals and objectives for this practicum.

MPAS 5451. Underserved Clinical Practicum

4 SCH. The focus of this practicum in the Underserved Primary Care Track is on the unique relationship between the primary care provider and the patient population in underserved settings. Students learn the special aspects of providing care in these settings, as well as the health care resources available in underserved communities.

MPAS 5454. Pediatrics Practicum

4 SCH. 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 development from infancy through childhood and adolescence.

MPAS 5456. Psychiatry Practicum

4 SCH. 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 interview and mental status examination and make referrals for specialized psychiatric treatment.

MPAS 5458. Obstetrics and Gynecology Practicum

4 SCH. 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, manage and educate patients in the areas of women's health, human sexuality, birth control, infertility, pregnancy, pre and post-natal care, and menopause.

MPAS 5459. Emergency Medicine Practicum

4 SCH. 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.

MPAS 5460. Inpatient Practicum

4 SCH. This practicum focuses on practice-based learning within the inpatient setting. Experiences in the in-patient setting provide students with opportunities to learn the unique healthcare requirements of the hospitalized patient, including admission physical exams, documenting patient care, determining admission and discharge orders, and developing patient care plans that address dietary needs, ambulatory restrictions, and patient safety.

MPAS 5610. Human Anatomy with Lab

6 SCH. The course is designed to study human anatomical structures and their correlations with normal function, as well as clinically-relevant observations made during physical diagnosis in disease states. The course is accomplished through lectures and laboratory-based studies using prosected human cadaver specimens. Anatomical structures are emphasized through the use of relational concepts and medical terminology. Regional and topographical findings are also correlated with the underlying structures.

MPAS 5612. Human Physiology

5 SCH. This course is an advanced study of the physiology of human organ systems and cellular function focusing on endocrine, nervous, cardiovascular, muscular, respiratory, digestive, reproductive and excretory systems. Understanding of this material provides students the physiological principles to apply to clinical medicine, disease processes, and pharmacotherapeutics.

MPAS 5853. Internal Medicine Practicum

8 SCH. This is a supervised clinical experience that focuses on the adult patient population by concentrating on the evaluation and ongoing treatment of patients with complex medical problems and/or chronic illness. This practicum contains experiences in both the outpatient and inpatient setting for the discipline. The effects of chronic disease on multiple body systems and perform or assist in procedures commonly performed in internal medicine. This practicum contains experiences in both the outpatient and inpatient setting for the discipline.

MPAS 5855. Family Medicine Practicum

8 SCH. 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. Students will develop the skills necessary to evaluate, monitor and manage common health problems.

MPAS 5857. Surgery Practicum

8 SCH. This is a supervised clinical experience that focuses on the evaluation and management of the pre and post-surgical patient. Students gain experience in the 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 outpatient and inpatient areas of the discipline.

MPAS 5901. Integrated PA Clinical Medicine 1

9 SCH. This course presents a multidimensional approach to the understanding of the most common clinical disorders in the following areas: pulmonology, cardiology and the cardiovascular system, and the musculoskeletal system. Attention will be given to diagnosis, pathophysiology, treatment, and outcome measurement of common disease processes encountered in primary care. The course will include clinical integration labs, conducted in workshop/laboratory formats, allowing maximum participation. Attention in the labs will be given to learning patient management through case studies, incorporating patient presentations, the development of differential diagnoses, the clinical approach to patient diagnosis, plus treatment options and outcome measurements. Effort is made to guide the students in the skills of medical problem-solving and self-directed patient management.

MPAS 5902. Integrated PA Clinical Medicine 2

9 SCH. This course presents a multidimensional approach to the understanding of the most common clinical disorders in the following areas: ophthalmology, otorhinolaryngology, neurology, obstetrics and gynecology, endocrinology, geriatrics and hematology. Attention will be given to diagnosis, pathophysiology, treatment, and outcome measurement of common disease processes encountered in primary care. The course will include clinical integration labs, conducted in workshop/laboratory formats, allowing maximum participation. Attention in the labs will be given to learning patient management through case studies, incorporating patient presentations, the development of differential diagnoses, the clinical approach to patient diagnosis, plus treatment options and outcome measurements. Effort is made to guide the students in the skills of medical problem-solving and self-directed patient management.

MPAS 5903. Integrated PA Clinical Medicine 3

9 SCH. This presents a multidimensional approach to the understanding of the most common clinical disorders in the following areas: nephrology/genitourinary system, pediatrics, gastroenterology, and emergency medicine. Attention will be given to diagnosis, pathophysiology, treatment, and outcome measurement of common disease processes encountered in primary care. The course will include clinical integration labs, conducted in workshop/laboratory formats, allowing maximum participation. Attention in the labs will be given to learning patient management through case studies, incorporating patient presentations, the development of

differential diagnoses, the clinical approach to patient diagnosis, plus treatment options and outcome measurements. Effort is made to guide the students in the skills of medical problem-solving and self-directed patient management.

MPAS 5990. Physician Assistant Directed Studies

1 - 23 SCH. PA Directed Studies. For use in alternative PA curriculum options.

Physical Therapy Course Descriptions

DPHT 7133. Preliminary Clinical Practicum

1 SCH. Preliminary Clinical Practicum I consists of eighty (80) contact hours of supervised, part-time clinical practice integrated in the first year of the Summer semester. The course will acquaint the students to inpatient clinical environment. This clinical course emphasizes observation and reflection of characteristics of professional practice as demonstrated by health care providers in inpatient clinical practice.

DPHT 7153. Scholarly Project I

1 SCH. Scholarly Project I consists of one (15) contact hours. In this course, the student initiates the formal research process through refinement of a research/scholarly project proposal and if necessary, submission of the proposal to Institutional Review board for human subjects for approval.

DPHT 7192. Capstone

1 SCH. This course consists of one (15) contact hours. During the capstone experience, the student will be engaged in the following three activities: (1) completing and presenting the scholarly project; (2) taking a comprehensive exam as part of the program's Post-Test practice comprehensive exam for program evaluation; (3) participating in a licensure preparatory course. The first part of the Capstone course emphasizes meeting the specific manuscript guidelines for publication and oral defense presentation guidelines of the scholarly project. The second part of the Capstone course includes taking a Post-Test program practice comprehensive exam to review the effectiveness of the program's educational outcomes. The third part of the Capstone course consists of a licensing examination review seminar provided by the professionals in the field of physical therapy educational resources. All students are required to participate. The International Educational resources (IER) seminar is intended to assist students pass in preparing for the National Physical Therapy Examination (NPTE). The seminar will provide the most comprehensive resources and tools for students to develop an efficient and effective study plan, assess their individual strengths and weaknesses and increase their critical reasoning skills to pass the NPTE.

DPHT 7209. Foundations of Physical Therapy

2 SCH. Foundations of Physical Therapy consists of thirty (30) contact hours. This course addresses the professional socialization process, professional values, and professionalism. An understanding of ethical and legal issues affecting the physical therapy profession is taught, with special regard to patient's rights to confidentiality and dignity. Additionally, professional codes and guides of behavior are emphasized in relation to the delivery of competent, ethical, legal, and compassionate care. Other topics include: verbal and nonverbal communication (active/effective listening, empathetic responding), professional communication, cultural competency, relationships with others (stress management, conflict resolution), and patients/clients' emotional responses to illness and disability.

DPHT 7210. Neuroanatomy

2 SCH. Neuroanatomy consists of thirty-six (36) contact hours. An analysis of the structure and function of the human peripheral, central, and autonomic nervous systems, including study of

models of human brains and spinal cords. A variety of neuropathologies are analyzed as a basis for understanding nervous system function.

DPHT 7221. EBP I: Research Design & Measurement

2 SCH. EBP I: Research Design & Measurement consists of thirty (30) contact hours. This course is the first in a series of four to introduce the student with evidence-based practice concepts that integrate the best available research evidence with clinical expertise and patient's/client's unique values and circumstances. The course emphasizes methods to access professional literature databases, and review, analyze and critique the literature that affects physical therapy practice.

DPHT 7225. Culture/Teaching & Learning

2 SCH. Culture /Teaching & Learning consists of thirty (30) contact hours. This course examines cultural and psychosocial issues of special populations in health care with emphasis in physical therapy. Cultural and psychosocial variables are examined in relation to patient/client's beliefs, attitudes, disease/injury, ethnicity, homelessness, traditions, empowerment and partnership. Empathetic responding, patient-centered care approach, and utilization of teaching and learning strategies are included to enhance DPT student's role as a patient/client's educator.

DPHT 7226. Teaching & Learning

2 SCH. Teaching & Learning consists of two (2) one hour lecture per week. This course is designed to enhance student's role as an independent learner and patient educator. Main teaching and learning theories are discussed emphasizing behaviorism, cognitivism, constructivism, humanism, experiential learning, Gardner's intelligences, and Bloom's taxonomy. Adult learning is also included in relation to the physical therapist's knowledge of andragogy, sources of motivation for teaching/learning, retention, transference, and applying learning strategies in the clinical setting.

DPHT 7231. EBP II: Case Scenarios

2 SCH. EBP II: Case Scenarios consists of thirty (30) contact hours. This course is the second one in a series of four to use patient case scenarios to answer clinical questions in regard to patient's/client's diagnosis, measurement, prognosis, intervention, comparison intervention, and outcomes using research designs, variables, measurement and validity. This course emphasis will be evaluating case scenarios to appraise the evidence and answer questions about diagnosis, measurement, and prognosis.

