

Catalog

2013 - 2014

Texas College of Osteopathic Medicine
Graduate School of Biomedical Sciences
School of Public Health
School of Health Professions
UNT System College of Pharmacy



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Welcome to the UNT Health Science Center

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, 2013. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student, or faculty member and the University of North Texas Health Science Center.



The UNTHSC 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 any 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 website and the official UNT Health Science Center web site (www.hsc.unt.edu). The Health Science Center reserves the right to withdraw a student for cause at any time.

Discrimination and harassment based on individual differences such as race, color, religion, sex, age, national origin, disability, veteran status or sexual orientation in its educational programs, activities, admissions and employment practices is inconsistent with the UNT Health Science Center's mission and education goals.

Students, faculty or staff with concerns or questions, and those seeking to file a complaint, should contact the Office of Equal Employment Opportunity at 817-735-2690.

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

This page last modified May 8, 2013

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 nine medical schools.

TCOM is a state and national leader in training physicians skilled in comprehensive primary care. Each year since 2007, more than 60 percent of TCOM graduates have entered primary care residencies, helping reduce the shortage of physicians in our Texas communities. In 2012, our 62

percentage rate represented the highest in

Texas and the second-highest in the nation among schools ranked by *U.S. News & World Report*. In 2011, the Commission on Osteopathic College Accreditation (COCA) confirmed TCOM's continuing accreditation for the maximum term of seven years.



The **Graduate School of Biomedical Sciences** (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 including the Master of Medical Science degree, which helps prepare students for entry to medical school. GSBS graduates fill positions in health science centers, colleges and universities, community health centers, federal agencies and industry.

The **School of Public Health** (SPH) was founded in 1999 as a result of local efforts by community leaders and public health officials. It 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.

The **School of Health Professions** (SHP) is the home of the Department of Physician Assistant Studies, offering the Master of Physician Assistant Studies degree, as well as the Department of Physical Therapy, offering the Doctor of Physical Therapy degree.

The **UNT System College of Pharmacy** (SCP) was authorized by the Texas Legislature and approved by the UNT Board of Regents in 2011. The new college is preparing to admit its first class of students in August of 2013. Applicants must complete 70 semester hours of pre-pharmacy coursework to be eligible for admission to the college. The four-year educational program leads to the doctor of pharmacy (PharmD) degree and consists of three years of didactic coursework and introductory pharmacy practice experiences and one year of advanced pharmacy practice experiences achieved by a series of clinical rotations. The college is the only college of pharmacy in North Texas and the only one in the state to be located on a health science center campus. The program will prepare graduates not only for the traditional role of safe distribution of pharmaceuticals, but also maintenance of health and management of therapy.

Dual Degrees: The five schools of the UNT Health Science Center offer numerous opportunities for a student to obtain multidisciplinary training leading to dual degrees. These unique degree programs provide the students with valuable training that further prepares them to be leaders in the inter-professional delivery of healthcare in the 21st century.

The original dual degree program at UNTHSC began as a partnership between the Texas College of Osteopathic Medicine and the Graduate School of Biomedical Sciences in which the DO/PhD dual degrees were offered. DO/MPH and DO/MS dual degrees have been conferred to numerous students over the past 12 years, and UNTHSC was the first and only institution to confer the MPAS/PhD dual degree. These programs are now expanding to include dual degrees between MPAS, DPT, PharmD and DO degrees with the PhD (in biomedical sciences), MPH and MHA.

This page last modified April 26, 2013

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 especially targets myocardial infarction, hypertension, congestive heart failure and stroke. CRI seeks to improve prevention, diagnosis, treatment and rehabilitation.

Center for Commercialization of Fluorescence Technologies (CCFT)

Funded by an Emerging Technology Fund grant from the state 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 of Applied Genetics (IAG)

The mission of IAG 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 Genomics and the Center for Biosafety and Biosecurity.

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 is the national center focusing on clinical efficacy and mechanisms of osteopathic manipulation and on osteopathic health services and policy by performing systematic reviews, analyzing population-based surveys and conducting cost-effectiveness studies.

Texas Prevention Institute (TPI)

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

This page last modified January 30, 2013

UNT Health: We practice what we teach

UNT Health has become one of Tarrant County's largest multi-specialty medical group practices, with 229 health care providers in 49 practice sites. In fiscal 2012, UNT Health had more than 533,000 patient encounters and reported its sixth straight year of profitability, which supports our academic, research and community engagement missions.

The group's doctors, who also teach in TCOM, practice in 29 medical and surgical specialties, along with the talented and dedicated support of the full spectrum of 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, dermatology, 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 expands its reach to offer more health care services to more patients.

This page last modified February 5, 2013



Mission, Vision, Values and Promise

Mission:

To improve the health and quality of life for the people of Texas and beyond as a leader in primary care and through excellence in education, research, clinical care and community engagement.

Vision:

To become a top-10 health science center.

Our Values:

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

Our Promise to Those We Serve:

Solutions for a healthier community.

This page last modified May 8, 2013

Campus Facilities

The Health Science Center's 33-acre campus is located in Fort Worth's Cultural District with buildings totaling 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.

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

This page last modified March 6, 2013

Master Plan: Growing Facilities

The Health Science Center is in the fifth year of implementing its long-term master facilities plan. The first phase of the campus expansion included opening the 112,000-square-foot Medical Education and Training building. This state-of-the-art education facility supports the expansion and enhancement of our academic programs and the continuing growth of our student, faculty and staff community.



The Medical Education and Training building includes a 500-seat auditorium that can be divided into two 250-seat auditoriums. There are multiple display options in the auditorium allowing for great views anywhere in the room. The highly sophisticated auditoriums include HD cameras for teleconferencing, a performance hall-rated speaker system, programmable lighting, in-audience microphones, data/electrical to all 500 seats and wireless throughout.

Also included in the Medical Education and Training building is a small café, multifunctional classrooms/meeting rooms, lounge/public spaces, simulation labs, clinical teaching exam rooms, small group rooms, Osteopathic Manipulative Medicine (OMM) Physical Training Lab, Physical Therapy (PT) Instructional Labs and faculty and staff offices for OMM, PT and the Texas College of Osteopathic Medicine (TCOM).

The Medical Education and Training building was awarded LEED Gold status by the U.S. Green Building Council for its sustainable design, construction and operation initiatives.

Another recently completed project was an extensive Energy Conservation Project that will improve infrastructure efficiencies and reliability for many years to come. This project is estimated to reduce our carbon footprint by approximately 650 tons annually and reduce CO₂ pollution by 2,400 tons annually. This is equivalent to planting over 59,000 trees or reducing gasoline consumption by 241,000 gallons annually or reducing the number of driving miles by 4.8 million annually. Annual energy savings will equal an approximate 12% for electricity, 10% for natural gas and 6% for water.

Scheduled for completion in 2013 is the Library Courtyard, approximately two acres of usable outdoor green space for students, faculty, staff and the community. The Library Courtyard will provide collaborative and social spaces, make the campus more pedestrian friendly and reduce the amount of impervious surfaces.

A future multi-disciplinary research building is planned to add more research laboratories, classrooms, teaching labs, study areas, seminar rooms, multimedia learning and associated student learning spaces. Faculty and administrative offices would also be included in this building with graduate student research studios, meeting rooms and informal work areas.

This page last modified March 6, 2013

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 University of North Texas Health Science Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of North Texas Health Science Center.

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 also 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. (ARCOPA). Program graduates are eligible to sit for national certifying examinations. The School of Public Health is accredited by the Council on Education for Public Health (CEPH).

The UNT System College of Pharmacy (SCP) is reviewed by the American Council for Pharmacy Education (ACPE), its accrediting body. There are three steps in the accreditation process for a new college, such as the SCP: Pre-Candidate Status, Candidate Status, and Full Accreditation. Pre-Candidate Status is awarded to new colleges that have not yet enrolled students, but who have sufficient faculty and facilities to support a curriculum that meets the ACPE's Accreditation Standards and Guidelines for the Professional Program in Pharmacy Education Leading to the Doctor of Pharmacy Degree. The SCP will be considered for Pre-Candidate Status in June, 2013. Candidate Status is awarded to new colleges who have enrolled students, but who have not yet graduated a class. Candidate Status is awarded to colleges that have made sufficient progress in their stated plans for meeting the ACPE standards and guidelines. The SCP is scheduled to be considered for Candidate Status in June 2014. Graduates of a college designated as having Candidate Status have the same rights and privileges as graduates of an accredited program. The SCP will be eligible for consideration of Full Accreditation by the ACPE in June 2017, after it graduates its first class in May of that year.

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

This page last modified April 10, 2013

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 30033-4097 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	2013
American Osteopathic Association-AOA (Continuing Medical Education for PACE) 142 East Ontario Street Chicago, IL 60611 Phone: (800) 621 - 1773 www.osteopathic.org	2011	2014

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	2007	2014
Texas Nurses Association (PACE) 7600 Burnett Road, Suite 440 Austin, TX 78757 Phone: (800) 862 - 2022 www.texasnurses.org	2010	2013
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	2008	2014
Council on Osteopathic Postdoctoral Training Institution- OPTI (GME) 142 East Ontario Street, Chicago, IL 60611 Phone: (800) 232 - 4636 www.osteopathic.org	2008	2013
Commission on Osteopathic College Accreditation-COCA (TCOM) 142 East Ontario Street, Chicago, IL 60611 Phone: (800) 232 - 4636 www.osteopathic.org	2011	2018
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	TBD	TBD
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	2012	2014
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	2013	2018
Accreditation Council for Pharmacy Education - ACPE 135 S. LaSalle Street, Suite 4100 Chicago, IL 60603 Phone: (312) 664 - 3575 www.acpe-accredit.org	Application for accreditation pre- candidate	2013
	2011	2016

Forensic Science Education Programs Accreditation
Commission - FEPAC
410 North 21st Street
Colorado Springs, CO 80904
Phone: (719) 636 - 1100 www.aafs.org

Texas Higher Education Coordinating Board
THECB
1200 E. Anderson Lane
Austin, TX 78752
Phone: (512) 427-6101 www.thecb.state.tx.us

*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.

This page last modified May 8, 2013

Our Leadership

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Thomas Dayberry, DO, PhD, Associate Dean, Academic Affairs, Texas College of Osteopathic Medicine
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Johnny J. He, PhD, Associate Dean for Graduate Education and Research, Graduate School of Biomedical Sciences
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Elizabeth Trevino Dawson, DrPH, Assistant Dean, Curriculum, School of Public Health

Admissions

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Mike Kennedy, EdD, Director of Admissions, Texas College of Osteopathic Medicine
Antonia Kilpatrick, JD, MA, Director of Admissions, Recruitment and Outreach, UNT System College of Pharmacy
Carla J. Lee, Director of Admissions and Services, Graduate School of Biomedical Sciences
Felicity White, Admissions Coordinator, School of Health Professions

This page last modified May 8, 2013

UNT Health Science Center - Our History

The UNT Health Science Center began when the Texas College of Osteopathic Medicine (TCOM) accepted its first students in 1970. Founders were D.D. Beyer, DO; George Luibel, DO; and Carl Everett, DO. 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 attended 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 UNT Health Science Center's fifth president in 2006 after a career as a physician, National Institutes of Health-funded scientist, educator, author, and administrator at the University of Michigan. Ransom drove expansion in faculty size to more than 400 and UNT Health's clinical volume to more than 550,000 patient encounters.

Under his administration, the Master Facility Plan was approved by the UNT System Board of Regents in 2007, launching a building program that included the new 112,000-square-foot Medical Education and

Training (MET) building, which received a LEED (Leadership in Energy and Environmental Design) Gold certification for meeting strict environmental standards. In addition, several community partnerships were developed, such as a combined academic pediatrics program with Cook Children's Medical Center, and the Texas Academy of Biomedical Sciences (TABS), a partnership between UNTHSC, UNT Denton, Fort Worth ISD and TCC Trinity River Campus for an early-college high school.

Also, several new degree and research programs were established, including the master of health care administration, and doctoral degrees in public health and physical therapy. Several centers and institutes also were established, including the Texas Prevention Institute and Institute of Applied Genetics, all part of the Health Institutes of Texas. The campus's fifth college, the UNT System College of Pharmacy, opens in fall 2013.

Michael R. Williams, DO, MD, MBA, became the sixth president of the UNTHSC in December 2012. A Fort Worth native and 1981 graduate of the Texas College of Osteopathic Medicine, Dr. Williams previously served on the UNT System Board of Regents. In 2008, he was named CEO of Hill Country Memorial Hospital in Fredericksburg, Texas. Under his leadership, the hospital received numerous awards for quality, including being named one of the Nation's Top 100 Hospitals[®] by Thomson Reuters, a leading provider of information and solutions to improve the cost and quality of health care.

Williams earned his bachelor's degree from Texas Wesleyan University in Fort Worth, his DO from TCOM in 1981, a medical degree from Ross University, a master of business administration from Duke University, and a master's degree in Health Care Management from Harvard University.

Dr. Williams is board certified by the American Board of Anesthesiology in anesthesiology and critical care medicine, and is a member of the Texas Osteopathic Medical Association; Texas Medical Association; Texas Hospital Association; American College of Physician Executives; American College of Health Care Executives; and is a fellow of the American College of Chest Physicians. In 2013, Dr. Williams was appointed to the U.S. News & World Report "Hospital of Tomorrow" Advisory Council. He is also past vice president of the Fredericksburg Independent School District Board of Trustees.

Today, the Health Science Center has a \$220 million annual budget and adds approximately \$600 million into Fort Worth's economy annually. Since 2005, the number of students has rapidly grown from 1,000 to over 1,900, 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. More than 1,400 staff, 400 plus faculty, and well over 750 adjunct faculty 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.

This page last modified May 8, 2013

A Message from the President

Great programs attract great students, and the five schools of the UNT Health Science Center (UNTHSC) continue to attract the best and brightest in growing numbers to care for an expanding Texas population. In fact, we have met or exceeded all our goals for student growth and achieved a record-breaking enrollment of 1,949 students in 2012. Thanks to their dedication, as well as that of our faculty and staff, we continue to make headway in our academic, research, patient care, and community engagement missions, while fulfilling the promise we make to those we serve: *Solutions for a healthier community*.

Our UNTHSC campus consists of the following five schools and colleges:

- Texas College of Osteopathic Medicine (TCOM)
- Graduate School of Biomedical Sciences (GSBS)
- School of Public Health (SPH)
- School of Health Professions (SHP)
- UNT System College of Pharmacy (SCP)

Our academic strength continues to grow in regional and national prominence. In the 2014 edition of *U.S. News & World Report*, UNTHSC was nationally ranked:

- 15th for Rural Medicine
- 17th for Family Medicine
- 31st for Primary Care

In fact, of all Texas medical schools, we have the highest percentage of medical students entering primary care (65.8 percent) and the second-highest percentage among ranked medical schools in the country.

In research, we achieved significant results in 2012, including a record-breaking level of research expenditures – \$42,249,749 – along with the second-highest number of patent applications in our history, and an all-time high number of research discoveries shared in 316 prestigious, peer-reviewed publications.

Our physician practice and clinical enterprise, UNT Health, continues to grow: we now have five patient offices in Fort Worth, along with more than 220 providers offering patient care at 49 practice sites, including throughout the JPS Health Network. In fiscal year 2012, UNT Health had more than 550,000 patient encounters and reported its sixth straight year of profitability, which supports our academic, research, and community engagement missions.

With more than 1.4 million square feet of building space on our 33-acre campus in the heart of Fort Worth's Cultural District, we are a valued neighbor and account for an estimated \$400 million in annual economic impact. We are especially proud of our new Medical Education and Training building, which has been granted LEED (Leadership in Energy & Environmental Design) Gold designation for meeting strict environmental standards. We contribute actively to the well-being of our community, our state, and our nation through programs focused on our three areas of strength: primary care, aging and Alzheimer's, and applied genetics.

I hope this information begins to expand your understanding of the many opportunities that await you at the UNT Health Science Center. We look forward to meeting you!

Michael R. Williams, DO, MD, MBA
Interim President, University of North Texas Health Science Center
TCOM '81

This page last modified May 8, 2013

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 educational 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:

- Creating a culture of compassion, integrity, and excellence
- Promoting student success
- Engaging the community
- Developing 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 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 non-academic matters as related to students, and acts as a student advocate when appropriate. The Office of Student Affairs is dedicated to fostering student success.

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, the Office of Financial Aid 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 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, verification of enrollment, and 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. This office maintains the secure computer-based testing system. Testing and Evaluation Services also administers and proctors classroom examinations. This office also maintains the course and faculty evaluation system for most UNTHSC programs, which includes collecting student evaluative input and reporting results to stakeholders. Additionally, this office supports various data collection and assessment activities through the design of optical mark scanning forms and online surveys, and the analysis and reporting of results.

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, international student services, and disability accommodations. Student Services provides co-curricular services, programs, and activities to facilitate students' academic training, personal growth, and professional development.

Center for Academic Performance (CAP)

The Center for Academic Performance (CAP) is committed to helping all UNTHSC students meet their personal and academic goals by providing comprehensive academic support programs. CAP services and programs are designed to enhance all levels of academic performance through academic consultations, learning assessments, and self-management. They offer academic counseling, learning and study strategy assessments, writing support, peer tutoring, and a variety of workshops to all UNTHSC students. CAP staff also work with faculty to provide and support students in periods of academic difficulty through assistance with planning alternate programs and reassessment of student priorities. All academic support services offered through CAP are available to on-line students.

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 best in a quiet, solitary environment, some need verbal interaction in a group, others need to be physically active or have an environment rich in sound and other stimuli. The CAP 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, small group tutoring, large group tutorials, drop-in and on-line sessions.

For more information, to make an appointment for study skills counseling, or to request tutoring assistance, contact the Center for Academic Performance at: 817-735-2531, 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 Educational 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 Counselors. CAP counseling is available to students on a limited basis. UNTHSC also offers off-campus counseling through the Student Assistance Program (SAP). See "Student Assistance Program." 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.

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 admitted students provide as part of a request for academic accommodation;
2. Provides accommodation information to other Health Science Center offices to coordinate academic 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 adaptive 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 adaptive 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 accommodation needs; and
10. Acts as a consultant for accessibility of on-line content.

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

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 UNTHSC 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). Starting in the fall of 2013, there will be a sixth student-elected government council for the pharmacy program.