DPHT 7244. EBP III: Case Scenarios

2 SCH. EBP III: Case Scenarios consists of thirty (30) contact hours. This course is the third one in a series of four to use patient case scenarios to answer clinical questions in regard to patient's/client's diagnosis, measurement, prognosis, intervention, comparison intervention, and outcomes using research designs, variables, measurement and validity. This course emphasis will be evaluating case scenarios to appraise the evidence and answer questions about interventions, comparison interventions and outcomes.

DPHT 7254. Diagnostic Testing & Imaging

2 SCH. Diagnostic Testing & Imaging consists of thirty (30) contact hours. Lectures and self-study assignments discuss the basic principles, purpose and process of imaging analysis applied to patient/client management in physical therapy practice. Basic interpretation methods of assessing

radiographic imaging and application of findings to physical therapy examination, evaluation, diagnosis, prognosis and interventions are included. Additionally, the ability to demonstrate clinical judgment and recognize diagnostic imaging findings that trigger a medical referral is emphasized.

DPHT 7255. Issues in Rural Health

2 SCH. Issues in Rural Health consists of thirty (30) contact hours. The purpose of this course is to provide physical therapy students an understanding of major issues in the rural health care system and the environment in which the physical therapists as rural health clinicians must function. This course will provide an understanding of the demographics, economics, and structure of the healthcare delivery system in rural America with a concentration to the diverse population in Texas regions. Additionally, the current Federal and state health policy will be examined with special attention on reports from the Center for Rural Affairs and reform legislations addressed by the U.S. Congress and the White House.

DPHT 7256. Health Promotion

2 SCH. Health Promotion consists of thirty (30) contact hours. This course emphasizes discussion and application of elements of health and wellness during the process of examination, evaluation and intervention. Elements of physical activity, nutrition, medical/complimentary strategies, behaviors/risk factors modification are included. The national strategy for improving American health is discussed in context of expanding physical therapists' role in health promotion through teaching and learning strategies to help patients/clients redesign their lifestyles.

DPHT 7270. Business & Leadership in Physical Therapy

2 SCH. Business & Leadership in Physical Therapy consists of thirty (30) contact hours. This course discusses principles of leadership and management for physical therapy practice, including ethical behaviors and beliefs; change management; motivating; coaching and mentoring; life-long learning; business and strategic planning; financial management; personnel recruitment and retention; liability issues and risk management; effective marketing and consulting skills.

DPHT 7271. Prosthetics , Orthotics & Advanced Gait

2 SCH. Prostheses, Orthoses & Advanced Gait consists of forty-five (45) contact hours. This course discusses pathological gait of patients/clients with neuromuscular, musculoskeletal and/or integumentary impairments/functional limitations using prosthetic and orthotic devices. The course emphasizes types of orthotic and prosthetic devices, assessments, reassessment and corrections of gait deviations using therapeutic interventions geared toward functional interventions, patient/family education, exercises, and balance and coordination techniques.

DPHT 7272. EBP IV: Case Scenarios

2 SCH. EBP IV: Case Scenarios consists of thirty (30) contact hours. This course is the fourth and last one in a series of four to use patient case scenarios to answer clinical questions in regard to patient's/client's diagnosis, measurement, prognosis, intervention, comparison intervention, and outcomes using research designs, variables, measurement and validity. This course emphasis will be in the evaluation of systematic reviews and practice guidelines for case studies in any practice setting.

DPHT 7281. Scholarly Project II

1 SCH. Scholarly Project II consists of fifteen (15) contact hours. This course includes completion of data collection, analysis of the data, and preparation of a scholarly paper (in accordance with specific manuscript guidelines) and/or an oral presentation (in accordance to UNTHSC Guidelines).

DPHT 7291. Special Topics

2 SCH. This elective course is designed to give students exposure to specialized topics related to the field of physical therapy. Students can choose from the following topics: Osteopathic Model; Advanced Rural Health; or Spanish for Health Professionals.

DPHT 7305. Applied Anatomy and Kinesiology

3 SCH. Applied Anatomy & Kinesiology consists of forty-five (45) contact hours. Applied Anatomy & Kinesiology is an integrated study of applied anatomy, kinesiology, and biomechanics as they relate specifically to the analysis of human movement. Emphasis is placed on observational skills as well as an integrated understanding of muscle function and resultant musculoskeletal movements. Human Anatomy is taken concurrently by Physical Therapy students, and is an integral part of the objectives of this course.

DPHT 7307. Clinical Reasoning I: Intro to Examination

3 SCH. Clinical Reasoning I: Intro to Examination consists of sixty (60) contact hours. This course is the first in a series of two (2) to cover differential diagnosis within the scope of physical therapy practice. Exploration of basic concepts of clinical decision making and problem solving are included. Models of clinical reasoning are identified with emphasis on Hypothesis-oriented algorithm for clinicians (HOAC II). Additionally, the course introduces the Guide terminology regarding disease, pathophysiology, impairments, functional limitation, disability, handicap and societal limitation. Using patient case scenarios, the course integrates clinical screening process of the physical examination including history taking, physiologic status, posture, flexibility, strength/motor performance and soft tissue assessment for musculoskeletal and neuromuscular conditions. The disablement model is emphasized throughout the course delineating the consequences of disease and injury at the level of the person and of society.

DPHT 7320. Integrated Control of Movement

3 SCH. Integrated Control of Movement consists of forty-five (45) contact hours. This course addresses the multidisciplinary areas of neuroscience, biomechanics, psychology and other disciplines. The emphasis of this course is analyzing information from evidence-based research to understand movement patterns and implications for therapeutic interventions. Laboratory practice highlights tests and measures that characterize or quantify posture, gait, locomotion, balance, and the initiation, modification and control of movement patterns during motor learning. Mechanisms of neural plasticity and their impact on patient's/client's recovery of function are also addressed.

DPHT 7322. Pathology/Pharmacology in Physical Therapy

2 SCH. Pathology/Pharmacology in Physical Therapy consists of three (3) one hour lecture per week. This course is designed to give the student a basic understanding of general pathology with emphasis on how the various conditions impact on physical therapy practice. Epidemiological factors such as incidence, prevalence, prognosis and genetic aspects are

discussed in addition to topics regarding injury, inflammation and healing. The focus of pharmacology is to provide a foundation in understanding the medications used across the lifespan to treat a variety of diagnoses commonly seen in clinical practice. Emphasis will be on musculoskeletal, neurological, and cardiopulmonary pharmacotherapy in relation to adverse clinical reactions. Additionally, this course introduces pharmacokinetic and pharmacodynamics principles of dose-response relationships, administration and enhancement of drug absorption, potential drug interactions including life-threatening drug effects seen in patients/clients receiving physical therapy.

DPHT 7323. Applied Exercise Physiology

2 SCH. Applied Exercise Physiology consists of forty-five (45) contact hours. This course concentrates on the physiological and biochemical responses occurring in various body systems with exercise/activity in healthy individuals and individuals with diseases/disorders. Neural, muscular, cardiovascular and pulmonary adaptations to regular exercise of various types are discussed. Factors that influence the response to exercise such as age, sex and environment are discussed. Principles of exercise testing and prescription are addressed for healthy individuals as well as patients in rehabilitation using exercise as a preventive and/or intervention tool.

DPHT 7324. Developmental Concepts: Neonates to Geriatrics

3 SCH. Developmental Concepts: Neonates to Geriatrics consists of forty-five (45) contact hours. This course follows sequential human development from neonate through geriatric, as applied to physical, cognitive and psychosocial changes observed in physical therapy practice. Special emphasis is on physical therapy examination and evaluation of gross motor skills from birth to older adult. Neuromusculoskeletal changes are analyzed to determine the rate of change and patterns of development. Theories of normal and pathological aging are discussed as well as integration of physical, psychosocial and social issues of aging in physical therapy practice. Stages of development are also related to patient's/client's teaching and learning strategies for parents of infants, toddlers, preschoolers, school-age children, adolescents, and respectively young, middle and old adults.

DPHT 7330. Therapeutic Exercise I

3 SCH. Therapeutic Exercise I consists of thirty-eight (38) contact hours. This course is the first in a series of two to discuss the application of neuromuscular control principles, anatomy, and biomechanics to the development of sound therapeutic exercise procedures. Throughout the course, emphasis will be placed on the interpretation of research literature as it pertains to therapeutic exercise prescription for individuals with movement dysfunction. The concepts specificity of training and milestone progression will be included in the course's four primary areas: range of motion, stretching, training for optimal strength/endurance/skill, and population considerations.

DPHT 7331. Therapeutic Interventions I

2 SCH. Therapeutic Interventions I consists of thirty (30) contact hours. This course is an integrated study of theoretical basis for patient's/client's examination, evaluation and intervention strategies used to alleviate movement dysfunction caused by a multitude of pathologies. Developing knowledge and skills in proper patient and therapist body mechanics, transfer techniques, bed mobility training, wheelchair design, patient positioning and draping and use of ambulatory assistive devices are emphasized. Additionally, the course will include development

of a plan of care taking into consideration problem solving, clinical decision making evidenced based practice and patient-centered care for a patient with movement dysfunction and/or pain.

DPHT 7332. Therapeutic Interventions II

3 SCH. Therapeutic Interventions II consists of forty-eight (48) contact hours. This course is an integrated study of theoretical basis for patient's/client's examination, evaluation and intervention strategies used in acute care settings. Concepts related to medical and physical management of a patient/client as related to injury and disease/disorder will be discussed. Additionally, the course will include the utilization of physical agents in the plan of care taking into consideration problem solving, clinical decision making and most current research.

DPHT 7340. Cardiovascular- Pulmonary PT

3 SCH. Cardiovascular-Pulmonary PT consists of sixty (60) contact hours. This course is an integrated study of the examination, evaluation and management of patients/clients with cardiovascular and/or pulmonary diseases/dysfunctions. Emphasis is placed on the integration of results from diagnostic tests and measures with physical findings for the development of plan of care and implementation of appropriate interventions.

DPHT 7342. Neuromuscular Physical Therapy I

3 SCH. Neuromuscular Physical Therapy I consists of sixty (60) contact hours. This course is the first in a series of two (2) to focus on examination, evaluation and interventions of a patient/client with neurologic, neuromuscular and developmental dysfunctions. These include, but are not limited, to Cerebral Vascular Accident, Cerebral Palsy, Down Syndrome, Spina Bifida, Muscular Dystrophy, Cognitive Disability, and Sensory Integrative Disorder. Intervention approaches emphasize neuromuscular rehabilitation across the lifespan.

DPHT 7343. Clinical Reasoning II: Advanced Examination & Evaluation

3 SCH. Clinical Reasoning II: Advanced Examination & Evaluation consists of forty-five (45) contact hours. This course is the second in a series of two (2) to cover differential diagnosis within the scope of physical therapy practice. Further exploration of the physical therapy examination, evaluation and management process is included. Using patient case scenarios, Clinical Reasoning II: Advanced Examination & Evaluation integrates clinical screening process of non-musculoskeletal and non-neuromuscular systems. Recognizing histories, risk factors, and signs and symptoms of conditions that may indicate referral is emphasized. Additionally, examination, evaluation and management of wounds and burns will be included.

DPHT 7350. Therapeutic Exercise II

3 SCH. Therapeutic Exercise II consists of thirty (30) contact hours. This course is the second in a series of two to discuss the application of neuromuscular control principles, anatomy, and biomechanics to the development of sound therapeutic exercise procedures. Management guidelines based on patient's/client's impairments are emphasized for acute, subacute and chronic impairments. Application of therapeutic exercises using these guidelines are applied to body systems, such as spine, shoulder and shoulder girdle, elbow and forearm complex, wrist and hand, hip and knee and ankle and foot.

DPHT 7352. Neuromuscular Physical Therapy II

3 SCH. Neuromuscular Physical Therapy II consists of sixty (60) contact hours. This course is the second in a series of two (2) to focus on evaluation and interventions associated with patients/clients with chronic disabilities. Dysfunctions include, but are not limited, to Traumatic Brain Injury, Spinal Cord Injury, Amyotrophic Lateral Sclerosis, Guillain Barre, Parkinsonism, cerebellar disorders, and vestibular disorders.

DPHT 7445. Clinical Practicum I

3 SCH. Clinical Practicum I consists of six (6) weeks of full time clinical practice for two-hundred and forty (240) contact hours in an inpatient clinical environment. This course is the first in a series of three supervised full-time clinical experiences. This clinical course emphasizes application of physical therapy knowledge, skills and behaviors appropriate to patient and practice management in the acute care setting.

DPHT 7501. Clinical Med I

3 SCH. Clinical Med I consists of forty-five (45) contact hours. This course will cover the basic pathophysiology that physical therapists may deal with during their practice in following areas: nerve, muscles, heart, circulation, respiration, kidneys, neural, gastrointestinal, metabolism and temperature regulation, reproduction and endocrine systems.

DPHT 7502. Clinical Med II

3 SCH. Clinical Med II consists of forty-five (45) contact hours. This course is to provide a foundation in understanding the medications used across the lifespan to treat a variety of diagnoses commonly seen in clinical practice. Emphasis will be on Anti-inflammatory, muscle relaxants, musculoskeletal, neurological, and cardiopulmonary pharmacotherapy in relation to adverse clinical reactions. Additionally, this course introduces pharmacokinetic and pharmacodynamics principles, potential drug interactions seen in patients/clients receiving physical therapy.

DPHT 7541. Musculoskeletal Physical Therapy I

4 SCH. Musculoskeletal Physical Therapy I consists of ninety (90) contact hours. This course is the first in a series of two (2) to discuss the musculoskeletal dysfunction philosophy as related primarily to musculoskeletal problems of the extremities and peripheral joints. Principles of musculoskeletal examination, evaluation, and interventions of a patient/client with musculoskeletal dysfunction are presented. Intervention approaches emphasize manual therapy strategies.

DPHT 7551. Musculoskeletal Physical Therapy II

4 SCH. Musculoskeletal Physical Therapy II consists of ninety (90) contact hours. This course is the second in a series of two (2) to discuss the musculoskeletal dysfunction philosophy as related primarily to the spine. Spinal evaluation and interventions, spinal mobilization, dynamic stabilization programs, muscle imbalances and industrial rehabilitation are presented. Intervention approaches emphasize manual therapy strategies.

DPHT 7560. Clinical Practicum II

4 SCH. Clinical Practicum II consists of eight (8) weeks of full time clinical practice for three-hundred and twenty (320) contact hours in either the orthopedic or neurorehabilitation setting.

This course is the second in a series of three supervised full-time clinical experiences. This clinical course emphasizes application of physical therapy knowledge, skills and behaviors appropriate to patient and practice management in either the orthopedic or neurorehabilitation setting.

DPHT 7600. Gross Anatomy

4 SCH. Gross Anatomy consists of one hundred and six (106) contact hours. The course is designed to study human anatomical structures and their function. Learning strategies utilized include lectures and laboratory-based studies, anatomical models, prosected cadavers, and anatomy software. Regional and topographical findings are also correlated with the underlying structures.

DPHT 7673. Clinical Practicum III

4 SCH. Clinical Practicum III consists of eight (8) weeks of full time clinical practice for three-hundred and twenty (320) contact hours in either the orthopedic or neurorehabilitation setting. This course is the third in a series of three supervised full-time clinical experiences. This clinical course emphasizes application of physical therapy knowledge, skills and behaviors appropriate to patient and practice management in either the orthopedic or neurorehabilitation setting.

DPHT 7780. Specialized Internship

6 SCH. Directed Specialized Internship consists of twelve (12) weeks of full time clinical practice for four-hundred and eighty (480) contact hours in the selected area(s) of physical therapy practice culminating in effective clinical decision making and evidence-based for autonomous practice and professional development.

Faculty Listing

The faculty listed here includes those who are employed by the UNTHSC and are engaged in educational programs, teaching, clinical care, or research.

- **Abdel-Halim, Ayman, MD**, Assistant Professor, Family Medicine, MD Ain Shames University
- **Adams, Robert C, DO, FACOOG**, Vice President and Chief Medical Officer, UNT Health, Associate Professor, Obstetrics & Gynecology, BS Northeast Missouri State University, MS University of Texas - Dallas, DO Kirksville College of Osteopathic Medicine
- **Alexander, Deborah, PA-C**, Instructor, Pediatrics, PA-C Physician Assistant Studies University of Texas Medical Branch at Galveston
- **Alexander, Rehka, MD**, Assistant Professor, Community Medicine, MD Mysore University, JJM Medical College
- **Al-Farra, Sherif, MD**, Chief, Division of Pulmonary, Critical Care and Sleep Medicine, Assistant Professor, Internal Medicine (Pulmonary, Critical Care and Sleep Medicine), MD King Saud University College of Medicine
- **Alizadeh, Hassan, PhD**, Associate Professor, Cell Biology & Anatomy, PhD University of Glasgow
- **Alphonso, Helene, DO**, Assistant Professor, Psychiatry & Behavioral Health, BS University of Texas – Dallas, DO University of North Texas Health Science Center
- **Anderson, Ralph MD, FACOG, FRCS**, Director of forHer, Chair and Professor, Obstetrics & Gynecology, MD University of Western Ontario
- **Anderson, Warren, EdD**, Dean, School of Health Professions, Associate Professor, Physician Assistant Studies, BS Iowa State University of Science, MS San Diego State University, EdD Indiana University
- **Aryal, Subhash, PhD**, Assistant Professor, Biostatistics, BA Tribhuvan University, BS University of South Alabama, MS and PhD University of Illinois - Chicago
- **Aschenbrenner, John, PhD**, Associate Professor, Cell Biology & Anatomy, PhD Baylor University
- **Asekun, Sade, WHNP**, Instructor, Obstetrics & Gynecology, BS and MS California Coast University, WHNP UT Southwestern Medical Center
- **Astrin, Jason, PA-C, MBA**, Instructor, Internal Medicine (Cardiology), BS University of Oklahoma, MBA Frostburg State University
- **Atkinson, Barbara A, DO**, Chief, Division of Infectious Disease, Professor, Internal Medicine (Infectious Disease), BS Michigan State University, MA Central Michigan University, DO Michigan State University
- **Atluri, Sumitha, MD**, Assistant Professor, Community Medicine, MD Hurley Medical Center, Michigan State University
- **Avila, Matthew T, PhD**, Assistant Professor, Psychiatry, PhD University of Maryland
- **Awasthi, Sanjay, MD**, Professor, Molecular Biology & Immunology, BS University of Texas at Austin, MD UT Southwestern Medical Center
- **Awasthi, Yogesh, PhD**, Professor, Molecular Biology & Immunology, BS, MS and PhD University of Lucknow, India
- **Azmabalani, Giti, DO**, Assistant Professor, Internal Medicine (General Internal Medicine), BS Texas A&M University, DO University of North Texas Health Science Center
- **Bae, Sejong, MS, PhD**, Director, Biostatistical Services Center for Public Health Consulting, Professor, Biostatistics, MS University of Georgia, PhD University of Alabama at Birmingham