The Office of Student Development oversees three lounge areas. Two are located on the first floor of the Carl E. Everett Education and Administration Building (CEEEAD). The student lounge in CEEED 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 CEEED 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 UNTHSC 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 UNTHSC 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, an outdoor basketball court, full-service locker rooms, and FREE group exercise classes for all members. Equipment Orientations are available upon request to all members. Personal Training is available at competitive rates for UNTHSC faculty, staff, and students.

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!

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.

This page last modified March 25, 2013

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. The library supports UNTHSC faculty, staff and students by providing a full complement of library services, including access to scholarly bibliographic resources, borrowing privileges, use of individual and group study areas, photocopying and printing, 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 26 employees, including 12 degreed librarians, provides in-person research and reference 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 12,000 electronic journal titles, 43,000 print books and journals, and over 80 searchable databases in the biomedical sciences, clinical medicine, public health, and affiliated fields. All the library's 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 from anywhere in the world.

Lewis Library also maintains the UNTHSC Scholarly Repository, an online resource that preserves intellectual works created by UNTHSC faculty, staff, and students and enables discovery of these works to the international scientific community. You can view repository items, including student theses and dissertations, at <http://digitalcommons.hsc.unt.edu/>. In addition to working on the cutting edge of digital content creation and preservation, Lewis Library operates a special collections operation consisting of a rare books collection and a functioning archive operation. These print-based collections give users the opportunity to access historical material in osteopathic and physical medicine and items related to the founding and operation of the Texas College of Osteopathic Medicine and the University of North Texas Health Science Center.

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.

The middle floor of Lewis Library was renovated in 2011 to create space that promotes collaboration and facilitates teamwork. The new Collaborative Learning Commons offers an open and spacious feel and includes tables with built-in electrical connections, LCD panels with connections to project large images from laptops, restaurant-style booths with pendant lighting, special chair groupings to accommodate laptop use, and a variety of brightly colored seating options. For closed-door collaborations, the Commons includes eight large conference rooms with flat panel monitors and six smaller meeting rooms. The floor is covered with robust wireless connectivity and each seat offers access to electrical outlets.

The Collaborative Commons offers advanced computing capabilities such as three state-of-the-art iMacs that give faculty, staff, and students the opportunity to use Apple software such as Pages, Keynote, iMovie, and GarageBand. Additional software from Microsoft and Adobe is offered for any projects requiring work with text, graphics, photos, audio, and video. The combination of high-end hardware and software provides near real-time processing of audio/visual files in the production of class/research materials for presentation and/or distribution. Another special educational space in the Commons is the Virtual Anatomy Bar which features a 60" LCD screen connected to a computer that runs the VH Dissector Program. This program uses the Visible Human male dataset to allow exploration and manipulation of human anatomy for student study. In addition to the bar, the themed space is furnished with high tables and stools for student use. A touch screen, life-sized Anatomage Table provides the female and male model in an electronic dissection table for learning and demonstrations.

Information Technology Services

Information Technology Services provides quality computer 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 and Infrastructure and Security. These 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

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. In addition, the helpdesk re-sells certain software to students under academic purchase agreements. It 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.

Media Services

Services include printing, CD/DVD duplication, photography, and graphic arts production. Print and bindery services include 1-, 2-, and 4-color printing, high-speed duplicating, cutting, folding, padding, drilling, and binding. Design services range from business cards to research posters to installed event displays. Photographers provide image files and prints to complete instructional and promotional materials, as well as passport photos, and on-site photography of campus events. CD and DVD duplication facilities can provide from single copies to large-scale production runs; on-disc printed black-and-white and color labels are also available. These services are located on the first floor of the Library building. Additional information is available at the Media Services website: <http://www.hsc.unt.edu/departments/mediaservices/>.

Center for Learning and Development

The Center for Learning and Development (CLD) offers faculty development opportunities focused on instructional strategies, technologies and assessment techniques with an emphasis on improving student-learning outcomes. A major program of the CLD is the Quality Enhancement Plan or "QEP" project that works with faculty in each of the schools to improve students' higher order thinking skills. Additionally, the CLD provides consultation services to faculty on evaluation methodology and statistical analysis for research projects and customized surveys.

Center for Online Education

The Center for Online Education provides support to programs, faculty, and students for academic instruction that is provided through online tools and resources. The Center partners with academic departments to develop programs and deliver virtual classroom education. The Center for Online Education also provides training and support for a variety of technology applications related to online learning. Distance students may find help and support for their online experience at <http://www.unthsc.edu/education/onlineeducation/>.

Interprofessional Practice Education

In 2012 UNTHSC created the Department of Interprofessional Practice with the mission to create a culture of interprofessional education to advance integrated health services and improve the health and quality of life for the people of Texas and beyond. Healthcare research supports the positive impact of effective healthcare teams on improved quality of patient care and reduction of medical errors. UNTHSC's five schools, The Texas College of Osteopathic Medicine, School of Health Professions (Physician Assistant, and Physical Therapy), UNT System College of Pharmacy, School of Public Health, and Graduate School of Biomedical Sciences are collaborating to provide opportunities for health professions students to train together in promotion of achievement of interprofessional practice competencies across four domains: Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication and Teams and Teamwork.

Interprofessional education partnerships are also being developed between UNTHSC and local educational institutions educating those health professions not represented at UNTHSC in order to broaden these training opportunities. Physicians, nurses, physical therapists, physician assistants, social workers, public health specialists, chaplains, biomedical researchers and other allied health and extender health providers have an opportunity to learn about, with, and from each other through interprofessional training opportunities.

For more information on the UNTHSC Department of Interprofessional Practice please contact:

David Farmer, PhD
Director of Interprofessional Practice
david.farmer@unthsc.edu

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.

This page last modified April 26, 2013

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 Health 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 University Police Department operates 24 hours a day, 7 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 University 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://www.hsc.unt.edu/departments/police/unthscpd.html>. For information related to vehicle registration and emissions testing visit www.txdot.gov/drivers_vehicles/.

Veterans' Benefits

The Health Science Center is approved by the Texas Veterans 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.

This page last modified March 6, 2013

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:

- Must be a U.S. citizen or eligible non-citizen
- Must be admitted and enrolled in an eligible program of study - degree seeking program
- Must be enrolled at least half-time for most programs
- Register with the Selective Service if required to do so
- Maintain satisfactory academic progress
- Certify that he/she does not owe a refund from an over-award on any grant or loan, is not in default on any federal student loan or has made satisfactory arrangements to repay any defaulted loan, and has not borrowed in excess of the loan limits on any federal student aid programs
- Use all funds received as financial aid for educational purposes only

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. Returning applicants can complete a renewal application with their FAFSA pin number. Students must complete a new FAFSA annually to be considered for financial aid. Please allow 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.

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 make corrections to their FAFSA or provide additional documentation. Processing times may increase if selected for verification.

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 Carl E. Everett Educational and Administration building (CEEEAD-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 an on-line loan entrance counseling at <https://studentloans.gov> 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. Budget items reflect an estimated average for the student only (does not include spouse or other dependents). Student budgets are based on the following expenses and may vary by college and/or degree program:

- Tuition and fees
- Books and supplies
- Direct Lending Federal Stafford Unsubsidized Loan Fees
- Room and board
- Transportation
- Personal or miscellaneous expenses
- Health insurance

Special circumstances or allowances which could constitute an adjustment to a student's budget may be considered for the following:

- Students with dependents requiring dependent care and meeting specific requirements
- Students with disabilities or requiring special accommodations
- Students with unusual or extenuating educationally-related expenses

Students with special circumstances should contact the Office of Financial Aid promptly. Students wanting to be considered for a special circumstance will be required to submit a Special Circumstance Application and supporting documentation for consideration of such requests. Regardless of the source, the total financial aid received by a student cannot exceed his/her 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 for which eligible students may apply:

- Texas Public Education Grant
- UNTHSC Grant
- Texas College Work Study
- Federal College Work Study
- Federal Perkins Loan
- Scholarship for Disadvantaged Students
- Loan for Disadvantaged Students
- Primary Care Loan
- Direct Lending Federal Stafford Unsubsidized Loan
- Graduate PLUS Loan

- Private/Alternative Loan
- Various Institutional Loan Programs

For more information about these programs, please visit the Financial Aid Website at <http://web.unthsc.edu/departments/FinancialAid/> .

We encourage all students to apply early since funding for some financial aid programs is limited. Students may 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 to financial benefits associated with military service, students should contact their local 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 demanding course schedules, 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 either a Direct Lending Grad PLUS loan or a private/alternative educational loan.

Credit approval is required to receive a Direct Lending Grad Plus loan or a private/alternative educational loan. A good credit history is important to ensure that any student is able to take full advantage of all funding options.

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. The General Academic Scholarship application is located on the student portal at <http://my.hsc.unt.edu>. It is open to new admitted and current students with a valid UNTHSC student ID number. Students must have access to your MyHSC student portal in order to complete the application. The current year application deadline is March 15th.

Current Texas Education Code Section 54.213 provides institutions of higher education the ability to waive out-of-state tuition for nonresident students who holds a competitive scholarship of at least \$1,000 for the academic year or summer term. For more information on Section 54.213 you can visit the financial aid webpage at http://web.unthsc.edu/info/200307/financial_aid/653/university_scholarships.

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. External scholarships that are not processed through the Financial Aid Office must be reported as gross income on your income tax. Listed below are several scholarships currently administered by UNTHSC:

TCOM

Weldon Eugene Bond, Jr. D.O. Memorial Scholarship
A.E. Brooks Scholarship
The Larry L. Bunnell, D.O. Scholarship
The MaKasha Colonvega Memorial Scholarship
Dallas Southwest Osteopathic Physicians, Inc. Joseph L. LaManna D.O. Scholarship
Division of Student Affairs Scholarship
D.O./Ph.D. Student scholarship
Dunlap Family Scholarship
John F. Gaugl Memorial Fund
Tom Hanstrom Memorial Scholarship
Elizabeth Reeves Henning Scholarship
The Frederick L. Hill Scholarship for Excellence in Primary Care in Texas
Drs. W.R. & Constance Jenkins Scholarship
Elizabeth Pelsma Levy, DO Awards
Jeremiah G. Mills 1st, 2nd, and 3rd year Rural Medicine Scholarships
MSGA Above and Beyond Scholarship
Osteopathic Health Foundation Scholarship
D.M. Richards Endowed Scholarship
James O. Royder, D.O. FAAO Scholarship
Dr. Gil B. Scarnati Memorial Scholarship
Dr. C.W. & J. Spellman Endowed Scholarship
Wayne & Norma Lee Stockseth Scholarship
Stockseth Award for Osteopathic Excellence
Chair's Stockseth Award for Osteopathic Excellence
Ray & Edna Stokes Scholarship
TCOM Alumni Scholarship
TCOM Dean's Meritorious Achievement Scholarship
TCOM Memorial Scholarship

TOMA Scholarship for TCOM students
Beverly & Stanley Weiss Award for Rural Health

GSBS

Cell Biology and Anatomy Scholarship
Rachel Dauphin Memorial Scholarship
Division of Student Affairs Scholarship
GSBS Endowed Scholarship
Ben G. Harris, Ph.D. Memorial Award
E. Bruce Street, Sr. & Roger J. Williams Endowed Scholarship
Rev. Barbara Wordinger Scholarship in The Visual Sciences North Texas Eye Research Institute Fund
Elena & Thomas Yorio First Year Student Scholarship

SHP

Ruby B. Dean Scholarship for Physician Assistant Studies & for Physical Therapy
Division of Student Affairs Scholarship
PA Alumni & Friends Scholarship
PA Endowed Scholarship
PASA Scholarship

SPH

Division of Student Affairs Scholarship
SPH Alumni Society
SPH Dean's Award for Continuing Students
SPH Endowed Scholarship

UNT System College of Pharmacy

Division of Student Affairs Scholarship
Paul M. Perrone Pharmacy Scholarship

Employee & Leadership Scholarships

Rand Horsman Employee Scholarship
Moorman Family Scholarship

Satisfactory Academic Progress

The University of North Texas Health Science (UNTHSC) provides financial aid assistance to each of its graduate/professional level programs including: Texas College of Osteopathic Medicine (TCOM), School of Health Professions, Graduate School of Biomedical Sciences, and School of Public Health.

Federal regulations require schools to monitor the academic progress of financial aid recipients and certify the applicant is making satisfactory progress toward earning his/her degree. This determination must be made at least once per year. The University of North Texas Health Science Center Financial Aid Office (FAO) has chosen to perform the evaluation at the end of each payment period (the combined summer terms equals a single payment period). Medical and Pharmacy students' academic progress is determined by each established Student Performance Committee (explained below). UNTHSC follows the set of standards set by the Department of Education as follows:

Qualitative measure (GPA):

Graduate/Professional students must maintain a minimum cumulative grade-point average (See chart below). Official grades are posted in PeopleSoft (EIS) at the end of each term and will be used to compute a cumulative grade point average. Withdraws and incompletes will not count towards GPA. With

respect to repeated course work, each academic program’s policy will determine which grade will be calculated in the cumulative GPA. Percentages will not be rounded-up to ensure that a student meets the minimum cumulative GPA. Students only enrolled in thesis or dissertation must show satisfactory progress as identified with a grade of “S”.

Quantitative Measure (Pace):

Completion rate: Graduate/Professional students must successfully complete a percentage of courses attempted (See chart below). The completion rate is determined by dividing the cumulative number of hours successfully completed by the cumulative numbers of hours attempted. Withdrawals, incompletes, repeated course work, and failing grades are counted as attempted. Percentages are not rounded.

Example: Student enrolled in 12 credit hours. Student receives an “F” for a 3 credit hour course and withdrew from a 3 credit hour course. 6 hrs earned divided by 12 hrs attempted = 50% completion rate.

Maximum Timeframe: The maximum time allowed by each program to earn a degree is 150% of the established time frame to complete each program. The timeframe starts with the 1st term of enrollment after initial acceptance in an academic program, even if financial aid was not awarded during an enrolled term. Periods of Leave of Absence (LOA) will be determined on a case-by-case basis by the FAO.

Academic Program	Cummulative GPA	Completion Rate	Max Semesters or Annual Terms
Physician Assistant	3.00	70%	12 Terms
Doctor of Physical Therapy	3.00	70%	12 Terms
Graduate School of Biomedical Science (MS)	3.00	66%	18 Terms
Graduate School of Biomedical Science (PHD)	3.00	66%	30 Terms
Graduate School of Biomedical Science (Med Sci)	3.00	66%	5 Terms
School of Public Health (Masters)	3.00	66%	18 Terms
School of Public Health (PHD)	3.00	66%	21 Terms
Pharmacy	Students must meet the qualitative and quantitative standards determined by Pharmacy’s Student Performance Committee, but will not exceed 6 annual years.		
TCOM (Medical)	Students must meet the qualitative and quantitative standards determined by TCOM’s Student Performance Committee, but will not exceed 6 annual years.		

Transfer credits that are accepted towards a student’s academic program will **NOT** be included in the GPA, but will be included in the Completion Rate and the Maximum Timeframe. Students who are coming upon their Maximum Timeframe may submit an appeal application to the FAO. A review of the remaining courses and additional timeframe to complete the program of study will be determined.

Evaluation

The Financial Aid Office evaluates Satisfactory Academic Progress (SAP) at the end of each term (including summer) for all students, whether or not the student received financial aid. Students failing to meet SAP the first time will be notified by the FAO that he/she has been placed on “Financial Aid Warning” for the next enrolled term. Students are eligible to receive financial aid while under a Financial

Aid Warning. It is possible for a student to receive more than one Financial Aid Warning. However, it is not possible for a student to have a Financial Aid Warning status for two consecutive terms. If a student fails to meet SAP standards at the end of their warning term he/she will be placed on Financial Aid Suspension and will become ineligible to receive financial aid.

Outcomes of the Student Performance Committee meetings and GSBS/SPH review committees will be taken into consideration when determining a student's SAP.

Medical and Pharmacy students' academic progress is determined by each established Student Performance Committee, as TCOM and SCP have extremely high standards and follow specific board testing criteria. TCOM and SCP review throughout and at the conclusion of each academic year, the performance of each student. The review and accompanying evaluation may include actual grades received, an indication of pass or fail, satisfactory or unsatisfactory, or another form of evaluation. TCOM, SCP, the Registrar, and the FAO work together on students placed on academic probation because of not meeting its academic requirements. The FAO reviews each student's account to determine what SAP status the student will be placed. The FAO will monitor the Maximum Timeframe for both medical and pharmacy students.

SAP for COMLEX Test

COMLEX 1 is mostly taken during months of May, June, and July, before the start of fall classes. Students placed on Academic Probation will be placed on FA Warning/Probation/Academic Plan that same Fall.

COMLEX 2 CE is taken mostly in the months of July and August and therefore students placed on Academic Probation during Fall term will be placed on FA Warning/FA Probation/Academic Plan the next Spring Term. COMLEX PE is taken through the year so FA SAP process will vary based on the term test is taken.

Reinstatement of Financial Aid Eligibility

Students who have been placed on Financial Aid Suspension may become eligible to receive financial aid by achieving the required SAP standards over time without financial aid; or by filing an SAP appeal application to the Director of Financial Aid within 30 days of being notified of their loss of financial aid eligibility. The appeal application must include: appeal cover letter, letter of explanation detailing what extenuating factor(s) caused him/her not to meet SAP requirements, a description of what has changed that will allow him/her to meet SAP standards, and supporting documentation. Incomplete appeals will not be reviewed. The FAO appeals committee will review all appeals within 14 business days of receipt. Each student will be emailed the result of his/he appeal letter.

A student whose appeal has been approved will either be placed on a Financial Aid Probation or an Academic Plan, depending on the appeal results:

Financial Aid Probation: A status of "Financial Aid Probation" may be assigned when it is determined that the student may be able to meet SAP standards by the end of the next term. The student would be eligible to receive financial aid for that term. Students who do not meet SAP standards after the next term will be notified by the FAO and again placed on Financial Aid Suspension.

Students who fail to raise their cumulative GPA to the required minimum after a term may (by the FA Director's discretion) continue financial aid eligibility on a probationary status, if the semester GPA meets or exceeds the minimum.