- **Balasubramanian, Lakshmi, PhD**, Assistant Professor, Health Management & Policy, BCom University of Madras, MBA University of Mumbai, PhD University of Texas Pan-American
- **Baldwin, Richard, DO**, Associate Professor, Family Medicine, BS University of Oklahoma, DO Kansas City College of Osteopathic Medicine
- **Barber, Robert C, PhD**, Associate Professor, Pharmacology & Neuroscience, BS Tulane University, MS and PhD Texas A&M University
- **Barron, Kirk, PhD, PA-C**, Acting Associate Program Director, Clinical Coordinator, Assistant Professor, Physician Assistant Studies (Gastroenterology), BA University of Dallas, MHS University of Oklahoma, PhD University of Texas Health Science Center at San Antonio
- **Barron, Melanie, DO**, Assistant Professor, Internal Medicine (Rheumatology), BA Austin College, DO University of North Texas Health Science Center
- **Bass, Mary Kay, WHNP**, Instructor, Obstetrics & Gynecology, BS Northeast Louisiana University, WHNP University of Texas Health Science Center - Dallas
- **Basu, Alakananda, PhD**, Professor, Molecular Biology & Immunology, BSc and MSc University of Calcutta, PhD University of Pittsburgh School of Medicine
- **Berg, Rance, PhD**, Assistant Professor, Molecular Biology & Immunology, BS DePaul University, PhD University of Colorado Health Science Center
- **Biswas, Swati, PhD**, Assistant Professor, Biostatistics, BSc and MSc University of Delhi, India, PhD Ohio State University
- **Boone, Melchor, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BA St. Mary's University, MD University of Texas Medical School - Houston
- **Borejdo, Julian, PhD**, Professor, Molecular Biology & Immunology, BS and PhD Macquarie University
- **Borvak, Jozef, PhD**, Research Assistant Professor, Molecular Biology & Immunology, BS and MS Charles University, PhD Institute of Organic Chemistry and Biochemistry
- **Bowling, John R, DO**, Assistant Dean for Rural Medicine, Professor, Family Medicine, BS Ohio University, DO Kirksville College of Osteopathic Medicine
- **Bowman, Paul, MD**, Chair and Professor, Pediatric, MD University of Manitoba
- **Brenner, Harvey M, PhD**, Professor, Social and Behavioral Sciences, BA City University of New York, MA and PhD Yale University
- **Brown, Sarah K, DrPH**, Assistant Professor, Psychiatry, BS Texas A&M University, MPH and DrPH University of North Texas Health Science Center
- **Buchanan, Sam, DO**, Medical Director, Associate Professor, Physician Assistant Studies, BS Texas Christian University, DO University of North Texas Health Science Center
- **Buchanan, Steve, DO, FACOOG**, Associate Professor, Obstetrics & Gynecology, BS University of Texas at Arlington, DO University of North Texas Health Science Center
- **Budowle, Bruce, PhD**, Executive Director of the Institute of Investigative Genetics, Professor, Forensic & Investigative Genetics, BA King College, PhD Virginia Polytechnic Institute
- **Bugnariu, Nicoleta, PT, PhD**, Associate Professor, Physical Therapy, BSc and PhD University of Ottawa,
- **Burkett, Joseph H MD**, Assistant Professor(Pending P&T), Psychiatry & Behavioral Health, BA University of Texas - Arlington, MD University of Texas Medical Branch School of Medicine
- **Byrd, Alan, MD**, Assistant Professor, Community Medicine, MD University of Texas - Galveston
- **Caffrey, James, PhD**, Professor, Integrative Physiology, BA Rutgers University, PhD University of Virginia
- **Calvin, Michael, PA-C**, Clinical Coordinator, Assistant Professor, Physician Assistant Studies, BA Alfred University, PA-C University of Colorado

- **Cammarata, Patrick R, PhD**, Professor, Cell Biology & Anatomy, BS State University of New York at Stony Brook, PhD Hunter College, City University of New York
- **Cardarelli, Kathryn, MPH, PhD**, Director of Center for Community Health, Associate Professor, Epidemiology, MPH University of North Texas Health Science Center, PhD University of Texas - Houston
- **Cardarelli, Roberto, DO, MPH**, Research Director, PCRI, Director, NorTex, Associate Professor, Social & Behavioral Sciences, BS University of California, Davis, MPH University of North Texas Health Science Center, DO University of North Texas Health Science Center
- **Carlson, Erin, DrPH**, Assistant Professor, Health Management & Policy, BA University of Kansas, MPH University of Nebraska Medical Center, DrPH University of North Texas Health Science Center
- **Carpenter, Brian, DPM**, Associate Professor, Orthopaedic Surgery, BS Texas A&M University, DPM Pennsylvania College of Podiatric Medicine
- **Celiz, Barbara, NP**, Instructor, Community Medicine, NP Texas Woman's University
- **Celiz, Leopold, PA-C**, Instructor, Family Medicine, BS and PA-C Naval School of Health Sciences
- **Cha, Sharon, PA**, Instructor, Internal Medicine (Rheumatology), PA University of North Texas Health Science Center
- **Chakraborty, Bandana M, DrPH**, Assistant Professor, Family Medicine, BS University of Burdwan, MS University of Kalyani, MPH and DrPH University of Texas Houston Health Science Center
- **Chakraborty, Ranajit, PhD**, Executive Director of the Center of Computational Genomics, Professor, Forensic & Investigative Genetics, BS, MS and PhD Indian Statistical Institute
- **Chapman, John M, DO, FACOG**, Clerkship Director, Associate Professor, Obstetrics & Gynecology, BS Northeast Missouri State University, DO Kirksville College of Osteopathic Medicine
- **Chen, Hsueh-Fen, PhD**, Assistant Professor, Health Management & Policy, MS National Taiwan University, PhD Virginia Commonwealth University
- **Chen, Olive, PhD**, Coordinator of Research Services, Assistant Professor, Physician Assistant Studies, BS Catholic Fu-Jen University, MEd National Taiwan Normal University, PhD Texas Woman's University
- **Chen, Shande, PhD**, Professor, Biostatistics, MA and PhD University of Rochester
- **Choi, Kyung-Mee, PhD**, Assistant Professor, Environmental & Occupational Health, ME Korea University, Seoul, Korea, MS University of Wisconsin at Madison, PhD University of North Carolina at Chapel Hill
- **Chowdhury, Mostaque, MD**, Assistant Professor, Community Medicine, MBBS Chittagong Medical College
- **Chu, Khoi, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS University of Florida, MD University of South Florida College of Medicine
- **Cintron, Ramon A, MD**, Medical Director, Assistant Professor, Community Medicine, BS and MD University of Puerto Rico
- **Claassen, Cynthia A, PhD**, Associate Professor, Psychiatry & Behavioral Health, BS University of Nebraska-Lincoln, MEd University of Georgia, PhD University of Texas Southwestern Medical Center
- **Clark, Abbot F, PhD**, Director of North Texas Eye Research Institute, Professor, Cell Biology & Anatomy, BA Thiel College, PhD Case Western Reserve University
- **Clarke, Howard F Jr, PA-C**, Assistant Professor, Family Medicine, BS and PA-C University of Nebraska Health Science Center
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- **Coker, Holly, PA-C**, Instructor, Community Medicine, BS Stephen F. Austin State University, MS Texas Woman's University, PA-C University of North Texas Health Science Center
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- **Cooper, Christopher, PA-C**, Vice Chair for Academic Affairs, Assistant Professor, Physician Assistant Studies, BS and PA UT Southwestern Medical Center, PA-C University of Nebraska Medical Center
- **Crawford, Debbie, WHNP**, Instructor, Obstetrics & Gynecology, BS University of Texas – Austin, WHNP UT Southwestern Medical Center
- **Crawford, John, MD**, Assistant Professor, Surgery, BA Harvard College, MD Harvard Medical College
- **Creamer, Leah, WHNP**, Instructor, Obstetrics & Gynecology, BS Baylor University, NP UT Southwestern Medical Center
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- **Crummey, Sheri, NP**, Instructor, Community Medicine, BS and NP University of Texas – Arlington
- **Cruser, des Anges, PhD, MPA**, Director of Mental Sciences Institute, Associate Professor, Medical Education, BA St. Joseph College, MPA University of Arkansas, PhD Oklahoma State University
- **Cunningham, J Thomas, PhD**, Director of Cardiovascular Research Institute, Professor, Integrative Physiology, BA Eastern Illinois University, MA and PhD University of Iowa
- **Cunningham, Linda F, MD**, Associate Professor, Medical Education, BS University of Alabama, MD Vanderbilt University
- **Cunningham, Rebecca, PhD**, Research Assistant Professor, Pharmacology & Neuroscience, BS Truman State University, PhD University of Texas - San Antonio
- **D'Agostino, Darrin, DO**, Chair and Associate Professor, Internal Medicine, BS Union College, MPH University of Connecticut, DO New York College of Osteopathic Medicine
- **Dar, Saira, MD**, Assistant Professor, Community Medicine, MD Allama Iqbal Medical School
- **Das, Hriday K, PhD**, Professor, Pharmacology & Neuroscience, BSc University of Calcutta, PhD University of Nebraska-Lincoln
- **Davanloo, Hedieh, MD**, Assistant Professor, Internal Medicine (Geriatrics), MD Fredrich-Schiller University
- **Dayberry, Dan Tom, DO, PhD**, Associate Dean, Academic Affairs, Texas College of Osteopathic Medicine, Chair, Medical Education, Interim Chair, Family Medicine, Assistant Professor, Family Medicine, BS & MA New Mexico State University, PhD Texas A&M University, DO University of North Texas Health Science Center
- **de Williams, Juana L, MD**, Assistant Professor, Community Medicine, MD Universidad Nacional Mayor de San Marcos School of Medicine
- **DeHaven, Mark, PhD**, Director Primary Care Research Institute, Director of the GoodNEWS Program, Professor, Family Medicine, BA Marietta College, MA and PhD University of Florida - Gainesville
- **Del Rosario, Edwin, MD**, Assistant Professor, Community Medicine, BS and MD University of Santo Tomas
- **DeLaughter, Craig, PhD, MD**, Assistant Professor, Internal Medicine (Cardiology), BS University of Houston, PhD and MD Baylor College of Medicine - Houston
- **DeLeon, Frank MD, FACOG**, Associate Professor, Obstetrics & Gynecology, BA Princeton University, MD University of Utah
- **Dibas, Adnan, PhD**, Research Assistant Professor, Pharmacology & Neuroscience, PhD University of North Texas Health Science Center

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- **Reyes-Ortiz, Carlos, PhD**, Associate Professor, Social and Behavioral Sciences, MD Universidad del Valle Columbia, PhD UT Medical Branch – Galveston
- **Richard, Robert C, DO**, Chair and Assistant Professor, Community Medicine, DO University of North Texas Health Science Center
- **Richie-Gillespie, Mayme F, MD**, Assistant Professor, Orthopedics Surgery, BS Vanderbilt University, MD Vanderbilt University School of Medicine
- **Rindfusz, David, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BA Indiana University, MD Indiana University School of Medicine
- **Robertson, Kathleen, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS and MD University of Minnesota
- **Robles, Guillermo, DO, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS University of Texas – El Paso, DO University of North Texas Health Science Center
- **Roby, Rhonda K, PhD**, Associate Professor, Forensic & Investigative Genetics, BA Washington University, MPH University of California – Berkeley, PhD University of Granada
- **Ronaghan, Joseph, MD, FACS, FICS**, Associate Professor, Surgery, BA University of Colorado, MD Tulane University
- **Roxas, Marissa, P, MD**, Assistant Professor, Cell Biology & Anatomy, MD Angeles University Foundation
- **Ruble, Tate C, PA-C**, Instructor, Psychiatry & Behavioral Health, BS University of Texas - Arlington, PA-C University of North Texas Health Science Center
- **Ruthledge, Peter L, MD**, Assistant Professor, Surgery, BS College of William and Mary, MD University of Texas - Galveston
- **Sanchez, Hugo, MD, PhD**, Assistant Professor, Orthopaedic Surgery, BS University of California - Irvine, MD and PhD University of California - San Diego
- **Sandhu, Rajbir, MD, MPH**, Medical Director, Assistant Professor, Community Medicine, MD Government Medical College, Patiala, Punjab, India, MPH Benedictine University
- **Saperstein, Phillip, DO**, Professor, Family Medicine, BA Yale University, DO Kansas City College of Osteopathic Medicine
- **Sayeed, Asfia A, MD**, Assistant Professor, Community Medicine, MD Deccan Medical College
- **Schetz, John, PhD**, Associate Professor, Pharmacology & Neuroscience, BA University of Virginia, PhD University of Florida
- **Schmitz, Lesley, DO**, Assistant Professor, Manipulative Medicine, DO University of North Texas Health Science Center
- **Schranz, Damon, DO**, Vice Chair of Education, Assistant Professor, Family Medicine, BS Texas A&M University, DO University of North Texas Health Science Center
- **Schreihofner, Ann, PhD, FAHA**, Associate Professor, Integrative Physiology, BS Emory University, PhD University of Pittsburgh
- **Schreihofner, Derek, PhD**, Research Associate Professor, Pharmacology & Neuroscience, BS/BA Emory University, MS and PhD University of Pittsburgh
- **Shama, Zareena, MD**, Assistant Professor, Community Medicine, MD Sind Medical College/Karachi University
- **Sharma, Abha, PhD**, Research Assistant Professor, Molecular Biology & Immunology, BS and MS Poona University, PhD All India Institute of Medical Sciences
- **Sharma, Rajendra, PhD**, Research Associate Professor, Molecular Biology & Immunology, BS and MS University of Jodhpur, India, PhD University of Rajasthan, Jaipur, India
- **Sheedlo, Harold J, PhD**, Co-Director for Med Sci Program, Associate Professor, Cell Biology & Anatomy, BS and MA Northern Michigan University, PhD Memphis State University
- **Shi, Xiangrong, PhD**, Associate Professor, Integrative Physiology, BA Shanghai Teachers University, MS Shanghai Institute of Physical Education, PhD Yale University

- **Shipman, Pamela, RNC**, Instructor, Obstetrics & Gynecology, BS West Texas State University, WHNP University of Texas Southwestern
- **Siede, Wolfram, PhD**, Associate Professor, Cell Biology & Anatomy, PhD University of Frankfurt in Germany
- **Sigman, Robert, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS Washington and Jefferson College, MD University of Pittsburgh
- **Simecka, Jerry W, PhD**, Chair and Professor, Molecular Biology & Immunology, BS University of California at Irvine, PhD University of Alabama at Birmingham
- **Simonian, Rose Serop, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, Universitatea De Medicina Si Farmacie
- **Simpkins, James W, PhD**, Director of Institute for Aging & Alzheimer's Disease Research, Professor, Pharmacology & Neuroscience, BS and MS University of Toledo, PhD Michigan State University
- **Singh, Karan, PhD**, Chair and Professor, Biostatistics, Director, PhD Program in Public Health Sciences, BSc Merrut University, MSc CCSHA University, MS Old Dominion University, PhD University of Memphis
- **Singh, Meharvan, PhD**, Acting Chair and Professor, Pharmacology & Neuroscience, BS and PhD University of Florida
- **Singhal, Sharad, PhD**, Associate Professor, Molecular Biology & Immunology, BS, MS and PhD Agra University
- **Sivoravong, Jon C, DO**, Vice Chair of Clinic Services, Medical Director of Seminary Clinic, Associate Professor, Family Medicine, BA University of Missouri-Columbia, DO University of North Texas Health Science Center
- **Siy, Linda M, MD**, Assistant Professor, Community Medicine, MD University of Missouri
- **Slife, David M, DO**, Assistant Professor, Internal Medicine (Cardiology), BS William Jewel College, DO Kirksville College of Osteopathic Medicine
- **Smith, Donald, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS Texas Christian University, MD University of Texas - Galveston
- **Smith, Gary D, EdD**, Assistant Professor, Medical Education, BSEd and MEd Abilene Christian College, EdD Baylor University
- **Smith, Leslie W, MD**, Medical Director for Outpatient Services, Assistant Professor, Psychiatry & Behavioral Healthy, BA University of Texas – Arlington, MD University of Texas - Galveston
- **Smith, Michael L, PhD**, Year I Curriculum Director, Professor, Integrative Physiology, BS Texas Lutheran College, MS Southern Illinois University, PhD University of North Texas
- **Smith-Barbaro, Peggy, PhD**, Associate Professor, Obstetrics & Gynecology, BS University of Rhode Island, MS and PhD Rutgers University
- **Sokhey, Samrath S, DO**, Assistant Professor, Community Medicine, BA University of Texas – Arlington, DO University of Osteopathic Medicine and Health Science
- **Spencer, Karen, WHCNP**, Instructor, Obstetrics & Gynecology, MSN Texas Woman's University
- **Steinert, Jamie T, MSN, APRN, BC, FPMHNP**, Instructor, Psychiatry & Behavioral Health, BSN and MSN University of Texas - Arlington
- **Stephenson, Gerald, MD**, Associate Professor, Surgery, BA Colgate University, MD John Hopkins University
- **Sterling, David A, PhD**, Chair and Professor, Environmental & Occupational Health, Acting Chair, Epidemiology, BS University of Oregon, MS University of Cincinnati, PhD University of Texas - Houston
- **Stevens, Christopher, MD**, Assistant Professor, Obstetrics & Gynecology, BS University of Central Arkansas, MD University of Arkansas for Medical Sciences
- **Stewart, Donald S, MD**, Assistant Professor, Orthopedics Surgery, BS Texas A&M University, MD UT Southwestern Medical Center