Academic Plan: A status of "Academic Plan" may be assigned when it is determined that the student cannot meet SAP by end of the next term. The Academic Plan will be the set of recommendations given

to the student from either the academic program. The academic plan is a prescribed series of measures by which the student will regain SAP status in order to meet the minimum SAP requirements upon graduation. A GSBS and SPH student's academic plan will be established when he/she meets with his/her advisor; which then must be submitted to the Director of Financial Aid within 30 days he/she was notified of being on Financial Aid Suspension. Students are eligible for financial aid while meeting the requirements of his/her Academic Plan. Students who fail to meet their Academic Plan requirements will be notified by the FAO and again placed on Financial Aid Suspension.

Students who are again placed on Financial Aid Suspension may submit an appeal application to the Director of Financial Aid for consideration.

Loss of Financial Aid

A student whose appeal has been denied will lose eligibility for financial aid and will be required to provide his/her own financial assistance to continue his/her education. The decision of the Director of Financial Aid for all appeals will be final. It is the student's responsibility to present evidence to the Director of Financial Aid at the time he/she has met the minimum requirements for reinstatement of financial aid.

Financial Aid Dismissal

In the event a student is dismissed from his/her program, the student is no longer eligible for financial aid under that academic program. The FAO will send a Financial Aid Dismissal Notification to the student to notify him/her of this status.

SAP Notifications

SAP notifications will detail the reason why the student did not meet SAP standards. All SAP notifications will be sent to the student's UNTHSC Live email account. Dismissal notifications will be mailed to the student's last known address.

Withdrawing from the University

Students must begin the official withdrawal process with the Office of the Registrar. To withdraw from the university, you must pick up a Request for Withdrawal or Leave of Absence form from the Office of the Registrar. This form must be completed and signed by the appropriate individuals before your withdrawal can be processed. Students who are unable to visit campus to pick up this form may [contact the Office of the Registrar via phone or email](#).

Overview

UNTHSC is required to administer a return of federal student aid funds policy that complies with federal regulations. Federal financial aid administered at UNTHSC includes Stafford Loans, Perkins Loan, and Grad PLUS loans. Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws during the current enrollment or payment period, a calculation is performed to determine if the student is entitled to the full assistance received during that period. UNTHSC must return any unearned aid that was applied to institutional charges. For example, if a student was enrolled for 30% of the enrollment period, the student is entitled to only 30% of the aid received; thus, 70% of the aid must be returned. Once a student has completed more than 60% of the payment or enrollment period, the student has earned all assistance that the student was scheduled to receive for that period. No return of funds is required. If the student did not receive all of the funds that were earned prior to withdrawal, the student may be due a

Post-Withdrawal disbursement which is determined during the Return of Title IV Funds calculation. The Student Financial Aid Office will notify the withdrawn student in writing of his or her eligibility for a Post-Withdrawal disbursement.

Withdrawal Dates

The Registrar's Office reports the withdrawal date used for Return of Title IV Funds purposes to the Student Financial Aid and Student Finance Offices for recalculation of eligibility. See the [university calendar](#) for program deadlines for dropping or withdrawing from classes.

Calculating Earned and Unearned Title IV Funds

The formula used to calculate the percent of aid earned is the total number of days completed divided by the total days in the enrollment or payment period. The remaining percentage is considered "unearned" and will be returned by the school to the federal aid programs.

$$\frac{\text{Number of days completed}}{\text{Total days in the Enrollment or Payment Period}} = \text{Percent Earned}$$

Returning Unearned Title IV Funds

Institutional charges are used to determine the portion of unearned Federal Student Aid that the school is responsible for returning. The student is responsible for all unearned Title IV program assistance that the school is not required to return. Unearned funds are attributed to Title IV programs in the following order: Direct Unsubsidized Stafford Loan, Direct Subsidized Stafford Loan, Federal Perkins Loan, and Direct Grad PLUS Loan. The student repays unearned loan funds on the normal loan repayment schedule as stated in the MPN and/or Disclosure Statements. Unearned funds returned by UNTHSC will be repaid to the appropriate Title IV program no later than 45 days after the withdrawal date.

Post-Withdrawal Disbursements

A post-withdrawal disbursement is the Title IV aid that was not disbursed before a student withdrew, but which the student had earned based on a Return of Title IV funds calculation. Post withdrawal disbursements are made no later than 180 days after the withdrawal date. The amount of a post-withdrawal disbursement is determined by following the requirements for calculating the "earned" Federal Student Aid funds. For a post-withdrawal disbursement, a withdrawn student must have accepted the loan (Perkins, Direct Subsidized Loan, Direct Unsubsidized Loan or Grad PLUS) and completed the MPN before the withdrawal date.

This page last modified April 29, 2013

Services Related to Online Education

Center for Online Education

The Center for Online Education provides support to programs, faculty, and students for academic instruction that is provided through online tools and resources. The Center partners with academic departments to develop programs and deliver virtual classroom education. The Center for Online Education also provides training and support for a variety of technology applications related to online learning. Distance students may find help and support for their online experience at <http://www.unthsc.edu/education/onlineeducation/>.

Division of Student Affairs

The Division of Student Affairs also offers a variety of services for online students. These services include, but are not limited to:

- 24/7 counseling hotline
- Free professional counseling in locations across the United States
- Financial assistance and debt management resources
- Academic support services such as subject related tutoring and writing skills tutoring
- Course/instructor evaluation services
- Registration and enrollment management
- Student health insurance
- Career placement services

For a full explanation of all these services provided within the Division of Student Affairs, please visit:<http://web.unthsc.edu/Departments/StudentAffairs/>.

This page last modified March 6, 2013

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, provided that such changes or additions are intended to improve the quality of education and are introduced in a fair and deliberate manner with appropriate notice provided to all students affected by the changes.

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 the Police Department 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

The Health Science Center requires all students to comply with immunization and health screening requirements in order to protect the campus community, including patients who students have direct contact, from illness and disease.

The Health Science Center will establish immunization requirements for each academic program based on requirements of the Texas Department of Health Services and recommendations of the Center for Disease Control. A student's failure to comply will result in an academic hold on the student's account.

Students will be given written notice of all vaccination and health screening requirements prior to initial enrollment. The notice will reference the opportunity for students to claim an exemption from vaccination requirements and the importance of consulting a physician about the need for immunization to prevent disease.

Bacterial Meningitis - Prior to enrollment, all entering students must provide either a certificate signed by a health practitioner or an official immunization record to Student Health Services evidencing the student's bacterial meningitis vaccination dose or booster in accordance with regulations of the Texas Department of Health Services. Documentation must confirm the date of the vaccination no later than 10 days before the first day of the semester or term in which the student initially enrolls unless the student is granted an extension as provided for in regulations of the Texas Department of Health Services. See the Immunizations and Health Screenings policy at www.hsc.unt.edu/policies/policieslist.cfm for exclusions.

Vaccinations required by the Texas Department of Health Services - A student enrolled in courses which will involve direct patient contact with potential exposure to blood or bodily fluids must provide evidence of compliance with all immunizations required by the Texas Department of Health Services to the Office of Student Health Services prior to engaging in any activities involving direct patient contact as described above. A student may be provisionally enrolled in a course if the student has received at least one dose of each vaccine specified by the Texas Department of Health Services prior to enrollment and goes on to complete each vaccination series on schedule. Provisionally enrolled students may not participate in coursework or activities involving direct patient contact as described until the full vaccination series is completed.

TB - A student must submit to annual TB testing screening upon enrollment according to program specific requirements.

Exclusions - Students may request an exclusion from immunization in the manner described below. Students who are excluded from immunization requirements upon request based on medical contraindications or reasons of conscience will be prohibited from engaging in direct patient contact with potential exposure to blood or bodily fluids in order to protect the patients from illness or disease. An excluded student will also not be eligible to participate in any volunteer, or paid experience as a representative of UNTHSC if the experience involves contact with human patients, human research subjects, human fluids, or human tissues. See the Immunizations and Health Screenings policy at www.hsc.unt.edu/policies/policieslist.cfm for exclusions.

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. For information on minimum coverage standards visit www.hsc.unt.edu/departments/studentaffairs/studenthealth/default.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 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99) 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.

Directory Information

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:

- Name
- Address
- University assigned e-mail address
- University assigned Enterprise-wide User Identification Number (EUID) so long as the EUID cannot be used to gain access to the student's education records except when used in conjunction with another factor to authenticate the student's identity
- Month, day, and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Dates of attendance
- Enrollment status (e.g., professional or graduate; full-time or part-time)
- Degrees, awards and honors received (including selection criteria)
- Expected graduation date
- Most recent previous school attended
- Photograph
- Thesis and dissertation titles
- Academic Advisor (including student's major professor)
- Postgraduate training site for medical graduates and degree candidates

Currently enrolled students wishing to withhold any or all directory information may do so by submitting a written request in the Office of the Registrar prior to the 12th class day in the fall and spring terms or equivalent dates during the summer sessions. A request to withhold directory information may be submitted after the stated deadline for a term or session, but information may be released between the deadline and receipt of the request. Directory information of a student who has requested withholding of directory information will remain excluded until the student submits a subsequent written request to release directory information.

[Withhold Directory Information Form](#)

Education Records

An education record is any record maintained by the University or agency or party acting for the University from which a student can be personally identified. Records may be in any form and include, but not limited to: written documents, computer media, video or audio tape, photographs, microfilm, microfiche, and electronic files.

Education records do not include:

- Sole possession records (a record kept by a faculty or staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other)
- Law enforcement records
- Employment records
- Medical records
- Alumni records
- Grades on peer-graded papers before they are collected and recorded by an instructor

Student Right to Inspect and Review Records

With limited exception, students have the right to inspect and review their education records. Students who wish to review their education records should contact the Office of the Registrar. The Office of the Registrar or an appropriate University staff person will make the needed arrangements for access and notify the student of the time and place where the records may be inspected. The university will comply with all student requests to review and inspect records within 45 days from the date the request was received. Students requesting access to the education records may be asked to verify their identity at the time of the request with a government-issued photo identification. Students seeking access either electronically or by telephone will be asked for items of specific individual relevance in order to verify the student's identity. A parent of a dependent child requesting access to their child's education record will be asked to verify both their identity and their claim of the student as a dependent for tax purposes.

Student Right to Request Amendment of Education Records

UNTHSC students have a right to request amendment to their educational records if the student believes that the information contained in the education record is inaccurate, misleading or in violation of the student's right of privacy. The university will review requests to amend an education record and will issue a determination within a reasonable time after receiving the request.

If the university determines that an education record will not be amended the university will inform the student of the decision and of the student's right to a hearing in accordance with this policy. Requests for a hearing to challenge the contents of an education record must be submitted to the Vice President of Student Affairs. The request must identify the contested items in the education record and must specify the basis for the claim that the record is inaccurate, misleading or a violation of the privacy rights of the student. At the requested hearing the student will be given a full and fair opportunity to present evidence,

and may, at their own expense be assisted or represented by one or more other individuals, including an attorney. If the university determines that the education record is not inaccurate, misleading or a violation of the student's privacy, the student may place a statement in their education record commenting on the contested content and/or stating the basis for disagreement with the university's decision. The university will amend any education record that is determined to be inaccurate, misleading or a violation of the student's privacy rights, and inform the student of the amendment in writing. The right to amend or correct an education record does not apply to routine grade appeals.

Student's Right to Consent to Disclosure of Education Records

Except in limited circumstances, UNTHSC will not release personally identifiable information from a student's education record without signed, dated, written consent from the student. A student's consent to disclose an education record to a third party must specifically identify the education record for which consent is granted, the purpose for the disclosure, and the identity of the person or entity to which the education record is to be disclosed.

Disclosure of Education Records as Permitted without a Student's Consent

The university may disclose personally identifiable information from a student's education record without the consent of the student to the following:

- UNTHSC may release a student's education record to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- UNTHSC may release a student's education record to a student's parent/guardian when: (1) the student is a dependent of the parent for tax purposes as evidenced by appropriate documentation, including the parent's most recent tax return or a student financial aid application; (2) when a health or safety emergency necessitates the disclosure to protect the health or safety of the student or another individual; (3) when the student is under 21 years of age at the time of the disclosure and the student has violated a Federal, State or local law or any rule or policy of the university governing the use of possession of alcohol or a controlled substance and the university has found the student in violation of the Code of Student Conduct based on the infraction.
- Disclosure to another school to which a student seeks or intends to enroll.
- Disclosure to certain officials of the U.S. Department of Education, the Comptroller general, the Attorney General of the United States, state and local education authorities, and certain state or federally supported education programs.
- Disclosure in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms or conditions of the aid.
- Disclosure pursuant to comply with a judicial order or lawfully issued subpoena.
- Disclosure to organizations conducting certain studies for or on behalf of the university.
- Disclosure to accrediting organizations to carry out their accrediting functions.
- Disclosure to appropriate parties, including a parent, law enforcement, or emergency personnel, in connection with a health or safety emergency.
- Disclosure to victims of an alleged perpetrator of a crime of violence or a non-forcible sex offense, limited only to the final results of a disciplinary proceeding conducted by the university with respect to the alleged crime regardless of whether the university concluded a violation occurred.
- Disclosure to any member of the public in matters relating to sex offenders and information provided to the university under relevant Federal law.

Student's Right to Report Violations of FERPA

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. The name and address of the Office that administers FERPA is:

The United States Department of Education
Family Policy Compliance Office
400 Maryland Avenue S.W.
Washington, DC 20202-4605

UNT Health Science Center FERPA Policy

The UNT Health Science Centers FERPA policy statement appears in its entirety in the UNTHSC Policy Manual. To link directly to UNTHSC's FERPA policy please click here:

<http://www.hsc.unt.edu/policies/PoliciesList.cfm>. Then click on 07: Student Affairs, Education and Funding, then General and Student Affairs, then locate 7.113 Student Policy- FERPA policy. Questions concerning FERPA should be directed to the Office of the Registrar.

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 at www.hsc.unt.edu/policies/policieslist.cfm.

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 or through the Office of Equal Employment Opportunity at 817-735-2000.

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 documented 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 admitted students provide as part of a request for academic accommodation;
2. Provides accommodation information to other Health Science Center offices to coordinate academic 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 adaptive 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 adaptive 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 accommodation needs; and
10. Provides assistance with access to facilities.

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.

Policies and Crime Reporting Procedures

Individuals should immediately report alleged criminal actions (including sex offenses) or emergencies that occur on or off-campus of the Health Science Center through any of the following means:

For Emergencies:

- Dial 2600 on campus (this identifies your location on campus - dialing 911 DOES NOT identify your location on campus);
- Call the UNTHSC Police Department (PD) from any emergency telephone located throughout the campus;
- Individuals with hearing impairments should dial 800-RELAY TX (TTY).

Emergencies include any crime in progress, medical emergencies, a strange car repeatedly driving in the same area of campus, an intoxicated person, a safety hazard, or any situation that you believe to be suspicious or dangerous.

For Non-Emergencies:

- Call the UNTHSC Police at (817) 735-2210 or personally visit the UNTHSC Police Department at 3600 Mattison Avenue;
- Use one of the marked emergency telephones located throughout the campus;
- Contact an officer in uniform on patrol;
- Request that any campus official assist with reporting the alleged crime;
- TTY callers: 800-RELAY TX.

You are encouraged to report alleged crimes by using the above means; however, there are campus officials to whom you may also report a crime who have significant responsibility for student and campus activities. These officials include all deans, directors, department chairs, and administrators at the vice presidential level or higher.

The UNTHSC PD will review reports of alleged criminal activity and will send an officer immediately or refer the report for subsequent investigation, depending upon the nature and seriousness of the offense involved. Individuals reporting an alleged crime should attempt to preserve evidence that might prove the crime was committed. All criminal incidents are investigated by UNTHSC PD.

UNTHSC PD response(s) include, but are not limited to:

- Immediate response to emergencies through dispatch of one or more officers;
- Investigation of reports in accordance with UNTHSC PD procedures;
- Arrest and filing of charges, depending upon the circumstances of the incident;
- Referring alleged offenders to appropriate campus agencies, such as the Office of Student Affairs; and
- Making timely warning and reports of crimes that represent a continuing threat to students, faculty and staff.

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.

The Annual Crime Security Awareness Report of the UNT Health Science Center is available in the Student Affairs Office and the University Police Department. Information for the Health Science Center crime statistics is available on the Campus Police website:

<http://www.hsc.unt.edu/departments/police/statistics.html>. Additionally, campus crime logs are available for review at the University Police Department.

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 up to and including 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 at <http://www.hsc.unt.edu/policies/PoliciesList.cfm>.

CARE Team and Involuntary Student Medical Withdrawal

The University of North Texas Health Science Center is committed to providing an educational environment that is conducive for students to develop their fullest potential. On rare occasions the University may be required to activate a systematic response to students who may be in crisis or whose mental, emotional or psychological health condition may directly threaten the safety of the educational environment. The CARE Team will provide a confidential program of identification, intervention and response in order to provide students with the greatest chance for success and the University community with the greatest level of protection.

This policy does not replace any academic based withdrawal or dismissal policies or any Student Code of Conduct & Discipline procedures to address student disciplinary issues. For more information regarding this policy, visit <http://www.hsc.unt.edu/policies/policieslist.cfm>.

HIV Infection and AIDS

The Health Science Center recognizes that personnel/students with HIV infections may wish to continue in their normal work/academic activities. Such individuals may continue in their normal activities so long as their physical condition allows them to do so. Self-reporting of infectious diseases except as required by law, is not mandatory, but is encouraged. A designated infectious disease physician will make determinations of fitness on a case-by-case basis. For more information regarding this policy, please visit <http://www.hsc.unt.edu/policies/policieslist.cfm>.

Free Speech and Public Assembly on Campus Grounds

The University of North Texas Health Science Center recognizes that the freedom of expression and public assembly are fundamental rights of all persons and are essential components of the educational process. Such activities promote debate and the sharing of ideas, which are the foundation of educational institutions. For more information regarding this policy, visit <http://www.hsc.unt.edu/policies/policieslist.cfm>.

Absence for Religious Holidays

In accordance with state law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. For more information regarding this policy, visit <http://www.hsc.unt.edu/policies/policieslist.cfm>.

Hazing

Hazing is a criminal act under the state law of Texas. By definition, “hazing” is any intentional, knowing, or reckless act by one person alone or acting with others, directed against a student, “that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization” whose members are or include UNTHSC students.