- **Stille, Kelly, PsyD**, Assistant Professor, Psychiatry & Behavioral Health, BA Pitzer University, MA National University, PsyD California School of Professional Psychology
- **Stimpson, James P, PhD**, Assistant Professor, Social and Behavioral Sciences, BA/MA/PhD University of Nebraska, Lincoln
- **Stockard, Alan R, DO, FAOASM**, Assistant Professor, Orthopedics Surgery, BS University of Texas – Arlington, DO University of North Texas Health Science Center
- **Stokely, Martha, PhD**, Assistant Professor, Pharmacology & Neuroscience, BA University of Texas at Arlington, MS Texas Christian University, PhD University of North Texas Health Science Center
- **Stone, Susan, WHNP**, Instructor, Obstetrics & Gynecology, BS Texas Christian, MS and FNP Texas Woman's University
- **Su, Dong-Ming, PhD**, Associate Professor, Molecular Biology & Immunology, MS Lanzhou Medical College, PhD Kyushu University
- **Subhan, Alia, MD**, Assistant Professor, BS and MD Dow Medical Center
- **Sumien, Nathalie, PhD**, Assistant Professor, Pharmacology & Neuroscience, BS Université de Mont Saint Aignan, PhD Southern Methodist University
- **Suzuki, Sumihiro, PhD**, Assistant Professor, Biostatistics, BS, MS and PhD University of Texas at Dallas
- **Tan, Yue-Quing, MD**, Assistant Professor, Community Medicine, MD Binzhou Medical College
- **Tatum, G Douglas, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS Texas Christian University, MD Tulane Medical School
- **Tham, Mo-Ping M, DO**, Assistant Professor, Manipulative Medicine, BA University of Texas, DO University of North Texas Health Science Center
- **Thombs, Dennis, PhD, FAAHB**, Chair, Professor, Social & Behavioral Sciences, BA, MA and EdS University of South Florida, PhD University of Maryland
- **Tierney, Nancy A, RN, PhD**, Assistant Professor, Internal Medicine (Cardiology), BSN Marquette University, MSN University of Wisconsin-Milwaukee, PhD University of Texas at Austin
- **Tran, Mytrang T, MD**, Assistant Professor, Community Medicine, MD University of Medicine and Pharmacy
- **Trevino, Elizabeth, DrPH**, Assistant Dean for Curriculum, School of Public Health, Assistant Professor, Health Management & Policy, BS Texas A&M, MPH and DrPH University of North Texas Health Science Center
- **Troutman, Monte E, DO**, Chief Division of Gastroenterology, Associate Professor, Internal Medicine (Gastroenterology), BS Bowling Green State University, DO Chicago College of Osteopathic Medicine
- **Turner, Pamela, WHNP**, Instructor, Obstetrics & Gynecology, BS University of Texas – Arlington, WHNP UT Southwestern Medical Center
- **Uddin, Mohd Rakib, MD**, Assistant Professor, Community Medicine, MD Texas Tech University Health Science Center
- **Uht, Rosalie M, PhD**, Associate Professor, Pharmacology & Neuroscience, BSN Columbia University, PhD and MD State University of New York
- **Umber, Afia, MD**, Assistant Professor, Internal Medicine (Hospitalist), MD Dow Medical College
- **Valashinas, Beth, DO**, Assistant Professor, Internal Medicine (Rheumatology), BA University of Texas – Austin, DO University of North Texas Health Science Center
- **Vaughn, Michael, MD**, Assistant Professor, Internal Medicine (Cardiology), BA Williams College, MD University of Pennsylvania
- **Vedati, Durga Prasad, MD**, Assistant Professor, Community Medicine, MD Andhra Medical College
- **Veerappan, Balaji, MD**, Assistant Professor, Internal Medicine (Cardiology), MD Tamil Nadu Dr. MGR Medical University

- **Velasco, Luis, MD**, Medical Director, Assistant Professor, Community Medicine, BS University of de Puerto Rico, MD Universidad Central del Este
- **Vishwanatha, Jamboor, PhD**, Dean, Graduate School of Biomedical Sciences, Chair, Biomedical Sciences, Director, Institute for Cancer Research, Director, Texas Center for Health Disparities, Professor, Molecular Biology & Immunology, BS and MS University of Agricultural Sciences, PhD University of South Carolina
- **Vora, Tariq M, DO**, Assistant Professor, Family Medicine, BS North Carolina State University, DO Kansas City University of Medicine and Biosciences
- **Vu, Chi H, MD**, Medical Director, Assistant Professor, Community Medicine, MD Louisiana State University Medical Center
- **Waggner, James L, DO**, Assistant Professor, Community Medicine, BS Missouri State University, DO Kirksville College of Osteopathic Medicine
- **Wagner, Russell, MD**, Associate Professor, Orthopaedic Surgery, BBA University of Texas at Austin, MD UT Southwestern Medical Center
- **Waldron, Kerri, MD**, Assistant Professor, Internal Medicine (General Internal Medicine), BS University of Florida, MD University of South Florida College of Medicine
- **Warren, Joseph, E Jr, PhD**, Assistant Professor, Forensic & Investigative Genetics, BS and MS Tulane University, PhD University of North Texas
- **Watemberg Isaac, MD**, Medical Director, Assistant Professor, Community Medicine, Unversidad Del Norte Medical School
- **Webb, Brian G, MD**, Assistant Professor, Orthopaedic Surgery, BS Wake Forest University, MD Indiana University School of Medicine
- **Weis, Stephen, DO**, Professor, Internal Medicine (Dermatology), BA Iowa State University, DO Osteopathic College of Iowa
- **Weiss, Martin S, DO**, Assistant Professor, Internal Medicine (Cardiology), BS Albright College, DO Philadelphia College of Osteopathic Medicine
- **Wen, Yi, PhD**, Research Assistant Professor, Pharmacology & Neuroscience, BS University of Science and Technology, PhD University of North Texas Health Science Center
- **Williams, Delwin, MD**, Assistant Professor, Psychiatry & Behavioral Health, BS Earlham College, MD UT Southwestern Medical Center
- **Williams, Ella M, MD**, Assistant Professor, Psychiatry, BS and MA University of Arkansas, MD University of Arkansas for Medical Science
- **Williams, Stuart F, DO**, Associate Professor, Manipulative Medicine, BA Baylor University, DO University of North Texas Health Science Center
- **Williamson, Phillip C, PhD**, Assistant Professor, Forensic & Investigative Genetics, BA, MS and PhD University of North Texas
- **Wilson, Fernando, PhD**, Assistant Professor, Health Management & Policy, BA University of Texas, PhD University of Chicago
- **Winter, A Scott, MD, DFAPA**, Associate Professor, Psychiatry & Behavioral Health, BS Mississippi State University, MD University of Mississippi
- **Wong, Long, MD**, Assistant Professor, Family Medicine, PhD University of Minnesota, MD Normal Bethune Medical University
- **Wordinger, Robert J, PhD**, Associate Director of the North Texas Eye Research Institute, Professor, Cell Biology & Anatomy, BS Pennsylvania State University, MS and PhD Clemson University
- **Wu, Beverly B, MD**, Assistant Professor, Psychiatry & Behavioral Health, MD West China University of Medical Sciences
- **Yadav, Sushma, PhD**, Assistant Professor, Molecular Biology & Immunology, BS University of Delhi, New Delhi, India, MS and PhD JMI University, New Delhi, India
- **Yan, Liang-Jun, PhD**, Research Associate Professor, Pharmacology & Neuroscience, BS Peking University, MS, Institute of Biophysics, Chinese Academy of Science, PhD University of California at Berkeley

- **Yang, Shaohua, PhD**, Associate Professor, Pharmacology & Neuroscience, PhD University of North Texas Health Science Center, MD School of Medicine, Beijing Medical University
- **Yarmchuk, James, MD**, Assistant Professor, Family Medicine, BA Texas Christian University, MS DePaul University, MD University of Texas Health Science Center - San Antonio
- **Yorio, Thomas, PhD**, Provost and Executive Vice President for Academic Affairs, Professor, Pharmacology & Neuroscience, BA H.H. Lehman College, PhD Mt. Sinai School of Medicine
- **Yuan, Joseph P, PhD**, Assistant Professor, Integrative Physiology, BS Cornell University, PhD John Hopkins School of Medicine
- **Yurvati, Albert, DO**, Chair and Professor, Surgery, BS California State University, DO University of North Texas Health Science Center
- **Zaidi, Nabila, MD**, Assistant Professor, Community Medicine, MD Khyber Medical College
- **Zhang, Weirong, PhD**, Research Assistant Professor, Integrative Physiology, BA and MD Nanjing University, PhD University of Florida - Gainesville
- **As of March 11, 2011**

Faculty Joint Appointments

Joint Appointments – Designate faculty appointments to more than one department or school with financial support for the position shared.

- **Eisenberg, Arthur, PhD**, Professor, joint appointments in Forensic & Investigative Genetics and Cell Biology & Anatomy, BS, MS and PhD State University of New York at Albany
- **Gryczynski, Ignacy, PhD**, Professor, joint appointments in Cell Biology & Anatomy and Molecular Biology & Immunology, MS and PhD University of Gdansk, Poland
- **Gryczynski, Zygmunt, PhD**, Professor, joint appointments in Molecular Biology & Immunology and Cell Biology & Anatomy, MS and PhD University of Gdansk, Poland
- **Moranetz, Christine A, PhD**, Associate Professor, joint appointments in Public Health Education and Social & Behavioral Sciences , BS East Central State College, MS Oklahoma State University, PhD University of Kansas
- **Vishwanatha, Jamboor K, PhD**, Professor, joint appointments in Biomedical Sciences and Molecular Biology & Immunology, BS, MS University of Agricultural Sciences, Bangalore, PhD University of South Carolina
- **As of March 1, 2011**

Faculty Cross Appointments

Cross Appointments – Cross appointments designate faculty appointments to more than one department or school with financial support for the position coming from only one of the units.