Examples of hazing include, but are not limited to:

- Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing a harmful substance on the body, or similar activity.
- Any type of physical activity that subjects a student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of a student, such as sleep deprivation, exposure to the elements, confinement in a small space or calisthenics.
- Any activity involving consumption of alcoholic beverages, liquor, drugs, food, liquid, or any other substance that exposes a student to unreasonable risk of harm or that adversely affects the mental or physical health or safety of a student.
- Any activity that intimidates or threatens a student with ostracism or that subjects the students to extreme mental stress, shame or humiliation that adversely affects the mental dignity of the student or discourages the student from entering or remaining registered at UNTHSC, or that may reasonably be expected to cause the student to leave the organization or UNTHSC rather than submit to hazing whether the act is committed in person or communicated by other media including social networking.
- Any activity that induces, causes, or requires a student to perform a duty or task that requires commission of an illegal act.

Hazing occurs regardless of whether the act is committed on or off the university campus and regardless of whether the student victim may have consented to or acquiesced in the activity.

A person engages in hazing not only by directly engaging in hazing activity, but also by soliciting, directing, encouraging, directing, aiding, or attempting to aid another in hazing; or by recklessly allowing hazing to occur; or by knowingly failing to report firsthand knowledge that a specific hazing incident is planned or has occurred; any person reporting a specific hazing incident involving a student to the Office of Student Affairs or other appropriate university official is immune from civil or criminal liability that might otherwise be incurred as a result of the report.

Students may be prosecuted for committing an act of hazing or for failing to report first-hand knowledge of hazing. Incidents or planned incidents of hazing must be reported to any one of the following:

Office of Student Affairs – (817) 735-2505

UNTHSC Police Department – (817) 735-2210

UNTHSC Ethics Hotline – 1-877-606-9187

Organizations can also be prosecuted for committed acts of hazing, by condoning or encouraging hazing, or if an officer or any combination of members, pledges, or alumni of the organization commit or assist in the commission of hazing. State law specifically extends the definition of "organization" to include "a fraternity, sorority, association, corporation, order, society, corps, club, or service, social, or similar group whose members are primarily students at an educational institution."

Organizations found to have committed an act of hazing may be fined. Individuals found guilty of hazing can be fined and sentenced to jail. Additionally, the university may discipline a student, to include permanent expulsion, and may also discipline an organization, including permanently removing the organization from campus.

Over the past three years, no organizations have been disciplined for hazing.

For further information about hazing, please contact the Office of Student Affairs, Carl E. Everett EAD 2nd Floor, or (817) 735-2505, or the Student Code of Conduct & Discipline at <http://www.hsc.unt.edu/departments/studentaffairs/>.

Student Employment

For information regarding policies related to student employment, visit <http://www.hsc.unt.edu/policies/policieslist.cfm>.

Travel

It is the policy of the university to promote safety and to encourage students to engage in safe conduct when traveling to and from university activities or events. Accordingly, in addition to encouraging students to use good judgment, the university has adopted this policy and authorized the university Office of Facilities Management to approve rules designed to encourage safe behavior on the part of students presently enrolled at the university.

This policy applies to all UNTHSC students who travel to an activity or event that is organized and sponsored by the university when:

- the activity or event is located more than 25 miles from the campus from which travel originates; and
- the travel is:
 1. required by a student organization properly registered at the university; or
 2. funded by and requires use of a vehicle owned or leased by the university.

For purposes of this policy, an activity or event is organized and sponsored by the university when it has been planned, funded and properly approved by the appropriate university official.

For more information regarding this policy, visit <http://www.hsc.unt.edu/policies/policieslist.cfm>.

Gang Free Zones

Premises owned, rented or leased by the University of North Texas Health Science Center, and areas within 1,000 feet of the premises are "gang-free" zones. Certain criminal offenses, including those involving gang-related crimes, will be enhanced to the next highest category of offense if committed in a gang-free zone by an individual 17 years or older. See Texas Penal Code, Section 71.028.

Acceptable Electronic Communications

The University of North Texas Health Science Center (UNTHSC) provides various electronic communication resources for the purpose of conducting business in support of UNTHSC's organizational mission. UNTHSC is the legal owner and operator of all electronic communication resources purchased or leased with UNTHSC funds. All electronic records are the property of UNTHSC, not of the individuals creating, maintaining, sending or receiving such data or information. Each person granted access to UNTHSC electronic communication resources and electronic records is responsible for appropriate use as stated within this policy as well as adherence to all applicable federal, state and local laws. UNTHSC reserves the right at any time to limit, restrict or deny access to its electronic communication resources and records, as well as to take disciplinary and/or legal action against anyone who is in violation of this policy or applicable laws.

This page last modified March 25, 2013

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 Admissions Office within TCOM, SPH, GSBS, SHP, or SCP before initial 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.

Note - 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 complete an online exit counseling at <https://studentloans.gov> to obtain a clearance signature from the Financial Aid Office. 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.

Refund Schedule for Complete Withdrawal Fall/Spring, and 10 Weeks Summer Session (SUM)	
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

Refund Schedule for Complete Withdrawal Sessions Less than 10 Weeks (8W1, 8W2, 5W1, 5W2, 3W1)	
100 percent refund	Prior to the first day of classes
80 percent refund	During the first through third class days
50 percent refund	During the fourth through sixth class days
No refund	Seventh day of class 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 are used. An additional \$25 fee is charged for each returned check.

This page last modified March 25, 2013

Course & 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. 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. Registration

is coordinated by the Registrar's Office in cooperation with the school in which the student enrolls. 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.

1. TCOM - Students will be preregistered by the Registrar's Office prior to the beginning of each academic term.
2. GSBS - Students in a cohort program will be preregistered by the Registrar's Office prior to the beginning of each academic term. All other 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.
5. SCP - 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.

Certain exceptions are made to the minimum and maximum enrollment rules based on the program requirements of each school, and information about these exceptions can be found in the program-specific sections of this catalog.

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.

Academic Probation and Suspension

Policies regarding academic 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 see policy number 7.127 within 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. UNTHSC email is a secure portal that can only be accessed by the student. 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 Educational 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 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, and 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/Notice of Complaint

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. This 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/appear 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.

Note: Students receiving financial aid also must contact the Office of Financial Aid before dropping a class or withdrawing. Students receiving financial aid may be required to go through an exit interview with a financial aid counselor before they are permitted to withdraw.

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.

This page last modified March 7, 2013

Texas College of Osteopathic Medicine

Office of the Dean

Don N. Peska, DO, MEd, Dean

Dennis P. Shingleton, MS, MBA, Chief of Staff

Dawn Kingdon, MBA, Executive Assistant

Contact Information:

817-735-5057 or 817-735-2244

DeanTCOM@unthsc.edu



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

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Catherine Boney, Admissions Committee Coordinator

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Office of Academic Affairs

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Office of Rural Medical Education

John Bowling, DO, Assistant Dean of Rural Medical Education

Ana Luz Chiapa-Scifres, MS, MPH, Director of Research & Evaluation

Kimberly Hankins, MSW, Director of Rural Community Relations

Office of Curricular Design and Faculty Development

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

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Office of Educational Programs

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

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Eryn Loney, MLA, Director of Career Development

Amy Moss, DO, Director of Medical Education

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TCOM Research

John Licciardone, DO, MS, MBA, Executive Director, Osteopathic Research Center

Cathleen Kearns, Administrative Director, Osteopathic Research Center

Peggy Smith-Barbaro, PhD, Sr. Director of Student Research & Development

Wendy Stoecker, Director of Clinical Trials

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817-735-5057

DeanTCOM@unthsc.edu

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."

This page last modified February 18, 2013

TCOM Academic Calendar

	Fall 2013	Spring 2014
Year 1 DO Students		
Register for classes (completed by the Office of the Registrar)	June 24	Nov 11
Orientation	July 15-19	---
First day of classes	July 22	Jan 2
Census date	Aug 6	Jan 17
Last day for students to withdraw with partial refund	Aug 16	Jan 29
White Coat Ceremony (mandatory)	Jul 20	---
Last day of classes	Dec 13	Jun 6
Grades due to registrar by 5:00 p.m.	Jan 6	Jun 13
Year 2 DO Students		
Register for classes (completed by the Office of the Registrar)	Jun 24	Nov 11
First day of classes	Jul 22	Jan 2
Census date	Aug 6	Jan 17
Last day for students to withdraw with partial refund	Aug 16	Jan 29
Last day of classes	Dec 13	May 16
Grades due to registrar by 5:00 p.m.	Jan 6	May 23
Year 3 DO Students		
Register for clinical clerkships (completed by the Office of the Registrar)	May 3	---
Clinical Skills Clerkship begins	June 24-27	---
Clinical Clerkships begin	July 8	---
Last Day of clerkships	---	June 20
Year 4 DO Students		
Register for clinical clerkships (completed by the Office of the Registrar)	May 3	---
Clinical Clerkships begin	July 8	---
Last day of clerkships	---	April 25
Hooding Ceremony	---	TBD
Commencement	---	TBD
Holidays and Special Events (Please note that holidays may vary for students on rotation and for members of the faculty and staff)		
Labor Day	Sept 2	
Thanksgiving	Nov 28-29	
Winter Break	Dec 16-Jan 1	
Martin Luther King, Jr. Day	Jan 20	
Spring Break	March 10-14	
Research Appreciation Day	TBD	
Commencement	TBD	
Memorial Day	May 26	
Independence Day	July 4	
Refund Schedule (Complete Withdrawal)		
Medical students who withdraw in the fall of the academic year will receive a 100% refund of tuition and fees for the second half of the year and a refund for the first half of the year based upon the schedule below.		

This page last modified February 11, 2013

Admissions

E-mail: TCOMAdmissions@unthsc.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 230 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:

<https://www.aamc.org/students/applying/mcat/>

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.

This page last modified February 11, 2013

Special Group Information

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.

This page last modified February 11, 2013

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. The interested student chooses one of 3 programs – each with a different level of engagement and intensity.

1. ROME Rural Scholars Program
2. ROME Rural Primary Care Continuity Program
3. 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 (30+ hours per semester). Throughout the ROME Rural Scholars Program, students work directly with faculty preceptors from rural communities across the state of Texas. This program provides students with the real world experience of living and working in rural Texas communities. Under the supervision of community-based faculty physicians, students experience the practice of osteopathic medicine 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, a portion of their curriculum is completed in the same community throughout all four years of their medical education. This includes a Lifestyle Practicum in Year 1, a Pre-Clinical Preceptorship in Year 2, a twelve (12) 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 throughout this program. Students also complete a community health research project. This project targets a specific need of the assigned community and provides the student experience with public health responsiveness.

The ROME Rural Primary Care Continuity Program provides an opportunity for students enrolled in the general TCOM curriculum (no additional coursework) to participate in rural clinical experiences with a specific rural physician 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.

The ROME Rural Elective Program provides students in the general TCOM curriculum an opportunity to participate in a targeted rural rotation. This unique experience offers a brief snapshot of the specific challenges and opportunities within a rural health care setting.

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.

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Dual Degree Programs

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UNTHSC offers several dual degree opportunities bridging the MPAS and DO degrees with the MPH, MS and PhD degrees within the School of Public Health (SPH) and Graduate School of Biomedical Sciences (GSBS). Future dual degree opportunities will also be offered to students pursuing the DPT and PharmD degrees and additional public health degrees.

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 levels 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. Entry into the DO/MS program may occur during year 1, 2, or 3 of the medical curriculum.

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 in the MS/DO from sources including research grants, departmental assistantships and other departmental funds. This support can include tuition, and may include a stipend. All dual degree program students are eligible to apply for financial aid.

During Block 2, the student will also participate in a half-day elective clinical rotation each week. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

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 as necessary. As noted above, an additional elective month will be available and can be used to complete the thesis requirement.

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 Program			
		DO Degree	MS Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	No requirements
	Year 2	Semester 3-4 of medical curriculum	No requirements
	Year 3	Core Clinical Clerkships	No requirements
Block 2	Year 4	Single Intermittent Clinical Clerkship	GSBS courses and thesis research
Block 3	Year 5	Completion of Clinical Clerkships	Completion of thesis & defense

DO/PhD Format

Entry into the DO/PhD program may occur either 1) at entry into medical school (Medical Scientist Training Program) or 2) by application to and acceptance into the PhD program of the GSBS during years 1, 2 or 3 of medical school. Students accepted into the DO/PhD program can take one of two curricular paths as described below. The decision as to which Path is chosen will be made by the student in consultation with his/her graduate program mentor, and must be approved by the deans of TCOM and the GSBS.

PATH 1: The curricular sequence for PATH 1 follows the three blocks described below and is illustrated in the Table.

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.

Block 2. Block 2 consists of at least two years dedicated to graduate study. 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. 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. The student will receive a waiver of all TCOM and GSBS tuition as supported by the Multidisciplinary Program. In addition, the student will receive an annual stipend consistent with the GSBS graduate stipend for doctoral students provided by the Multidisciplinary Program.

During Block 2, the student will also participate in a half-day elective clinical rotation biweekly. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

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 Program: PATH 1			
		DO Degree	PhD Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	Optional: Identify mentor
	Year 2	Semester 3-4 of medical curriculum / COMLEX Level 1	Optional: Identify mentor
	Year 3	Core Clinical Clerkships / COMLEX Level 2	Mentor identified
Block 2	Year 4-5 (or 6)	Single Intermittent Clinical Clerkship	GSBS courses & dissertation research Grant Defense & Candidacy Exam
Block 3	Year 6 (or 7)	Completion of Clinical Clerkships	Completion of dissertation & defense

PATH 2: The curricular sequence for PATH 2 will follow the same sequence as PATH 1, except that 1) Block 1 will include only Years 1 and 2 of the medical curriculum and completion of only Level 1 of the COMLEX exam, and 2) Block 3 will include both Years 3 and 4 of the medical curriculum (clerkships).

DO/PhD Program: PATH 2			
		DO Degree	PhD Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	Optional: Identify mentor
	Year 2	Semester 3-4 of medical curriculum / COMLEX Level 1	Mentor identified
Block 2	Year 3-4 (or 5)	Single Intermittent Clinical Clerkship	GSBS courses & dissertation research
Block 3	Year 5 (or 6)	Core Clinical Clerkships / COMLEX Level 2	Completion of dissertation & defense
	Year 6 (or 7)	Completion of Clinical Clerkships	Completion of dissertation & defense

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Dual Degrees with the School of Public Health

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UNTHSC offers several dual degree opportunities bridging the MPAS and DO degrees with the MPH, MS and PhD degrees within the School of Public Health (SPH) and Graduate School of Biomedical Sciences (GSBS). Future dual degree opportunities will also be offered to students pursuing the DPT and PharmD degrees and additional public health degrees.

DO/MPH Track

There are two options for the DO/MPH track: 1) Professional option or 2) Thesis option. These options differ in regard to the Block 2 phase below.

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 Part 1 and Part 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 Dean of TCOM and the Dean of the School of Public Health. During Block 1, the coursework completed within the TCOM curriculum will count for between 6-12 credit hours toward the MPH degree as determined by the SPH graduate committee.

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 MPH degree for either the Professional Option or the Thesis Option. For the Professional Option, this coursework will include a public health practicum experience and will culminate with a comprehensive examination or Capstone project. For the Thesis Option, significant progress toward the completion of the thesis research is expected under the direction of a research mentor and graduate committee.

During Block 2, the student will also participate in a half-day elective clinical rotation biweekly. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

Block 3. During Block 3, the student will complete the required clinical rotations. During this block, the student may also continue work toward completion of the master’s thesis as necessary. At the end of Block 3, the student is expected to have completed the curriculum required for the DO degree and to have completed the required courses and research requirements according to the SPH degree plan. Following completion of the curricula required for both degrees, the student is awarded the DO degree through TCOM and the MPH degree through SPH.

DO/MPH Program			
		DO Degree	MPH Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	No requirements
	Year 2	Semester 3-4 of medical curriculum	No requirements
	Year 3	Core Clinical Clerkships	No requirements (optional coursework)
Block 2	Year 4	Single Intermittent Clinical Clerkship	Completion of MPH coursework & work on PH Practicum (Professional Option) or Thesis Research (Thesis Option)
Block 3	Year 5	Completion of Clinical Clerkships	Defense of Practicum or Thesis

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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 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 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 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 7625](#) Clinical Medicine 4 + Ethics

[MEDE 7320](#) Osteopathic Manipulative Medicine 4

[MEDE 7021](#) Community Medical Resources 4

[MEDE 7220](#) Rural Medicine 4 (Rural Scholars Program)

[MEDE 7120](#) Honors Elective

Year 3, Semesters 5 and 6 Core Clerkships

[MEDE 8400](#) Clinical Skills (1 week)

[MEDE 8809](#) Family Medicine (8 weeks)

[MEDE 8834](#) Family Medicine (Rural Scholars Program) (8 weeks)

MEDE 8810 Internal Medicine (8 weeks)

MEDE 8836 Internal Medicine (Rural Scholars Program) (8 weeks)

MEDE 8417 Manipulative Medicine (4 weeks)

MEDE 8441 Manipulative Medicine (Rural Scholars Program) (4 weeks)

MEDE 8607 Obstetrics and Gynecology (6 weeks)

MEDE 8633 Obstetrics and Gynecology (Rural Scholars Program) (6 weeks)

MEDE 8608 Pediatrics (6 weeks)

MEDE 8631 Pediatrics (Rural Scholars Program) (6 weeks)

MEDE 8409 Psychiatry (4 weeks)

MEDE 8811 Surgery (8 weeks)

MEDE 8838 Surgery (Rural Scholars Program) (8 weeks)

MEDE 9301 Rural Scholars Community Health Research Project (2 years)

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 8839 Primary Care/Geriatrics Partnership (Rural Scholars Program) (8 weeks)

MEDE 8406 Subspecialty Internal Medicine (4 weeks)

MEDE 8430 Subspecialty Internal Medicine (Rural Scholars Program) (4 weeks)

MEDE 8440 Cardiology (Rural Scholars Program) (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 9446](#) Rural Community Health Systems

[MEDE 9460](#) Academic Medicine

[MEDE 8099](#) Directed Studies

Year 4, Semester 8 (1 week)

Graduation Preparation and Documentation

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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 and/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 Medicine Residency

Internal Medicine Residency

Conroe Medical Education Foundation

605 S. Conroe Medical Drive

Conroe, TX 7730

866-782-666

<http://www.lonestarfamily.org>

Stephen McKernan, DO, Director of Medical Education

Approved Programs:

Family Medicine Residency

Driscoll Children's Hospital

3533 South Alameda

Corpus Christi, TX 78411

(361) 694-5465

<http://www.driscollchildrens.org>

William Dirksen, MD, Administrative Director of Medical Education

Approved Programs:

Pediatrics Residency

Good Shepherd Medical Center

700 E. Marshall Avenue

Longview, TX 75601

(903) 315-3737

<http://www.gsmc.org/residency/>

John McDonald, DO, Director of Medical Education

Approved Programs:

Internal Medicine

JPS Health Network

1500 S. Main Street

Fort Worth, TX 76104

(817) 927-1173

<http://www.jpshhealthnet.org>

Josephine Fowler, MD, Administrative Director of Medical Education

Approved Programs:

Obstetrics-Gynecology Residency
Orthopedics Residency
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

Fort Worth, TX 76104

(817) 347-5887

<http://www.plazamedicalcenter.com>

Lisa R. Nash, DO, Director of Medical Education

Approved Programs:

Cardiology Fellowship
Family Medicine Residency
Gastroenterology Fellowship
General Surgery Residency
Internal Medicine Residency
Interventional Cardiology Fellowship
Rheumatology Fellowship

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:

Family Medicine Residency

Texas Tech University Health Science Center-Lubbock

3601 4th Street

Lubbock, TX 79430

(806) 743-2770

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

Ron Cook, DO, Director of Medical Education

Approved Programs:

Family Medicine 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 Medical Education

Approved Programs:

Dermatology Residency (DFW and Houston)
Geriatrics-Internal Medicine Fellowship
Neuromusculoskeletal Medicine Plus One Residency
Neuromusculoskeletal Medicine Residency
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 R. Nash, DO, FAAFP

Associate Dean for Educational Programs

Texas College of Osteopathic Medicine

Medical Education and Training Building

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Fort Worth, TX 76107

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Registration & Health and Technical Standards

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

Introduction

The Texas College of Osteopathic Medicine (TCOM) requires each student to meet certain minimum technical standards as outlined below. Every TCOM student is required to possess those intellectual, ethical, physical, and emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence as set forth by the faculty and necessary to treat patients of all genders, ethnicities and cultural backgrounds.

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. Therefore, every TCOM graduate must have the knowledge and skills to effectively function in a broad variety of clinical situations and be able to safely provide a wide spectrum of patient care to all people without discrimination on the basis of race, ethnicity, national origin, religion, sexual orientation, gender, or disability.

Each TCOM osteopathic medical student must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data while delivering full patient care. Each student must have the ability to see, hear, and touch independently to optimally assess the physical, mental, and emotional status of patients.

To facilitate the acquisition of skills necessary to provide optimum patient care and safety, each student at TCOM must:

1. Behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician.
2. Demonstrate respect for individuals and groups regardless of age, gender, sexual orientation, race, ethnicity, national origin, religion, or disability.
3. Meet minimal technical and ability standards.

Technical Standards

Each TCOM student must have abilities and skills in four areas: observation, communication, motor function, and cognition. Each student must be able to meet all technical standards either with or without reasonable accommodation. The specific technical standards required by TCOM are set forth below.

Observation & Visual Integration

Each student must have sufficient visual capabilities to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. Each student must have sufficient visual capabilities to observe patients and any normal or abnormal finding the patient may exhibit.

Each student must be able to observe a patient accurately at varying distances with the ability to determine size and depth of an object in low light at 0.3cm, and with the ability to discern non-verbal communication.

Communication

Each student must be able to speak, hear and observe in order to effectively interact with patients to elicit information, perform physical exams, describe changes in patients' mood, activity and posture, and perceive nonverbal communication. Each student must be able to communicate effectively in English with patients.

Communication includes not only speech but also reading and writing. Each student must be able to effectively and efficiently communicate orally and in writing, including, but not limited to, presenting cases, reading charts, and writing prescriptions and patient care notes, and must do so in areas where there may be distractions.

Motor Function

Each student must have motor function necessary to execute movements required to provide general osteopathic medical care and emergency treatment. This includes but is not limited to palpation, auscultation, percussion and other diagnostic and therapeutic maneuvers. Examples of movements reasonably required of physicians include, but are not limited to, the performance of basic laboratory tests (urinalysis, CBC, etc.), diagnostic procedures (spinal tap, fundoscopic examination etc.), cardiopulmonary resuscitation (CPR), administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, assisting in surgery, obstetrical maneuvers and osteopathic manipulative treatment. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Tactile Sensory Skills

Each TCOM student must possess the ability to use his or her sensory skills. Sensory skills are used in palpation, osteopathic structural diagnosis, osteopathic manipulative treatment, and medical diagnosis and treatment.

Strength and Mobility

Performance of medical treatments, such as osteopathic manipulative treatments and cardio-pulmonary resuscitation, often require upright posture, sufficient upper and lower extremity strength, and overall body strength and mobility to perform appropriate treatment. Each TCOM student must possess the strength and mobility to perform appropriate treatments for their patients.

Cognition

One of the most critical skills required of a physician is the ability to solve complex problems. Problem-solving involves intellectual, conceptual, integrative and quantitative cognitive abilities, as well as the ability to perform measurements, calculations, reasoning, analysis and synthesis. Problem-solving in patient care means making and carrying out diagnostic and treatment decisions under a time limitation, under a reasonable amount of stress, and across diverse clinical settings where others may be present and where there is a certain degree of noise. Each TCOM student must be able to concentrate, analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. In addition, each TCOM student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Reasonable Accommodation

Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that each student meets the technical standards. Reasonable adaptations are those that will enable the osteopathic student to function independently. Every TCOM student is required to function in a team-like fashion in an unimpaired manner with other health professionals. The use of a trained intermediary—meaning that a student's judgment and ability to treat must be mediated by someone else's power of selection and observation—is not a permissible accommodation. Reasonable accommodation will be determined following TCOM's policy.

If you have questions about whether or not you meet these Technical Standards, please contact the Director of Admissions at 817-735-2204.

In the event that accommodations (including temporary) are requested, the student must contact the Center for Academic Performance (CAP) for disability assessment at 817-735-2407.

This page last modified March 25, 2013

Semester Credit Hours and Grades

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 any preclinical course occurring in semesters 1 through 4 must be remediated before beginning the next semester.
- 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. The date and time of any remedial examination will be determined by the course director in consultation with the associate dean.

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 may be recommended for dismissal or may be required to repeat the academic year.
- 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.

This page last modified February 11, 2013

Attendance & Leave of Absence

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.

In accordance with state law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. For more information visit the policy at www.hsc.unt.edu/policies/policieslist.cfm.

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 health-related issue 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.

This page last modified March 6, 2013

Evaluation, Academic Honors, & Advanced Placement/Waivers

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. Academic honors are awarded with the degree at graduation to the highest 10 percent of the graduating class.

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 (unless otherwise specified by the course syllabus) 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 semesters 1 through 4 of enrollment in TCOM.

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 at the end of Years 1, 2, and 3. Class rank will be calculated from the cumulative weighted numeric grade averages from each class completed during the prior and current reporting period (i.e. class rank at the end of year 2 will include cumulative data from years 1 and 2). Final class rank will be calculated from the cumulative weighted numeric grade averages from each class completed during years 1 and 2, plus the cumulative weighted numeric scores attained on the end of rotation standardized examinations for each of the core clerkships completed during year 3. The top 10 % of students will be determined from the final class rank.

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. TCOM does not award advanced placement or waivers for experiential learning or noncredit courses.

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.

This page last modified March 25, 2013

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. 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.

Special Academic Programs, Exams, & Academic Disciplinary Actions

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. For the first late arrival for an examination in a semester, a student will lose 10% of the total number of raw points on the examination. After the first late arrival to an examination in a semester, a student will receive a 0 (zero) % for any subsequent examinations to which he/she arrives late in that semester. 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. The college reserves the right to modify this policy at any time with prior notice to the students and faculty.

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.

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 contacted by the Center for Academic Performance (CAP) for academic counseling. Students may also be contacted by the curriculum director, course director, associate dean, advisory college director, or the clerkship program director for academic counseling. Failure to respond to a request for a meeting for academic counseling by the deadline stated will result in a non-professional conduct report.

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 any preclinical course occurring in semesters 1 through 4 must be remediated before beginning the next semester.
- 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. 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.

Remediation will be scheduled by the Office of the Associate Dean for Academic Affairs solely at her/his discretion.

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 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.

This page last modified February 11, 2013

Requirements for Graduation

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; and
- 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.

This page last modified March 6, 2013

Graduate School of Biomedical Sciences (GSBS)

Office of the Dean

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Office of Admissions and Services

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Office of Outreach and Recruitment

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Jessica Brewer, Graduate Student Recruitment Specialist

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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.

This page last modified February 7, 2013

GSBS Academic Calendar

	Fall 2013	Spring 2014	Summer 2014
Admissions			
Note: All application materials must be submitted for consideration.			
Application deadline for all programs EXCEPT Master of Science in Medical Sciences, Biotechnology, and Clinical Research Management	Feb 1, 2013	N/A	Feb 1, 2014
Application deadline for Master of Science programs in Medical Sciences, Biotechnology, and Clinical Research Management	N/A	N/A	March 14, 2014
Orientation			
International New Student Orientation (mandatory)	Aug 14	N/A	May 20
New Student Orientation (mandatory for all students, including international)	Aug 14-16	N/A	May 21-23
Registration			
Regular Registration	July 15-28	Nov 18-Dec 1	Apr 14-27
Late Registration (\$25 fee)	July 29-Aug 2	Dec 2-6	Apr 28-May 2
New Student Registration	Aug 15	N/A	May 22
Important Class Days			
First day of class	Aug 19	Jan 6	May 27
Census date	Sept 4	Jan 22	Jun 11
Last day of class	Dec 6	May 2	Aug 1
Grades due by 5:00 p.m.	Dec 11	May 7	Aug 6
Schedule Changes			
Last day to Add/Drop (Schedule Revision). This is the last day to add a course to an existing schedule.	Aug 23	Jan 10	May 30
Courses dropped after this date will appear on transcripts. (Those who withdraw from all courses are subject to the refund schedule at the bottom of the page).	Sept 4	Jan 22	June 11
Last day to Drop a course or Withdraw from UNTHSC with an automatic "W." After this date, a grade of "WF" may be recorded.	Sept 27	Feb 14	June 20
From this date forward, Instructors may assign "WF" for dropped courses.	Sept 30	Feb 17	June 23
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.	Nov 29	Apr 25	July 21
Tuition/Fee Payments and Courses Refunds			
Last day to pay tuition and fees.*	Aug 18	Jan 5	May 26
All students with a balance due will be dropped for non-payment. **	Sept 4	Jan 22	June 11
Last Day for refund for dropped courses (those who withdraw from all courses are subject to the refund schedule at the bottom of the page).	Sept 4	Jan 22	June 11
Refund Schedule (Complete Withdrawal)			
Last day to withdraw for a 100% refund	Aug 18	Jan 5	May 26
Last day to withdraw for a 80% refund	Aug 23	Jan 10	May 29
Last day to withdraw for a 70% refund	Aug 30	Jan 17	N/A
Last day to withdraw for a 50% refund	Sept 6	Jan 24	June 3
Last day to withdraw for a 25% refund	Sept 13	Jan 31	N/A

Graduation			
Last day to file Declaration of Intent to Graduate	Aug 2	Dec 6	May 2
Last day to complete and submit all graduation requirements	Nov 22	April 18	Jul 18
Commencement	TBD	TBD	TBD
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 2		
Thanksgiving Break*	Nov 28-29		
Winter Break*	Dec 9 – Jan 1		
Martin Luther King, Jr. Day*	Jan 20		
GSBS Honors Day	TBD		
Memorial Day*	May 26		
Independence Day*	Jul 4		

*Bills for courses added during the regular and late registration periods are due the day before those courses begin. Schedule changes and course adjustments made during the Add/Drop period that result in additional bill must be paid the last day of the Add/Drop period.

**Students with an approved payment plan are exempt from this deadline.

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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 Recruitment and Outreach for instructions.

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

Office of Recruitment and Outreach
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 by e-mail to gotogradschool@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.

Application Deadline	Fall 2013	Summer 2014
Application deadline for all programs, including non-degree seeking, EXCEPT for the following MS programs: Medical Sciences, Biotechnology, and Clinical Research Management	2/1/2013	N/A
Application deadline for MS in Medical Sciences, Biotechnology, and Clinical Research Management. These programs are summer-entry only.	N/A	3/15/2013

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 or the Office of Outreach and Recruitment 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 general 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. Applicants to the Medical Sciences program who are interested in entering dental school may submit Dental Application Test (DAT) scores instead of the MCAT. Applicants to the Medical Sciences program who are interested in entering physician assistant programs may submit the general GRE (reporting code 6909) instead of the MCAT. The application must clearly state the interest in the relevant program in order to substitute the MCAT score.
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
 - 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 resume or curriculum vita is helpful to the admissions committee but is not required
7. Admission to the GSBS does not imply candidacy for a graduate degree.

Applicants for admission are furnished electronic notification of their admission status. Written or verbal statements are not valid until confirmed by the electronic notification.

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 general 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). Applicants to the Medical Sciences program who are interested in entering dental school may submit Dental Application Test (DAT) scores instead of the MCAT. Applicants to the Medical Sciences program who are interested in entering physician assistant programs may submit the general GRE (reporting code 6909) instead of the MCAT. The application must clearly state the interest in the relevant program in order to substitute another exam for the MCAT score requirement. 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. Please allow sufficient time for the service to evaluate credentials.
- 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 2013; no enrollment Fall 2013 or Spring 2014; re-enrolls Summer 2014.

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.

Admission of Current MS Students to PhD Program

Current MS students who wish to change from the MS program to the PhD program must be reviewed by the GSBS Admissions Committee. There are two options:

1. If the major professor is able to provide both a doctoral-level project and financial resources to support the project as well as the student assistantship, the student may complete the Application for Change of

Degree Program form available on the [GSBS Forms and Guidelines website](#). The application will be considered out-of-cycle by the GSBS Admissions Committee.

2. In order to receive funding from the GSBS, the student must apply to the PhD program through the GSBS Admissions Committee within the deadlines established by the [Academic Calendar](#) by completing the Application for Change of Degree Program form available on the [GSBS Forms and Guidelines website](#).

In either case, the student must be in good academic standing in the MS program to be considered for admission to the PhD program.

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.

This page last modified March 25, 2013

Scholarships and Awards

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.

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.

Center for Forensic Excellence Scholarship

The Center for Forensic Excellence (CFE) at the University of North Texas Health Science Center (UNTHSC) is dedicated to training professionals from across the globe in the most advanced, high throughput technologies in order to accelerate forensic DNA database lab start-up, accreditation and operational efficiency. The CFE, with support provided by Life Technologies Corporation has established scholarships for students enrolled in program. To be eligible, a student must have at least a Bachelor's degree and basic molecular biology laboratory skills and prior experience in either forensic DNA analysis or DNA databases technologies. . This award is, at the minimum, a \$1,000 scholarship that is open to all students in the program who demonstrate dedication to using current technology to solve crimes and identify victims of crimes in the U.S. and abroad. 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. However, residency is not a criterion for the award.

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.

Reverend Barbara Wordinger Scholarship in the Visual Sciences

A memorial scholarship honoring the memory and ministry of Reverend Barbara Wordinger has been established in the Visual Sciences within the North Texas Eye Research Institute. Rev. Wordinger was the wife of Robert J. Wordinger, PhD, current Professor of Cell Biology and Anatomy and Associate Director of the North Texas Eye Research Institute. Applications are solicited from students in the Graduate School of Biomedical Sciences regardless of citizenship or residency who meet the following criteria: full-time enrollment during the award period, classification as a Visual Sciences major, proven ability in research, demonstration of excellent academic achievement, and personal integrity. Recipients are selected by a group of distinguished peers appointed by the graduate 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.

This page last modified March 6, 2013

Graduate Academic Certificates

The Graduate School of Biomedical Sciences offers graduate academic certificates in Clinical Research Management, Forensic Genetics and DNA Database Technology, and Postdoctoral Training.

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.

For the Forensic Genetics and DNA Database Technology certificate, there are two options. Option 1 is a one-week experience whereby students earn 2 SCH for intensive laboratory training. Option 2 is a full-time certificate program, spanning four-weeks of training with 8 SCH earned.

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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.

K-12 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, Texas Christian University,

Texas Wesleyan, Texas Woman's University, 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 as 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.

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.

North Texas Life Science 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, undergraduate students, and master's 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 guest.

Programs for Undergraduates

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.

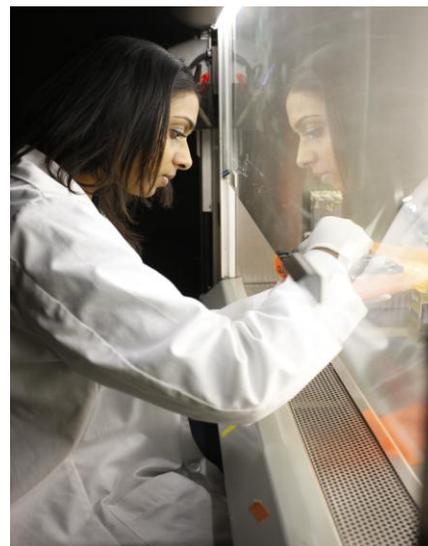
Ten faculty members are selected to join the all-expense-paid STAR Fellowship Program each year, while maintaining their regular faculty positions. The STAR Fellowship Program provides a unique approach that combines on-site faculty development and education with distance learning techniques that include 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.

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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 5135	Introduction to Faculty Research ²	2
BMSC 5140	Seminar in Current Topics ^{1, 2}	1 to 3
BMSC 5160	Biomedical Ethics	1
BMSC 5310	Scientific Communications ²	3
BMSC 6301	Integrative Biomedical Sciences I: Principles of Biochemistry ³	4
BMSC 6302	Integrative Biomedical Sciences II: Molecular Cell Biology ³	4
BMSC 6303	Integrative Biomedical Sciences III: Physiology ³	3
BMSC 6304	Integrative Biomedical Sciences IV: Pharmacology ³	2
BMSC 6305	Integrative Biomedical Sciences V: Immunology and Microbiology ³	3
BMSC 5965	Thesis ⁴	3
AND Advanced Courses and Electives		1-4
TOTAL MINIMUM SCH REQUIRED FOR MS		30

- ¹ May substitute seminar courses from other disciplines

- ² Students in the Medical Science program are exempt
- ³ Students in Clinical Research Management and Medical Sciences programs substitute BMSC 5301, 5302, 5303, 5304, and 5305
- ⁴ For Biotechnology and Clinical Research Management students, Internship Practicum (BMSC 5697) is substituted with seminar courses from other disciplines

General PhD Core Requirements

BMSC 5135	Introduction to Faculty Research	2
BMSC 5140	Seminar in Current Topics ¹	1 to 3
BMSC 5160	Biomedical Ethics	1
BMSC 5310	Scientific Communications	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 6303	Integrative Biomedical Sciences III: Physiology	4
BMSC 6304	Integrative Biomedical Sciences IV: Pharmacology	2
BMSC 6305	Integrative Biomedical Sciences V: Immunology and Microbiology	3
BMSC 6310	Grant Writing ²	3
BMSC 6395	Doctoral Dissertation	3 to 12
BMSC 6998	Individual Research	3 to 40
Advanced Courses and Electives		
Total Minimum SCH Required for PhD		90

- 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 discipline 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 or noncredit courses.