- **Bowling, John R, DO**, Professor, Family Medicine cross appointment in Medical Education, BS Ohio University, DO Kirksville College of Osteopathic Medicine
- **Brenner, Harvey, PhD**, Professor, Social & Behavioral Sciences cross appointment in Psychiatry & Behavioral Health, BA City University of New York, MA and PhD Yale University
- **Cardarelli, Kathryn M, PhD**, Assistant Professor, Epidemiology cross appointment in Family Medicine, MPH University of North Texas Health Science Center, PhD University of Texas - Houston
- **Clark, Abbot F, PhD**, Professor, Cell Biology & Anatomy cross appointment in Molecular Biology & Immunology, BA Thiel College, PhD Case Western Reserve University
- **Cooper, Christopher K, PA-C**, Assistant Professor, Physician Assistant Studies cross appointment in Family Medicine, BS and PA UT Southwestern Medical Center, PA-C University of Nebraska Medical Center
- **Cruser, des Anges, PhD**, Associate Professor, Medical Education cross appointment in Social & Behavioral Science BA St. Joseph College, MPA University of Arkansas, PhD Oklahoma State University
- **DeHaven, Mark, PhD**, Professor, Family Medicine cross appointment in Social & Behavioral Sciences, BA Marietta College, MA and PhD University of Florida - Gainesville
- **Etter, Gary L, MD**, Assistant Professor, Psychiatry & Behavioral Health cross appointment in Internal Medicine, BS University of Texas – Arlington, MD University of Texas - Galveston
- **Fairchild, Thomas J, PhD**, Associate Professor, Health Management & Policy cross appointment in Internal Medicine, BS, MS and PhD Wayne State University
- **Fulda, Kimberly G, DrPH**, Assistant Professor, Family Medicine cross appointment in Biostatistics, BS Texas A&M University, MPH and DrPH University of North Texas Health Science Center
- **Gwitz, Patricia, PhD, FACC**, Professor, Integrative Physiology cross appointments in Medical Education & Psychiatry & Behavioral Health, BS Drexel University, PhD Thomas Jefferson University
- **Kosmopoulos, Victor, PhD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy, BS and MS SUNY Buffalo, PhD University of Vermont
- **Licciardone, John, DO**, Professor, Medical Education cross appointment in Epidemiology, BS Fordham University, MS Ohio State University, DO Kirksville College of Osteopathic Medicine, MBA Texas Christian University
- **Lichtman, David, MD**, Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy, BA Tufts College, MD State University of New York Downstate Medical Center
- **Motley, Travis A, DPM**, Assistant Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy, BS Texas Christian University, DPM Des Moines University College of Podiatric Medicine and Surgery
- **Nana, Arvind D, MD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy, BA University of Texas at Austin, MD University of Texas Medical Branch
- **Nejtek, Vicki, PhD**, Associate Professor, Psychiatry & Behavioral Health cross appointment in Social & Behavioral Sciences, BA UT Southwestern Medical Center PhD University of Texas – Dallas

- **Podawiltz, Alan, DO**, Assistant Professor, Psychiatry & Behavioral Health cross appointment in Social & Behavioral Sciences, BS University of Oregon, MS University of Oregon, DO Oklahoma State University, College of Osteopathic Medicine
- **Reddix, Robert N Jr, MD**, Assistant Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy, BS United States Military Academy at West Point, MD Baylor College of Medicine
- **Reeves, Rustin, PhD**, Associate Professor, Cell Biology & Anatomy cross appointment in Orthopaedic Surgery, BS Texas A&M University, PhD University of North Texas Health Science Center
- **Schetz, John A, PhD**, Associate Professor, Pharmacology & Neuroscience cross appointment in Psychiatry & Behavioral Health and Health Management & Policy, BA University of Virginia, PhD University of Florida
- **Sheedlo, Harold L, PhD**, Associate Professor, Cell Biology & Anatomy cross appointment in Orthopaedic Surgery, BS and MA Northern Michigan University, PhD Memphis State University
- **Smith, Michael, PhD**, Professor, Integrative Physiology cross appointment in Medical Education, BS Texas Lutheran College, MS Southern Illinois University, PhD University of North Texas
- **Smith-Barbaro, Peggy, PhD**, Associate Professor, OB/GYN cross appointment in Social & Behavioral Sciences, BS University of Rhode Island, MS and PhD Rutgers University
- **Wagner, Russell A, MD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy, BBA University of Texas at Austin, MD UT Southwestern Medical Center
- **Winter, A Scott, MD, DFAPA**, Associate Professor, Psychiatry & Behavioral Health cross appointment in Internal Medicine, BS and MD Mississippi State University
- **Wordinger, Robert, PhD**, Professor, Cell Biology & Anatomy cross appointment in Orthopaedic Surgery, BS Pennsylvania State University, MS and PhD Clemson University
- **Yurvati, Albert, DO**, Professor, Surgery cross appointment in Integrative Physiology, BS California State University DO University of North Texas Health Science Center
- **As of January 28, 2011**

Adjunct Faculty

Adjunct Faculty – Designate faculty appointments whose primary position is not in the UNTHSC and whose function is to participate in teaching, research, and/or service programs.

- **Ackel, Alexis, MLS**, Adjunct Assistant Professor, Medical Education
- **Adair, Sandra Dee, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Adamo, Michael P, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Adams, John, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Adedokun, Ade L, DO**, Adjunct Clinical Assistant Professor, Manipulative Medicine
- **Agoro, Adesubomi B, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Agoston Ildiko, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Ahmed, Steve S, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Akers, Lauren J, DO**, Adjunct Clinical Assistant Professor, Pediatrics
- **Al-Akash, Samhar I, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Aldridge, Beverly S, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Allen, William R, MD**, Adjunct Clinical Professor, Pediatrics
- **Allender, James, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Alles, Ajit, PhD**, Adjunct Associate Professor, Cell Biology & Anatomy
- **Amaral-Ramos, Jennifer M, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Ampelas, Michael C, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Angelo, Christopher S, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Arnold, Allister D, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Austin, Dana, PhD**, Adjunct Clinical Assistant Professor, Forensic & Investigative Genetics
- **Axthelm, Dan A, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Azhar, Syed, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Aziz, Shahid, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Azzi, Eli, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Biar, Stephen A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Baker, Dann J, MDiv**, Adjunct Assistant Professor, Medical Education
- **Balker, Shemsu D, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Bander, Steven G, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barclay, Scott W, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barker, Bruce A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barker, Jerry L Jr, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Barkocy, Gary A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barrington, Patricia, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barry, John, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Barzin, Sayeh, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bass, Kathryn, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Bates, Jeffrey C, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Beam, Donald T, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Beasley, George M, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Beene, Ronda L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Behrens, Kenyon R, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Beitsch, Peter Donald, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Belfi, Kendra L, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bell, Christopher A, DO**, Adjunct Clinical Assistant Professor, Family Medicine

- **Bell, Dennis Michael, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bellary, Pavani, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Bennett, Robert E MD**, Adjunct Clinical Professor, Pediatrics
- **Bens, Annita, PhD**, Adjunct Assistant Professor, Pharmacology & Neuroscience
- **Bereznoff, Craig M, DO**, Adjunct Clinical Instructor, Family Medicine
- **Berg, Alan, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bergamini, Michael, PhD**, Adjunct Professor, Pharmacology & Neuroscience
- **Berger, Joseph, III, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bernstein, Basil, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Beyer, David, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Bhattatiry, Manu M, MD**, Adjunct Assistant Professor, Medical Education
- **Broyles, Kathy, MLS**, Adjunct Instructor, Medical Education
- **Bhella, Paul, MD**, Adjunct Assistant Professor, Integrative Physiology
- **Bishop, Stephen, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Blakeman, Scot T, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Blanck, Ronald R, DO**, Adjunct Professor, Health Management & Policy
- **Blanton, Kevin J, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bloemendal, Lee C, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Bodgdanovich, Michael B, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bolton, Christopher J, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bowling, Robert, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bradley, William D, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Bradshaw, J Colton C, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Braun, Terry A, PhD**, Adjunct Associate Professor, Cell Biology & Anatomy
- **Brewer, Lou, MPH**, Adjunct Associate Professor, Health Management & Policy
- **Brewer, Serena Z, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Brosseau, Charles M Jr, MHA**, Adjunct Instructor, Health Management & Policy
- **Brown, Elisa L, MD**, Adjunct Clinical Assistant Professor, OB/GYN
- **Brown, Laura T, PA-C**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Brown, Lindsey M, MPH**, Adjunct Instructor, Epidemiology
- **Brown, Wayne L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Brown, William R, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Browne, Catherine, DO**, Adjunct Clinical Assistant Professor, OB/GYN
- **Bryant, Kevin, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bryce, Errol B, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Buck, Ernest D, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Bullion, John, MLS**, Adjunct Assistant Professor, Medical Education
- **Bunata, Robert E, MD**, Adjunct Assistant Professor, Cell Biology & Anatomy
- **Bunnell, Brent, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Burgard, Daniel, MSLIS**, Adjunct Assistant Professor, Medical Education
- **Burgess, Michael C, MD**, Adjunct Professor, Medical Education
- **Burk, John R, MD**, Adjunct Professor, Integrative Physiology
- **Burke, Andrew B, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Burhart, Kristi N, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Caffrey, Mary Helene, DO**, Adjunct Clinical Assistant Professor, Medical Education
- **Cage, Clifton, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Campbell-Fox, Mary, DO**, Adjunct Clinical Instructor, Family Medicine
- **Candas, Ali F, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Cantu, Ramon O, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Capper, David, MD**, Adjunct Clinical Assistant Professor, Internal Medicine

- **Cargil, D Innes, PhD**, Adjunct Assistant Professor, Biomedical Sciences
- **Carrizales, Eva D, DO**, Adjunct Clinical Assistant Professor, Pediatrics
- **Carson, Dennis L, PhD**, Adjunct Professor, Biomedical Sciences
- **Carter, Angelo, PA-C**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Cary, Adam B, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Case, Christopher L, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Casper, Denise M, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Castoldi, Thomas A, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Castro, Raymond F, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Cavuoti, Dominick, DO**, Adjunct Associate Professor, Medical Education
- **Champine, Michael, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Chang, Shelly-Ann, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Chapman, Joel D, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Charette, Vanessa S, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Chatterton, John, PhD**, Adjunct Assistant Professor, Cell Biology & Anatomy
- **Chaudhry, Humayun J, DO, MS**, Adjunct Professor, Internal Medicine
- **Chaudhry, Sameer, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Clafflin, Brandon S, DO**, Adjunct Clinical Instructor, Family Medicine
- **Clark, Raymond D, RN**, Adjunct Clinical Instructor, Family Medicine
- **Clark, Sharon, DO**, Adjunct Assistant Professor, Environmental & Occupational Health
- **Classen, Ashley M, DO**, Adjunct Clinical Associate Professor, Surgery
- **Claxton, Anthony, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Clements, Bruce, MPH**, Adjunct Instructor, Environmental & Occupational Health
- **Cockrell, Clay J, MD**, Adjunct Clinical Associate Professor, Internal Medicine
- **Cohen, Phillip E, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Colina, Kenneth F, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Collier, Robert Jr, PhD**, Adjunct Assistant Professor, Cell Biology & Anatomy
- **Compton-Deline, Carol, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Connelly, Christine A, RN**, Adjunct Clinical Instructor, Family Medicine
- **Cook, Charles R, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Copeland, Jon W, DO**, Adjunct Clinical Instructor, Family Medicine
- **Coppola, Marco, DO**, Adjunct Clinical Professor, Family Medicine
- **Cordas, Steven, DO**, Adjunct Clinical Associate Professor, Manipulative Medicine
- **Cote, Rene E, MS**, Adjunct Instructor, Cell Biology & Anatomy
- **Cothorn, William F, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
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- **Park, Dong Ho, PhD**, Adjunct Professor, Biostatistics
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- **Parvey, Harry R, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Patil, Rajkumar V, PhD**, Adjunct Associate Professor, Biomedical Sciences
- **Paul, Robert A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Paulk, Joanne, DO**, Adjunct Clinical Instructor, Family Medicine
- **Pawgan, Arthur, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Pearce, David E, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Pearson, Philip, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Perkins, Randall, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Perry, Richard J, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Peters, Robert L Jr, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Pfaff, John K, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Pham, Tony T, DO**, Adjunct Clinical Assistant Professor, Family Medicine

- **Phillips, Gregory J, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Piazza, Daniel V, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Pieniazek, Jack, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Pirtle, Bradley R, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Pitafi, Ali, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Professor
- **Poetz, Robert P, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Pogoda, Janice M, PhD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Pope, Robert A, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Porter, Daniel, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Powderly, Mark K, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Powell, Justin D, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Prejean-Weikel, Julie B, RN**, Adjunct Instructor, Biomedical Sciences
- **Pruitt, Charles B, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Pullin, Michael, PhD**, Adjunct Assistant Professor, Medical Education
- **Puppala, Lakshmis, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Purgason, James G, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Quinones, Jose A, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Quist, Carolyn S, DO**, Adjunct Clinical Associate Professor, OB/GYN
- **Radar, Daniel L, DO**, Adjunct Clinical Associate Professor, Manipulative Medicine
- **Raghavan, Arun V, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Ramphal-Naley, Lily, MD, MPH**, Adjunct Assistant Professor, Environmental & Occupational Health
- **Ramsay, John P, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Ray, David A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Readinger, Richard, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Reardon, Ryan S, MD**, Adjunct Clinical Instructor, Orthopaedic Surgery
- **Reasoner, Brian M, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Rector-Wright, Ruth K, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Reddy, Hari, DO**, Adjunct Clinical Assistant Professor, Pediatrics
- **Reed, William J, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Reiner, Irvin, MD**, Adjunct Clinical Associate Professor, OB/GYN
- **Rettig, Jeffrey, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Rezaie, Morvarid, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Rice, Dennis, PhD**, Adjunct Associate Professor, Cell Biology & Anatomy
- **Richard, Robert C, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Richardson, James A, PhD**, Adjunct Clinical Professor, Medical Education
- **Richey, Harvey M, III, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Rittenhouse, David R, DO**, Adjunct Clinical Associate Professor, Surgery
- **Rivera, Eliseo, MD**, Adjunct Clinical Assistant Professor, OB/GYN
- **Rivera-Alsina, Manuel E, MD**, Adjunct Clinical Professor, OB/GYN
- **Robinson, Richard D, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Roche, Eric D, PhD**, Adjunct Assistant Professor, Biomedical Sciences
- **Romano Carmelo, PhD**, Adjunct Professor, Cell Biology & Anatomy
- **Romeo, Tony, PhD**, Adjunct Professor, Molecular Biology & Immunology
- **Romero, Richard, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Roque, Rouel S, MD**, Adjunct Assistant Professor, Cell Biology & Anatomy
- **Ross, Michael B, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Roten, Lisa, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Rubin, Bernard, DO**, Adjunct Clinical Professor, Internal Medicine
- **Rule, Scott D, JD, MBA**, Adjunct Assistant Professor, Health Management & Policy
- **Ryals, Brian D, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Ryu, Youngha, PhD**, Adjunct Assistant Professor, Molecular Biology & Immunology
- **Sahbazuan, Behzad, DO**, Adjunct Clinical Assistant Professor, Internal Medicine

- **Salamat, Mehrdad, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Sanders, Joann M, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Sanders, John P, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
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- **Sandknop, Les T, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Sankapandia, Ponniah, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Santone, Pamela L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Santos, Alberto M, III, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Santoscoy, Raul, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Satya, Ramadass, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Saucedo, Joseph E, DO**, Adjunct Clinical Assistant Professor, Family Medicine
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- **Schumacker, Randall, PhD**, Adjunct Professor, Biostatistics
- **Schutte Deborah A, MD**, Adjunct Clinical Assistant Professor, Pediatrics
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- **Shields, Robert F, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Shima, Thomas B, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Shore, Kenneth A, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Shori, Sandeep K, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Shue, Randall G, DO**, Adjunct Clinical Assistant Professor, Family Medicine
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- **Simpson, William F, Jr, DO**, Adjunct Clinical Assistant Professor, Surgery
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- **Spardlin, James R, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Springer, Shelley C, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Squires, William, PhD**, Adjunct Associate Professor, Integrative Physiology
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- **Stephens, Chad B, DO**, Adjunct Assistant Professor, Orthopaedic Surgery
- **Stewart, Angelene M, DO**, Adjunct Clinical Assistant Professor, Family Medicine
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- **Stroud, Joyce L, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Stroud, Robert, DO**, Adjunct Clinical Assistant Professor, Surgery
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- **Sun, Joshua C, MD**, Adjunct Clinical Assistant Professor, Pediatrics
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- **Syrquin, Abraham F, MD**, Adjunct Clinical Assistant Professor, Surgery
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- **Thomas, George, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Thomas, Patrick, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Thomas, Harold, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Thomas, Russell, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Thomas, William A Jr, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Thomason, Dwayne B, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Thompson, Charles, MD**, Adjunct Clinical Assistant Professor, OB/GYN
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- **Torres, Marcela, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Tran, Kien T, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Trese, Thomas, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
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- **Umstadd, William R, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Urich, Norman, DO**, Adjunct Clinical Assistant Professor, Family Medicine
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- **Vijjeswarapu, Daniel V, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Vuitch, Milan F, MD**, Adjunct Clinical Associate Professor, Forensic & Investigative Genetics
- **Wagnon, Jackson D, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Walder, Lon A, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Walker, Brent W, DO**, Adjunct Clinical Assistant Professor, Family Medicine
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- **Wallace, William, DO**, Adjunct Clinical Assistant Professor, Surgery
- **Wallingford, Craig, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Walter, Joseph N, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Walter, Margaret H, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Walton, James W, DO**, Adjunct Assistant Professor, Social & Behavioral Sciences
- **Wang, Jeff J, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Wang, Prosper L, MD**, Adjunct Clinical Assistant Professor, Family Medicine
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- **Weis, Stephen E, DO**, Adjunct Professor, Epidemiology
- **White, Bryan K, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Whiteley, Michael J, DO**, Adjunct Clinical Instructor, Family Medicine
- **Whiting, Craig, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Whitely, Douglas E, DO**, Adjunct Clinical Instructor, Family Medicine
- **Widerhorn, Josef, MD**, Adjunct Clinical Associate Professor, Internal Medicine
- **Wigginton, Jane G, MD**, Adjunct Assistant Professor, Pharmacology & Neuroscience
- **Williamson, Scott L, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Williston, Herbert Neil, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Wiseman, Rodney, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Wong, Christopher M, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Wong, Otto, ScD**, Adjunct Professor, Epidemiology
- **Wright David, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Wright, Patrick, MD**, Adjunct Clinical Instructor, Orthopaedic Surgery
- **Wysoki, Joseph, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Yeoham, Loraine N, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Yi, Kun Don "Sue", PhD**, Adjunct Assistant Professor, Pharmacology & Neuroscience
- **Young, Michael R, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Young, Philip W, MBA**, Adjunct Instructor, Psychiatry & Behavioral Health

- **Young, Todd, DO**, Adjunct Clinical Assistant Professor, Surgery
 - **Yount, Steven L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
 - **Zamora, Sergio, DO**, Adjunct Clinical Assistant Professor, Family Medicine
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 - **As of March 1, 2011**
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