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 middle 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 Biotechnology, 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 middle 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.

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 or noncredit courses..

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 Doctor of Philosophy students must include at least three 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). Refer to the Course Descriptions section of this catalog for details on course requirements. 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 R21 grant application in fulfillment of the course requirements. 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. The major professor may provide guidance in the preparation of the grant application. Although allowed to attend the defense, the major professor may not participate in the examination of the student or vote on the outcome. 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.

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Dual Degree Programs

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UNTHSC offers several dual degree opportunities bridging the MPAS and DO degrees with the MPH, MS and PhD degrees within the School of Public Health (SPH) and Graduate School of Biomedical Sciences (GSBS). Future dual degree opportunities will also be offered to students pursuing the DPT and PharmD degrees and additional public health degrees.

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 levels 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. Entry into the DO/MS program may occur during year 1, 2, or 3 of the medical curriculum.

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 in the MS/DO from sources including research grants, departmental assistantships and other departmental funds. This support can include tuition, and may include a stipend. All dual degree program students are eligible to apply for financial aid.

During Block 2, the student will also participate in a half-day elective clinical rotation each week. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

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 as necessary. As noted above, an additional elective month will be available and can be used to complete the thesis requirement.

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 Program			
		DO Degree	MS Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	No requirements
	Year 2	Semester 3-4 of medical curriculum	No requirements
	Year 3	Core Clinical Clerkships	No requirements
Block 2	Year 4	Single Intermittent Clinical Clerkship	GSBS courses and thesis research
Block 3	Year 5	Completion of Clinical Clerkships	Completion of thesis & defense

DO/PhD Format

Entry into the DO/PhD program may occur either 1) at entry into medical school (Medical Scientist Training Program) or 2) by application to and acceptance into the PhD program of the GSBS during years 1, 2 or 3 of medical school. Students accepted into the DO/PhD program can take one of two curricular paths as described below. The decision as to which Path is chosen will be made by the student in consultation with his/her graduate program mentor, and must be approved by the deans of TCOM and the GSBS.

PATH 1: The curricular sequence for PATH 1 follows the three blocks described below and is illustrated in the Table.

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.

Block 2. Block 2 consists of at least two years dedicated to graduate study. 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. 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. The student will receive a waiver of all TCOM and GSBS tuition as supported by the Multidisciplinary Program. In addition, the student will receive an annual stipend consistent with the GSBS graduate stipend for doctoral students provided by the Multidisciplinary Program.

During Block 2, the student will also participate in a half-day elective clinical rotation biweekly. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

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 Program: PATH 1			
		DO Degree	PhD Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	Optional: Identify mentor
	Year 2	Semester 3-4 of medical curriculum / COMLEX Level 1	Optional: Identify mentor
	Year 3	Core Clinical Clerkships / COMLEX Level 2	Mentor identified
Block 2	Year 4-5 (or 6)	Single Intermittent Clinical Clerkship	GSBS courses & dissertation research Grant Defense & Candidacy Exam
Block 3	Year 6 (or 7)	Completion of Clinical Clerkships	Completion of dissertation & defense

PATH 2: The curricular sequence for PATH 2 will follow the same sequence as PATH 1, except that 1) Block 1 will include only Years 1 and 2 of the medical curriculum and completion of only Level 1 of the COMLEX exam, and 2) Block 3 will include both Years 3 and 4 of the medical curriculum (clerkships).

DO/PhD Program: PATH 2			
		DO Degree	PhD Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	Optional: Identify mentor
	Year 2	Semester 3-4 of medical curriculum / COMLEX Level 1	Mentor identified
Block 2	Year 3-4 (or 5)	Single Intermittent Clinical Clerkship	GSBS courses & dissertation research
Block 3	Year 5 (or 6)	Core Clinical Clerkships / COMLEX Level 2	Completion of dissertation & defense
	Year 6 (or 7)	Completion of Clinical Clerkships	Completion of dissertation & defense

MPAS/PhD Format

A combined MPAS and PhD degree option has been established. The 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.

The goal of the curriculum for the MPAS/PhD track is to obtain the clinical skill training within the MPAS program in combination with obtaining a traditional PhD in biomedical research. Interested students should consult with the MPAS staff and/or Director of the Multidisciplinary Program.

This page last modified March 25, 2013

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 website at www.hsc.unt.edu/policies/policieslist.cfm 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 Student Code of Conduct and Discipline (see Student Policy [website](#)).

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 Student Code of Conduct and Discipline at the [policy website](#).

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 Policies website at www.hsc.unt.edu/policies/policieslist.cfm.

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.

For information regarding absence due to religious observances, visit the policy website at www.hsc.unt.edu/policies/policieslist.cfm.

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. The SCH formula is 15 contact hours (including examinations) equals 1 SCH for didactic courses. Laboratory based courses require 30 contact/clock hours for 1 SCH.

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.

For the Forensic Genetics and DNA Database Technology certificate, there are two options. Option 1 is a one-week experience whereby students earn 2 SCH for intensive laboratory training. Option 2 is a full-time certificate program, spanning four-weeks of training with 8 SCH earned.

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.

This page last modified March 6, 2013

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 responds 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.

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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 "B's" 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.

Remediation of First-Year Courses

A student who fails any graduate course will be dismissed. However, the student may appeal the dismissal in writing to the dean. The dean considers appeals on a case-by-case basis. If the dean overturns the dismissal and allows the student to continue in the program, he/she may remediate a failed course under specific circumstances described here.

Certain specialized MS students (i.e., Medical Sciences and Clinical Research Management students) who fail only one core course may obtain permission to repeat one core course during the summer semester. The repeated course is considered equivalent to the Fall and Spring core courses. Thus, the grade earned by repeating the course in the summer will replace the failed grade in the grade point average calculation; however, the initial grade will remain on the transcript. Courses that are available for remediation for these students are:

BMSC 5301	Biochemistry
BMSC 5302	Molecular Cell Biology
BMSC 5303	Immunology and Microbiology
BMSC 5304	Physiology

BMSC 5305 Pharmacology
CBAN 5400 Structural Anatomy 1
CBAN 5401 Structural Anatomy 2

For all other students, remediation of a core course may be allowed in the summer following the semester in which the failure occurred. Thus, remediation for the following courses may be allowed:

BMSC 6301 Principles of Biochemistry
BMSC 6302 Molecular Cell Biology
BMSC 6303 Physiology
BMSC 6304 Pharmacology
BMSC 6305 Immunology and Microbiology

Permission will only be granted for those students who fail just one core course. Students are allowed to remediate only one core course immediately following the Spring semester. The repeated course is considered equivalent to the Fall and Spring Core courses. Thus, the grade earned by repeating the course in the summer will replace the failed grade in the grade point average calculation; however, the initial grade will remain on the transcript. Students who earn a "C" in a core course in which a "B" is required for satisfactory completion may also apply to remediate in the summer in the same manner.

For both specialized MS students and the students in other programs, the summer courses will consist of a period of directed self-study followed by one or more comprehensive exams equivalent in depth and breadth to the regular semester core course. The format of the exam is at the discretion of the course director and may be multiple choice, essay, oral or term paper. The Course Director, in consultation with faculty and the Core Director, will post a syllabus and expectations of what the student is required to study on Blackboard (e.g., PowerPoint presentations, reading assignments, handouts, study strategy, practice questions). Faculty will be available to meet with the students to address questions and concerns once per week. This schedule will be posted on Blackboard.

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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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. 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 and neurodegenerative 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 biophysical 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:
 - I. Protein/Enzymes (2 questions; answer 1)
 - II. Metabolism (4 questions; answer 2)
 - III. Principles of Molecular Biology (4 questions; answer 2)
 - IV. 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 R21 research proposal (based on current guidelines) and defend it before an examination committee. The proposal should be based on an original hypothesis that may be related to 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.

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Biomedical Sciences

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All traditional or bench research-based MS and PhD students are admitted into the discipline of Biomedical Sciences (BMSC) and remain in the discipline for the first year of graduate study. During the first year, students complete an integrated curriculum that includes the fundamental principles of biochemistry, molecular cell biology, pharmacology, physiology, immunology and microbiology, ethics, an introduction to faculty research, scientific communications, and lab rotations.

First-Year Curriculum for MS and PhD Students

Course	Semester Credit Hours (SCH)
Integrative Biomedical Sciences 1: Biochemistry (BMSC 6301)	4
Integrative Biomedical Sciences 2: Molecular Cell Biology (BMSC 6302)	4
Integrative Biomedical Sciences 3: Physiology (BMSC 6303)	3
Integrative Biomedical Sciences 4: Pharmacology (BMSC 6304)	2
Integrative Biomedical Sciences 5: Immunology & Microbiology (BMSC 6305)	3
Biomedical Ethics (BMSC 5160)	1
Introduction to Faculty Research Programs (BMSC 5135)	2
Laboratory Rotations (BMSC 5150)	2-4
Scientific Communications (BMSC 5310)	3
Biostatistics for Biomedical Sciences (BMSC 5400)	4
Individual Research (BMSC 5998 or 6998)	2
Total Minimum SCH for First Year of Graduate Study	30

At the end of the first year, students are expected to have reached an agreement with a major professor, identified a research laboratory to conduct research toward the fulfillment of the degree requirements, and formally transferred into a discipline. Admission to the Graduate School of Biomedical Sciences does not guarantee laboratory placement. It is the student's responsibility to identify a major professor/laboratory through the laboratory rotations.

Students accepted to MS programs in [Forensic Genetics](#), [Biotechnology](#), [Clinical Research Management](#) or [Medical Sciences](#) are immediately placed into those disciplines and follow the curriculum requirements set by each discipline.

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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. [A comprehensive list of course requirements is available online.](#)

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).

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Cancer Biology

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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, genetic epidemiological and bioinformatics studies, 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 are required to 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 examination and defense of an NIH R21 research grant proposal. MS students are expected to graduate in approximately 2 years, whereas PhD students usually require 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. 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 and demonstration of competence in the area of research chosen for the dissertation or a related topic as evidenced by writing, presenting and defending an NIH R21 grant application. The student is required to (a) prepare an NIH R21 research proposal, (b) present the proposal in a public seminar, and (c) address specific questions of an examination committee. The proposal must consist of the student's original ideas and should describe specific experimental approaches to address the hypothesis. The student may write his/her proposal on their current or proposed dissertation research. 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 presentation will be evaluated on the basis of originality, experimental design, and data interpretation as well as the ability of the student to synthesize and communicate this information, both written and orally. 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.

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Cell Biology

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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. The major focus of research in the discipline includes (a) visual sciences involving degenerative retinal diseases, glaucoma, diabetic complications, and cataracts; (b) cellular mechanisms of HIV pathology and neuroinflammation; and (c) cellular and molecular fluorescence spectroscopy and imaging.

In support of the various research programs, the department maintains state-of-the-art facilities in microscopy, tissue culture and molecular biology. Research and educational facilities span almost 15,000 square feet of space in the Research and Education Building and the Center for BioHealth.

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 that examines the basic causes of visual diseases and 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 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 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 demonstrate competence in the area of research chosen for the dissertation or a related topic as evidenced by (a) writing an NIH R21 grant application; (b) presenting the grant proposal in a public seminar; and (c) orally defending the grant 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.

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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. 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.

Master of Science

Requirements for the MS include 30 SCH of course work. TCOM students in a pre-doctoral fellowship receive 6 SCH for medical school course work. An additional 6 SCH are allocated to thesis work, and 18 SCH are devoted to courses including biostatistics, scientific communications, ethics, epidemiology, seminars and special problems in clinical research or education. MS students are expected to follow all of the rules governing the selection of the advisory committee, filing 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.

Doctor of Philosophy

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 (DO) 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 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.

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.

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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. 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. [A comprehensive list of course requirements is available online.](#)

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).

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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, provided that they have fulfilled prerequisite courses in molecular biology, biochemistry, genetics, and statistics. Students participate in seminars and receive extensive training in the techniques of contemporary molecular genetics.

The Department of Forensic and Investigative Genetics offers two program tracks, described below.

Professional Track Master of Science (MS)

A specialized program designed to offer a focused learning experience in forensic science with an emphasis on training in current and future DNA technologies. 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 program prepares individuals for careers in forensic DNA sciences, emphasizing the application of current methods and technologies to human identification. Each Professional Track MS student is required to complete a hypothesis-driven thesis which is presented in a public seminar followed by a private defense with the advisory committee. Each student is also expected to pass an oral examination.

Research Track Master of Science (MS) and Doctor of Philosophy (PhD)

Research track students perform original, publishable research and present their research findings at national and international scientific meetings. MS students are expected to graduate in 2 to 3 years, whereas PhD students require 4 or more years to complete the degree. Students may undertake research in areas such as forensic genetics, clinical genetics, computational genetics, evolutionary genetics, microbial genetics, and many other interrelated disciplines. Research track students are expected to complete two laboratory rotations within the first year with two different faculty members. One rotation must be completed with a faculty member in the Department of Forensic and Investigative Genetics. In consultation with the major professor, the student may enroll in additional laboratory rotations to expand laboratory skills or data computation.

Research Track Master of Science

Students following a research thesis-based MS degree track will conduct original research. The MS 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.

Doctor of Philosophy

Doctoral studies in Forensic and Investigative Genetics are broadly interdisciplinary. The PhD 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 candidacy and defense of the dissertation research. Students entering the program with a non-terminal MS 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 degree, 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 qualifying examination consists of written and oral components. Topics included in the qualifying exam may consist of fundamental knowledge and understanding of general research techniques in genetics and molecular biology, and concepts regarding the analysis of genetic data. The student is encouraged to meet with their committee members to discuss topic areas for review. However, the committee members are in no means restricted to those discussed or provided to the student. Refusal to take a qualifying exam will result in dismissal from the FIG graduate program.

The initial phase of the qualifying examination consists of a set of written questions provided by all members of the student's PhD advisory committee. The composition of the examination is determined by this committee. Written examinations from all advisory committee members must be completed within a two (2) week period and each committee member's examination will be allotted a maximum of 1 day (8:00 AM – 5:00 PM). Within two weeks of the submission of the exam, each committee member will return a Pass/Fail grade and a written critique of the student's responses.

The student's oral examination is scheduled within four weeks of successful completion of the last written examination and in accordance with the GSBS guidelines. 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, following the [Scoring Rubric](#) implemented by the GSBS. Following completion of the oral qualifying exam the student must submit the signed [Oral Qualifying Exam Notice](#) to the Graduate School of Biomedical Sciences Office of Admission and Services (GSBS OAS).

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 PhD program.

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 PhD candidacy process

evaluates a student's aptitude for independent thought and scientific writing. The student is required to prepare a research grant proposal modeled after the current NIH R21 format. The student must present the proposal in a public seminar; and orally defend the proposal before his/her PhD advisory committee. The grant proposal must be original, hypothesis driven, and must describe specific objectives and experimental approaches used to test the hypothesis.

It is suggested that the student start work on the basis for the proposal and have a working draft approved by their advisory committee prior to registering for the class. The student should meet with the advisory committee at least twice during the semester to review drafts of the proposal and provide to the advisory committee a final proposal approved by the major professor 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 the 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. The grant writing exercise will be graded on a Pass/Fail basis, following the [Scoring Rubric](#) implemented by the GSBS. Following completion of the grant defense the student must submit the signed [Grant Defense](#) Notice to the GSBS OAS.

Upon successful completion of the Grant Writing (BMSC 6310) requirements, the student is advanced to 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 if sufficient time permits. If a re-examination is not scheduled, the student will receive a failing grade for the class and 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 PhD program.

Defense of MS Thesis and PhD Dissertation

Procedures for defense of MS theses and PhD dissertations follow the policies outlined in the current catalog and the [GSBS Graduation website](#).

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Integrative Physiology

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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 neuroscience, neuroendocrinology, cardiac hypertrophy and failure, cardiac resuscitation, cardiac opioids, coronary circulation, adaptation to exercise and hypoxia, 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, Department of Defense, and the National Aeronautics and Space Administration.

Students may enter the program after completing course work and laboratory rotations as required by the Graduate School of Biomedical Sciences. The program offers advanced courses designed to integrate the fundamental processes of molecular biology and neurophysiology 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. 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. It is recommended that the exam take place during the spring or summer semester of the students' second year in the program. 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 covered in their courses 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 6010) in the next long semester. This course will require a demonstration of competence in the area of research chosen for the dissertation or a related topic as evidenced by writing, presenting and defending an NIH R21 grant application. 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 PhD program.

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Medical Sciences

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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. [A comprehensive list of course requirements is available online.](#)

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 2012, 75% of students who matriculated graduated with a Master of Science degree. Sixty 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.

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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.

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, physiology, pharmacology, as well as 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 prior to the qualifying examination. The student is expected to become knowledgeable in each of these topics through their previous 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 qualifying examination will be administered in the fall or spring of the second year of study. 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 or summer 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 graduate advisor will instruct the student on the regulations of the course. 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 student may write his/her grant on the current or proposed dissertation research. The committee must approve this summary of the research proposal.

The student must prepare a detailed written report of the research proposal in NIH R21 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 of the student 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.

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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. 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 and how they promote increased susceptibility to brain injury and conditions such as Alzheimer's and Parkinson's diseases.

Serious nervous system-related dysfunctions occur with alarming frequency within the ever-expanding population of individual of advanced age. These conditions diminish quality of life and productivity and contribute to increased dependency and economic burden. Thus, there is a pressing need for research personnel trained in multidisciplinary approaches, to develop appropriate systems for early detection, treatment and prevention. The specific goal of the Neurobiology of Aging program is to provide students with the specialized academic guidance, support, and training in the relevant disciplines of biomedical sciences that will allow them to develop academic research programs addressing: 1) the understanding of normal aging processes in the nervous system and 2) the understanding of debilitating neurological and neurodegenerative disease of aging.

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, advanced courses in Functional Neuroscience and Neurobiology of Aging must be completed. Students will also participate in seminars and group discussions of current research topics and receive training 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 local and 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 R21 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 R21 format. The final proposal will be distributed 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 that 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.

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Pharmacology and Neuroscience

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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 R21 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 R21 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 student demonstrates competence in the area of research chosen for the dissertation or a related topic as evidenced by writing, presenting and defending an NIH R21 grant application, the committee will recommend that the student be advanced to candidacy.

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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) the analysis, design, and/or development of orthopedic surgical techniques, instruments, and devices used in orthopedic surgery or practice, and (2) biomechanics, including the study of the structure, function, evolution/adaptive significance, and mechanical behavior of soft and hard tissues. Graduate students in the program can develop research projects in other areas, such as clinical anatomy, skeletal biology, and anatomy education tools and techniques. The human anatomy facility at UNT Health Science Center is a state-of-the-art facility that uses advanced educational techniques and 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 demonstrate competence in the area of research chosen for the dissertation or a related topic as evidenced by (a) writing an NIH R21 grant application, (b) presenting the grant proposal in a public seminar and (c) orally defending the grant 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 traditional Master of Science degree within the Department of Cell Biology and Anatomy.

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Visual Sciences

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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, ocular diseases (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. 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 also 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). Students are encouraged to take the written qualifying exam in the first semester of their second year and the oral qualifying exam in the second semester of their second year. 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 6310). 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 R21 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 two 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 one week 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 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.

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School of Public Health

Office of the Dean

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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

"Building on a Diverse Foundation"

The UNTHSC at Fort Worth School of Public Health will continually strive to address the public health needs of Texas' diverse population through innovative and distinguished research, high quality educational programs, and dedicated service to the local, state and international communities.

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Office of Admission and Academic Services

The Office of Admission and Academic Services helps applicants and students pursue their academic goals of becoming public health researchers and professionals. The Office of Admission and Academic Services provides centralized comprehensive 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, professional development 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 scholarship provides financial assistance in the fall and spring semesters 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 scholarship provides financial assistance in the fall semester and spring semesters 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 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 Admission and Academic Services at 817-735-2401, go to www.hsc.unt.edu/education/SPH, or visit our office in the Carl E. Everett Education and Administration (EAD) building, 7th Floor, Room 716.

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Training Centers

Texas Public Health Training Center

The Texas Public Health Training Center (TPHTC) is one of 37 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 twelve 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 include live workshops, 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.

Preparedness and Emergency Response Learning Centers (PERLC)

The CDC-funded Preparedness and Emergency Response Learning Centers (PERLC) were established to enhance public health training and workforce. The learning centers serve in a national capacity for preparedness and response training and education needs of the U. S. public health workforce. The learning centers provide unique workforce development needs by offering assistance to nearby state, local, and tribal public health authorities.

The three schools of public health function as a consortium to provide preparedness and response training to the public health workforce through the Training and Education Collaborative System Preparedness and Emergency Response Learning Center (TECS-PERLC). The TECS-PERLC partners design, develop, deliver, and evaluate trainings and education that support the mastery and performance of the Public Health Preparedness and Response Core Competencies and meet needs or gaps of state, regional, local, and tribal public health workforce.

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Academic Policies and Procedures

Academic policies can be changed at any time by the University of North Texas Health Science Center School of Public Health (UNTHSC-SPH). Students should review student policies for additional policies and procedures concerning their roles as students.

Academic Standing

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. If a student does not remain in good academic standing (cumulative GPA 3.0) throughout his/her term in office, he/she will be removed from his/her position.

Academic Probation and Dismissal

A student who fails to achieve the required cumulative average of 3.0 GPA on all course work 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 and is subject to dismissal. 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 a cumulative 3.0 GPA during the following semester of probation will be dismissed from the UNTHSC-SPH. Upon dismissal, the student is not permitted to return to a degree program at the UNTHSC-SPH. Appeals to a dismissal must be made to the Dean of the UNTHSC-SPH. The student remains active in the program until the appeal process has concluded.

To graduate from UNTHSC-SPH, a student must have a minimum 3.0 cumulative GPA.

Time Limitations

All requirements for the Master of Public Health (MPH) or Master of Health Administration (MHA) degree must be completed within six years. All requirements for the Doctor of Public Health (DrPH) or Doctor of Philosophy (PhD) 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 to the UNTHSC-SPH-Admission and Academic Services for appropriate referral to their department, concentration and/or committee, i.e., Master's, DrPH, PhD, 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 services will not be used in computing the time limit. However, career members of the armed forces should consult the UNTHSC-SPH-Admission and Academic Services office concerning credit given to work completed before or during active military service.

Quality of Work Required

All master's and doctoral students must make satisfactory progress toward completion of degree requirements. Unsatisfactory progress toward a degree is defined as:

1. Obtaining a grade of "F" in any course attempted;
2. Withdrawal from four courses;
3. Withdrawal from the same course twice;
4. Carrying two incompletes in one year;
5. Not maintaining continuous enrollment in thesis, dissertation, practice experience, DrPH Doctoral Residency or other course with this requirement; or
6. An unsatisfactory portfolio review for PhD students, with two (2) unsatisfactory reviews warranting dismissal from the program.

For master's students, any action taken as a result of not meeting the above expectations is subject to the discretion of the Academic Advisor and the department Chair. For doctoral students, any action taken as a result of not meeting the above expectations is subject to the discretion of the respective committee, i.e., DrPH or PhD, for any appropriate remediation and/or modification to their curriculum plan.

The quality of work of each student will be reviewed each semester. If a student does not meet any of the above six areas within the quality of work requirements, the student will be considered "not in good academic standing". This status will be placed on the student's transcript. If a student fails to meet the quality of work requirements for two consecutive semesters, the student will be placed on academic probation and may be subject to dismissal as stated in the Academic Probation and Dismissal policy.

Withdrawal Limit

Students may withdraw from a maximum of four (4) courses throughout the completion of their degree requirements. A master's student with four (4) withdrawals will be reviewed by their Academic Advisor and the concentration department Chair. Doctoral students with four (4) withdrawals will be reviewed by their Academic Advisor and their respective committee, i.e., DrPh or PhD, for any appropriate remediation and/or modification to their curriculum plan.

Admission

Non-Degree Admission of Students

Admission to the UNTHSC-SPH 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 UNTHSC. Completion of departmental graduate courses by non-degree students does not obligate the UNTHSC-SPH 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 semester credit hours (SCH) are allowed while in this status.
5. Non-degree seeking students are not eligible for financial aid.

Re-Admission of Former Students

Students who previously have been admitted to the UNTHSC-SPH 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 UNTHSC-SPH-Admission 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 UNTHSC-SPH 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 UNTHSC-SPH-Admission and Academic Services.

Appeals

Appeal/Grievance Process

Specific policies and procedures have been established for students seeking to appeal an admissions decision, grade appeals, or an extension of time to complete a degree. The policies are outlined below:

1. Appeals concerning admission to the UNTHSC-SPH should be addressed to the Dean.
2. To request an extension of time, a petition in the form of a letter must be submitted to the UNTHSC-SPH-Admission and Academic Services. The student's academic record and the petition letter is then forwarded to the appropriate department Chair for review and decision.
3. Information concerning how to pursue appeals on any other matter can be sought from the UNTHSC-SPH-Admission and Academic Services.

Comprehensive Examination Grade Appeal

Any student who believes a grade in the comprehensive examination has been inequitably awarded should contact the Comprehensive Examination Coordinator first within five (5) working days after the grade was assigned to discuss and resolve the issue. If unable to resolve the issue, the student should submit a written appeal to the department Chair within five (5) working days. If unable to resolve after discussion with the department Chair, the student can submit a written appeal in the form of a letter to the Associate Dean of Academic Affairs within five (5) working days. Every stage of the appeal process will be carried out in an efficient manner to render a decision within thirty (30) days of the original appeal request.

If a grade appeal is requested by a student on academic probation, the student remains active in the program until the grade appeal process has concluded.

Course Assignment Grade Appeal

Any student who believes a grade for a course assignment has been inequitably awarded should contact the instructor first within five (5) working days after the grade was assigned to discuss and resolve the issue. If unable to resolve the issue, the student should submit a written appeal to the faculty member's department Chair. The decision of the department Chair is final. If the instructor is the department Chair, the appeal should be submitted to the Associate Dean of Academic Affairs.

Course Grade Appeal

Any student who believes a course 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 UNTHSC 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 five (5) working days following the first class day of the subsequent 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 Associate Dean of Academic Affairs, who will act as a substitute for the department Chair. If the Associate Dean of Academic Affairs is the instructor, the appeal should be submitted to the Dean of the UNTHSC-SPH for review and final decision of the course grade appeal.

Curriculum

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 UNTHSC-SPH-Admission 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 UNTHSC-SPH-Admission and Academic Services

The UNTHSC-SPH-Admission 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 UNTHSC-SPH-Admission and Academic Services

Degree Plan

A degree 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 Admission 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 degree plan changes such as a substitution for electives or required course must be submitted through the Request for Modification of Degree Plan form by the student to their Academic Advisor and department Chair for approval. All changes must be submitted to the UNTHSC-SPH-Admission and Academic Services. Degree plans must follow the guidelines outlined by the UNTHSC-SPH for the academic year in which it is filed.

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 UNTHSC-SPH 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 DrPH 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 through review of the course syllabus. 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 seven years of the date of first acceptance for any degree program. Any course work from a prior degree may not be transferred toward the MPH, MHA, DrPH or PhD degree. The School of Public Health

does not award credit for portfolio-based experiential learning or non-credit courses. It is the student's responsibility to make sure official transcripts and syllabi of courses completed elsewhere are furnished to the UNTHSC-SPH-Admission and Academic Services

Courses

Auditing

To audit a course, an individual who is not enrolled as a student in the UNTHSC-SPH must contact the UNTHSC-SPH-Admission 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 a \$175.00 fee per course for auditing classes which will be submitted to the UNTHSC-SPH-Admission and Academic Services.

A person 65 years of age or older may enroll as an auditor 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 UNTHSC-SPH-Admission 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 withdraw a student from a course for lack of attendance.

If the instructor-initiated withdrawal falls within the time that the student is eligible to drop with instructor consent, a W will be assigned. If the withdrawal 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.

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

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.

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 educational contact with the faculty member(s) teaching a particular course.

According to rules outlined by the Texas Higher Education Coordinating Board (THECB), a traditional course in a fall or spring semester is defined as containing 15 weeks of instruction plus a week for final examinations. The UNTHSC-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. (1 SCH=1 contact hour = 50 minute session).

Repeating Courses

If a grade of "F" is received in a required course, the course must be repeated. 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.

Culminating Experience

Administration of Comprehensive Examinations

MPH

Beginning Fall 2012, all incoming students must take the Certified in Public Health examination (CPH Exam) and the concentration comprehensive examination to meet graduation requirements.

Certified in Public Health Examination- All students must receive permission to enroll in the 0 SCH course, PHED 5000, the semester in which they wish to take the Certified in Public Health examination (CPH Exam). Qualifications: You must have completed the core courses BACH 5300, BIOS 5300, EOHS 5300, EPID 5300, and HMAP 5300 and have completed or are concurrently enrolled in 21 semester credit hours.

Concentration Comprehensive Examination- The MPH comprehensive examination for the concentrations is administered twice each academic year: once in the fall and once in the spring.

Students are required to enroll in the appropriate 0 semester credit hour course (BACH 5001, BIOS 5001, EOHS 5001, EPID 5001, HMAP 5001) in the semester in which they intend to take the comprehensive

examination. Students will receive a permission number from the departmental Comprehensive Exam Coordinator to enroll in the course.

Incoming MPH students beginning Fall 2012 and after:

Students who do not pass the certified in public health examination and/or the concentration comprehensive examinations on their first attempt will be allowed to repeat the examination during the next regularly scheduled examination date/time. Students must re-register in a subsequent semester for the 0 semester credit hour course if retaking the examination. Students have three attempts to successfully pass any combination of the departmental comprehensive examination or the National Board of Public Health Examiner's (NBPHE), Certified in Public Health (CPH) examination. The MPH-Professional Option students take the CPH examination which is only offered once a year. MPH-Professional Option students have three attempts to pass the CPH examination.

If a student fails the Certified in Public Health examination (1st try), the student can continue with coursework and must take the Certified in Public Health examination the subsequent semester. If a student fails a second time, the student will be placed on academic probation and cannot take additional coursework until the Certified in Public Health examination is successfully passed. If a student fails the Certified in Public Health examination the third time, the student will be dismissed from the MPH program.

If a student fails the concentration comprehensive examination (1st try), the student can continue with coursework but may be required to take additional electives or advised to repeat core courses. If a student fails the second time, the student will be placed on academic probation. If the student fails the third time, the student will be dismissed from the MPH program.

Students who filed a degree plan prior to Fall 2012:

Students have three attempts to pass any combination of the Certified in Public Health examination (CPH Exam) or the concentration comprehensive examination.

MPH-Professional Option Students:

The MPH-Professional Option students are only required to take the Certified in Public Health examination. MPH-Professional Option student have three attempts to pass the CPH examination

DrPH

Students are required to enroll in PHED 6002, when they are ready to take the Integrated Competency Examination (ICE) which is the doctoral comprehensive examination experience. Students who do not pass ICE on the first attempt will be referred to the DrPH program committee for appropriate remediation or modification to the curriculum plan. ICE is offered a minimum of once a year. Students have two attempts to successfully pass the ICE.

Incoming DrPH student beginning Fall 2012 and after:

DrPH students who began the DrPH program in Fall 2012 or after are required to successfully pass the Certified in Public Health examination (CPH Exam) after completion of core courses and 21 semester credit hours or concurrent enrollment in 21 semester credit hours here at UNTHSC.

DrPH students must receive permission to enroll in the 0 SCH course, PHED 5000, the semester in which they wish to take the Certified in Public Health examination (CPH Exam).

If a student fails the Certified in Public Health examination (1st try), the student can continue with coursework and must take the Certified in Public Health examination the subsequent semester. If a

student fails a second time, the student will be placed on academic probation and cannot take additional coursework until the Certified in Public Health examination is successfully passed. If a student fails the Certified in Public Health examination the third time, the student will be dismissed from the DrPH program.

PhD

Students are required to enroll in the concentration specific comprehensive examination course (BACH 6000, BIOS 6000, EOHS 6000, EPID 6000, HMAP 6000) to indicate they are ready to take the comprehensive examination. The PhD comprehensive examination is offered at least once per year. Students have two attempts to successfully pass the concentration specific comprehensive examination.

MPH Thesis, MHA Capstone, DrPH Preliminary Examination, DrPH Residency, or PhD Dissertation

Please refer to the respective handbook, i.e., MPH, MHA, DrPH, or PhD, for additional guidelines and expectations.

Public Health Practice Experience

All MPH students are required to complete a Public Health Practice Experience. This requirement is based upon the Council on Education for Public Health (CEPH) accreditation Criterion 2.4 (2011).

A student is eligible to participate in the Public Health Practice Experience after completing at least 21 semester credit hours, has a cumulative GPA of 3.0 or better, and has the permission of their academic advisor.

During the Public Health Practice Experience, students must complete a minimum of 200 contact hours working on a project that enhance professional skills and knowledge. During the practice experience, student must maintain a portfolio of their progress that will be monitored by the class instructor, their Academic Advisor, and their site supervisor. Upon completion of the practice experience, students are required to present their work during a poster presentation at the end of the semester.

No exceptions will be granted for the Public Health Practice Experience. The practice experience is designed as a supervised experience based upon the application of competencies gained during the Masters of Public Health program. As such, prior work experience does not qualify as a Public Health Practice Experience.

Enrollment

Concurrent Enrollment at Another Institution

Students must secure written permission from the Academic Advisor and department Chair before registering for any course or courses at another institution while registered for any courses at the UNTHSC. Failure to secure the required permission for concurrent enrollment prior to registration at the second institution may cause the UNTHSC to refuse degree credit for the work taken elsewhere.

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. When a Leave of Absence is not appropriate due to extenuating circumstances for just one semester, students shall submit a written explanation to the Associate Dean of Academic Affairs for approval of the non-enrollment. 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 UNTHSC Office of the Registrar.

*Please refer to the respective handbook for additional information (i.e., MPH, MHA, DrPH, PhD)

Enrollment of Continuing Students

A continuing student is defined as a student who enrolls in one of three consecutive semesters. Example: student enrolls Summer 2013, no enrollment Fall 2013 or Spring 2014, re-enrolls Summer 2014. Continuing students do not need to reapply to the UNTHSC-SPH to take classes if they meet all of the following conditions:

1. The student has not received a degree from the UNTHSC 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 UNTHSC.

Students who do not meet these requirements must give a written explanation of the facts surrounding the situation to the UNTHSC-SPH Office of Admission and Academic Services for consideration. Students who are unsure if they meet all of the above conditions for re-enrollment should contact the UNTHSC-Admission and Academic Services at <mailto:sph@unthsc.edu> or 817-735-2401 before the registration period.

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.

When a student is enrolled in a doctoral dissertation or residency, a master's practice experience, internship or thesis, the student 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.

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 and filed with UNTHSC 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 UNTHSC-SPH. To resume studies, the student obtains approval from the Academic Advisor /Major Professor 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.

Grading

Assigning an Incomplete Grade

An incomplete grade is permissible when the student cannot complete all course requirements due to circumstances beyond their control. The incomplete work is usually restricted to end-of-semester requirements identified in the course syllabus, such as taking an exam and/or completing a paper. The incomplete grade will not be assigned to allow for extra-credit work to be submitted after the end of a semester. The incomplete grade should not be used when circumstances dictate the assignment of a "W," "WF," or an "F."

A grade of "I" cannot be submitted until after the faculty member and the student agree upon specific requirements and obtain approval from the Department Chair. The grade of incomplete converts to an "F" if the incomplete work is not completed by the date identified in the contract.

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.

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

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".

Pass/No Pass Grading in PhD Dissertation or DrPH Residency

Students enrolled in the PhD Dissertation or the DrPH Residency must make satisfactory progress toward the completion of the degree each semester. Students enrolled in these courses who are making satisfactory progress will receive a grade of Pass (P). Students who are not making satisfactory progress will receive a grade of No Pass (NP). If a student receives a failing grade of No Pass (NP) any two semesters of enrollment, the student may be dismissed from the program.

Removal of an Incomplete Grade

A student must remove a grade of "Incomplete" by the last day of the subsequent semester in which the incomplete grade was obtained; no extensions will be granted. (Spring incompletes must be finalized by the end of the fall semester, summer incompletes must be finalized by the end of the fall semester, and fall incompletes must be removed by the end of the spring semester). If, at the end of the following semester, the incomplete grade has not been removed, a grade of "F" will be recorded.

An "Incomplete" is removed by completing the stipulated work and obtaining the appropriate signatures (on a Removal of Incomplete Grade/Change of Grade form available from the Admissions Office). The instructor then files the form with the Admissions Office so that the grade and the GPA can be adjusted accordingly. If a student does not complete the stipulated work within the time specified, a grade of "F" will be recorded and the student's GPA will be adjusted accordingly.

Graduation

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 UNTHSC-SPH-Admission and Academic Services Office. 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. Failure to meet deadlines to submit the intent to graduate form, degree candidate information form, graduation clearance form, and the graduating student survey may result in a postponement of degree conferment.

Information concerning graduation fees is available in the Tuition and Fee Register on the UNTHSC website. Students who are anticipating graduation should consult the Academic Calendar for important dates regarding payment of fees and other graduation requirements.

Participation in Pre-Commencement & Commencement Ceremony

Students must complete all degree requirements for graduation to participate in pre-commencement and commencement exercises. If a student who has submitted their Intent to Graduate Form has failed to satisfactorily complete all academic requirements for graduation, the UNTHSC-SPH-Admission and

Academic Services may permit the student to participate in commencement exercises at the discretion of the UNTHSC-SPH 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 in the summer semester to fulfill degree requirements may be permitted to participate in pre-commencement and commencement exercises. Such students must be in good academic standing (3.0 or better grade point average).

Students who have 3 SCH or less and want to participate in either ceremony must submit a written request to the UNTHSC-SPH-Admission and Academic Services to receive permission to participate. The UNTHSC-SPH 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 UNTHSC-SPH has verified that the student has completed all academic requirements and the Office of Student Financials has verified that the student has met all financial obligations to the UNTHSC. 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.

This page last modified March 25, 2013

School of Public Health Academic Calendar

	Fall 2013	Spring 2014	Summer 2014
Face-to-Face Instruction Course Dates			
Registration			
Regular Registration	Mar 18-July 28	Sept 30-Dec 1	Jan 27-Apr 27
Late Registration (\$25 fee)	July 29-Aug 18	Dec 2-Jan 5	Apr 28-May 26
Important Class Days			
First day of class	Aug 19	Jan 6	May 27
Census date	Sept 4	Jan 22	Jun 3
Final Exams	Dec 2-6	Apr 28-May 2	July 14-18
Last day of Term	Dec 6	May 2	July 18
Grades Due to Registrar	Dec 11	May 7	July 23
Schedule Changes			
Last day to Add/Drop	Aug 30	Jan 17	May 30
Courses dropped after this date will appear on transcripts.	Sept 4	Jan 22	June 3
Last day to receive a "W" for dropped courses	Sept 27	Feb 14	June 13
From this date forward, Instructors may assign "WF" for dropped courses.	Sept 30	Feb 17	June 16
Last day to Withdraw	Nov 29	Apr 25	July 11
Tuition/Fee Payments and Courses Refunds			
Last Day to pay Tuition and Fees*	Aug 18	Jan 5	May 26
Last Day to pay Tuition and Fees for course adjustments and Add/Drops*	Aug 30	Jan 17	May 30
All students with a balance due will be dropped for non-payment **	Sept 4	Jan 22	June 3
Last Day for refund for dropped courses (those who withdraw from all courses are subject to the refund schedule at the bottom of the page).	Sept 4	Jan 22	June 3
Graduation			
Deadline to Submit Intent to Graduate	Aug 2	Dec 6	Dec 6
Deadline for degree candidates to submit all graduation requirements to SPH Office of Admission and Academic Services (EAD-719)	Nov 15	April 11	Jul 25
Pre-Commencement Ceremony	TBD	TBD	TBD
Commencement Ceremony	TBD	TBD	TBD
Complete Withdrawal Refund Schedule			
Last Day to withdraw for 100% refund	Aug 18	Jan 5	May 26
Last Day to withdraw for 80% refund	Aug 23	Jan 10	May 29
Last Day to withdraw for 70% refund	Aug 30	Jan 17	NA

Last Day to withdraw for 50% refund	Sept 9	Jan 27	June 3
Last Day to withdraw for 25% refund	Sept 16	Feb 3	NA
Holidays and Special Events			
Labor Day	Sep 2		
Thanksgiving Break	Nov 28-29		
Winter Break	Dec 9-Jan 5		
Martin Luther King, Jr. Day	Jan 20		
Spring Break	Mar 3-7		
Memorial Day	May 26		
Independence Day	Jul 4		

* Bills for courses added during the regular and late registration periods are due the day before those courses begin. Schedule changes and course adjustments made during the Add/Drop period that result in an additional bill must be paid by the last day of the Add/Drop period.

** Students with an approved payment plan are exempt from this deadline.

This page last modified March 6, 2013

School of Public Health Academic Calendar (Online Courses)

	Fall I	Fall II	Spring I	Spring II	Summer
Online Instruction Course Dates					
Registration					
Regular Registration	Mar 18- July 28	Mar 18- Sept 22	Sept 30- Dec 1	Sept 30- Feb 16	Jan 27- Apr 27
Late Registration (\$25 fee)	July 29- Aug 18	Sept 23- Oct 13	Dec 2- Jan 5	Feb 17 – Mar 9	Apr 28- May 26
Important Class Dates					
First Day of Session	Aug 19	Oct 14	Jan 6	Mar 10	May 27
Census Date	Aug 26	Oct 21	Jan 13	Mar 17	June 3
Final Exams	Oct 7-11	Dec 2-6	Feb 24-28	Apr 28- May 2	July 14-18
Last Day of Session	Oct 11	Dec 6	Feb 28	May 2	July 18
Grades Due to Registrar	Oct 16	Dec 11	Mar 5	May 7	July 23
Schedule Changes					
Last Day to Add/Drop	Aug 19	Oct 14	Jan 6	Mar 10	May 27
Courses dropped after this date will appear on transcripts	Aug 26	Oct 21	Jan 13	Mar 17	June 3
Last Day to receive a "W" for dropped courses	Sept 6	Nov 1	Jan 24	Mar 28	June 13
From this date forward, Instructors may assign "WF" for dropped courses	Sept 9	Nov 4	Jan 27	Mar 31	June 16
Last Day to Withdraw	Oct 4	Nov 27	Feb 21	Apr 25	July 11
Tuition/Fee Payments					
Last Day to pay Tuition and Fees *	Aug 18	Oct 13	Jan 5	Mar 9	May 26
Last Day to pay Tuition and Fees for course adjustments and Add/Drops*	Aug 19	Oct 14	Jan 6	Mar 10	May 27
All students with a balance due will be dropped for non-payment **	Aug 26	Oct 21	Jan 13	Mar 17	June 3
Last Day for refund for dropped courses (those who withdraw from all courses are subject to the refund schedule at the bottom of the page)	Aug 26	Oct 21	Jan 13	Mar 17	June 3

Graduation					
Deadline to Submit Intent to Graduate	Aug 2	Aug 2	Dec 6	Dec 6	Dec 6
Deadline for degree candidates to submit all graduation requirements to SPH Office of Admission and Academic Services (EAD-719)	Nov 15	Nov 15	Apr 11	Apr 11	July 25
Pre-Commencement Ceremony	TBD	TBD	TBD	TBD	TBD
Commencement Ceremony	TBD	TBD	TBD	TBD	TBD
Complete Withdrawal Refund Schedule					
Last Day to withdraw for 100% refund	Aug 18	Oct 13	Jan 5	Mar 9	May 26
Last Day to withdraw for 80% refund	Aug 21	Oct 16	Jan 8	Mar 12	May 29
Last Day to withdraw for 70% refund	NA	NA	NA	NA	NA
Last Day to withdraw for 50% refund	Aug 26	Oct 21	Jan 13	Mar 17	June 3
Last Day to withdraw for 25% refund	NA	NA	NA	NA	NA

* Bills for courses added during the regular and late registration periods are due the day before those courses begin. Schedule changes and course adjustments made during the Add/Drop period that result in an additional bill must be paid by the last day of the Add/Drop period.

** Students with an approved payment plan are exempt from this deadline.

This page last modified March 6, 2013

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. You will be trained in a variety of disciplines related to the development and provision of public health services; learn to recognize the social, economic, cultural and environmental factors that affect the health of the public; have the knowledge to take a leading role in developing and implementing social policies that encourage and foster healthy group and individual behaviors in a community. Public health professionals work in a variety of organizations and agencies to contribute to 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 admission priority deadlines are as follows:

Semester	Admission Deadline
Fall 2013	March 15, 2013
Spring 2014	June 1, 2013
Summer 2014	February 1, 2014
Fall 2014	March 15, 2014

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 Admission: 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. Upon successful completion of the provisional requirements, the student may be granted full admission into the School.

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 a recognized institution,
- 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 referencing the chosen concentration of study)
- 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 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 Admission 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 Deferrals for MPH Applicants

Applicants will be furnished written notification regarding their admission status by the SPH Office of Admission 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 Admission and Academic Services.

Applicants who are admitted to a degree program and plan to enroll are required to submit an Admission 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 Admission and Academic Services to request a deferral. Deferrals must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferral fee of \$300; the deferral 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, 2013. For more information, please contact the Office of Admission 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 physio-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 Admission 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 Admission 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 who have maintained a 3.0 GPA 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 Admission 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 Admission 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 Admission and Academic Services (see academic calendar for Intent to Graduate deadline).

Curriculum Overview	SCH Hours
Core Curriculum	15
Concentration Courses *	24-31
Practice Experience	2
MPH Portfolio	1
Culminating Experience *	0-6
Total SCH	48-51 **

* Students choosing the comprehensive examination as their Culminating Experience take an additional six (6) semester credit hours of concentration coursework and are required to enroll in the comprehensive examination course which is 0 semester credit hours.

** 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.

This page last modified March 25, 2013

MPH Concentrations

The Masters of Public Health degree program prepares students to address the following core competencies while advancing their knowledge of public health:

1. **Public Health Knowledge and Skills:** The MPH student will apply basic knowledge and skills of the core public health sciences that include: biostatistics, epidemiology, health management and policy, behavioral and community health, and environmental and occupational health, to the prevention of illness and injury and the promotion of population health.
2. **Integration of Theory and Practice:** The MPH student will demonstrate the effective integration of theory and practice related to public health issues that affect diverse populations, through a thesis or comprehensive examination and a practice experience.
3. **Communication and Informatics:** The MPH student will gather, organize, and manage data and information effectively to address public health issues through oral and written communications to diverse professionals and lay audiences.
4. **Diversity and Culture:** The MPH student will demonstrate the ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.
5. **Professionalism:** The MPH student will apply ethical principles to the practice of public health in a variety of settings, demonstrating personal integrity while embracing diverse communities.

Department of Behavioral and Community Health (BACH)

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MPH in Behavioral and Community Health

The community health concentration prepares students from a variety of undergraduate majors (nursing, medicine, dentistry, allied health, social work, health education, nutrition, psychology, anthropology, communication) for public health careers that focus on community change and empowerment. This multidisciplinary concentration addresses the behavioral, community, socio-cultural, and economic factors that protect and undermine human health. The concentration focuses on community engagement and assessment, and community program planning and evaluation. Students will learn to design, implement, and evaluate preventive interventions, and advocate for public policy that seeks to improve community health and reduce health disparities. Students will be prepared to critically appraise findings from community-based research, effectively communicate findings to the public and policymakers, and advocate for evidence-based community health programs and policies. Traditionally, program graduates have assumed positions in public health departments, health and human service agencies, and 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.

By the conclusion of the MPH program, a student in the community health concentration will be able to:

1. Identify theories, concepts and models from a range of social and behavioral disciplines that are used in the solution of public health problems affecting the health of populations and individuals.
2. Identify and apply methods from a range of social and behavioral disciplines that are used in the solution of public health problems affecting the health of populations and individuals. These methods include qualitative and quantitative approaches.

3. Identify needs and assets for social and behavioral science interventions, including analyses of relevant stakeholder and policymaker priorities.
4. Analyze social and behavioral factors contributing to disparities in population health.
5. Apply evidence-based approaches in planning, implementing, and evaluating community health programs and policies in culturally diverse settings and populations.
6. Specify multiple targets and levels of intervention for community health programs and policies.
7. Interact sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, and professional backgrounds and with persons of all ages.
8. Demonstrate communication skills necessary for public health advocacy, including the ability to describe the merits of social and behavioral science interventions.
9. Apply social justice and human rights principles and values when addressing community needs and use collaborative methods to achieve organizational and community health goals.

Core Courses	15
BACH 5300 Theoretical Foundations of Individual & Community Health	3
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
Required Courses	13
BACH 5197 MPH Portfolio	1
BACH 5310 Participatory Approaches to Improving Community Health	3
BACH 5312 Community Assessment and Program Planning	3
BACH 5314 Social and Behavioral Research Methods	3
BACH 5316 Community Program Evaluation and Interventions	3
Elective Courses (18 with comprehensive examination; 12 with thesis)	12-18
Practice Experience	2
BACH 5297 Public Health Practice Experience	2
Culminating Experience	0-6
PHED 5000 Certified in Public Health Examination (CPH Exam)	0
BACH 5001 Comprehensive Exam	0
OR	
BACH 5395 Thesis	6
Total SCH	48

Upon approval by the Academic Advisor and the Department Chair, an MPH student may elect to complete a Thesis for the Culminating Experience. This requires the student to take 12 semester credit hours of "Elective" coursework and 6 semester credit hours of Thesis. An MPH student enrolled in the Thesis part of their degree plan must achieve satisfactory progress toward completion as determined by the Academic Advisor.

Department of Biostatistics (BIOS)

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MPH in Biostatistics

Biostatistics is designed to train students in data management, statistical analysis, interpretation, and presentation of analytical results using computing technology. The concentration focuses on the methodologies and procedures of statistical analysis and research design. 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 pharmaceutical industry, and consulting. Applicants to this program are expected to have a background in college algebra and calculus.

Students in biostatistics will complete a minimum of 48 semester credit hours to earn the MPH degree. By the conclusion of the MPH program, a student in will be able to:

1. Translate mathematical and statistical foundations to biostatistics.
2. Design and critically evaluate study protocols in the health sciences.
3. Design and apply comprehensive data management strategies for health related studies.
4. Identify and apply suitable statistical methods for data analyses.
5. Effectively communicate statistical information to health practitioners and professionals.
6. Understand and abide by strict ethical standards in health related studies.

Core Courses	15
BACH 5300 Theoretical Foundations of Individual and Community Health	3
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
Required Courses	10
BIOS 5197 MPH Portfolio	1
BIOS 5310 Biostatistics for Public Health 2	3
BIOS 5312 Regression Analysis	3
BIOS 5314 Introduction to Statistical Packages	3
Elective Courses (21 with comprehensive examination; 15 with thesis)	15-21
Practice Experience	2
BIOS 5297 Public Health Practice Experience	2
Culminating Experience	0-6
PHED 5000 Certified in Public Health Examination	0
BIOS 5001 Comprehensive Examination	0
OR	
BIOS 5395 Thesis	6
Total SCH	48

Upon approval by the Academic Advisor and the Department Chair, an MPH student may elect to complete a Thesis for the Culminating Experience. This requires the student to take 15 semester credit hours of "Elective" coursework and 6 semester credit hours of Thesis. An MPH student enrolled in the Thesis part of their degree plan must achieve satisfactory progress toward completion as determined by the Academic Advisor.

Department of Environmental and Occupational Health Sciences (EOHS)

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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, psychosocial, 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 and occupational toxicology, hazard recognition, and evaluation and control, coursework can be taken for additional focus in areas such as occupational health practice/industrial hygiene; exposure and risk assessment; geographic information systems (GIS), 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. For the culminating experience, students may choose between the thesis option or comprehensive examination option. Students selecting the comprehensive examination option will complete 15 semester credit hours of elective courses and students selecting the thesis option will complete 12 semester credit hours of elective courses to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

By the conclusion of the MPH program, a student in the environmental and occupational health science concentration will be able to apply their knowledge and skills to:

1. Identify and discuss health, safety, and ecological impacts of environmental agents.
2. Recognize and describe factors that modify exposures to environmental hazards.
3. Perform the processes of recognizing, evaluating, and controlling hazards.
4. Identify and understand environmental and occupational health policies, regulations and standards/guidelines.
5. Develop, apply and evaluate programs in environmental and occupational health.

Core Courses		15
BACH 5300	Theoretical Foundations of Individual & Community Health	3
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
Required Courses		16
EOHS 5197	MPH Portfolio	1
BIOS 5310	Biostatistics for Public Health 2	3
EOHS 5310	Evaluation and Control of Biological Agents & Infectious Disease	3
EOHS 5330	Recognition, Evaluation & Control of Environmental Hazards	3
EOHS 5331	Environmental & Occupational Sampling and Analytical Methods	3
EOHS 5350	Environmental & Occupational Toxicology	3
Elective Courses (15 with comprehensive exam; 9 with thesis)		9-15
Practice Experience		2
EOHS 5297	Public Health Practice Experience	2
Culminating Experience (Non Thesis)		0-6
PHED 5000	Certified in Public Health Examination	0
EOHS 5001	Comprehensive Examination	0
Or		
EOHS 5395	Thesis	6
Total SCH		48

Upon approval by the Academic Advisor and the Department Chair, an MPH student may elect to complete a Thesis for the Culminating Experience. This requires the student to take 9 semester credit hours of "Elective" coursework and 6 semester credit hours of Thesis. An MPH student enrolled in the Thesis part of their degree plan must achieve satisfactory progress toward completion as determined by the Academic Advisor.

Department of Epidemiology (EPID)

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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 15 semester credit hours of elective courses and 48 total semester credit hours. Students selecting the thesis option will complete 12 semester credit hours of elective courses and 51 total semester credit hours to earn the MPH degree. Course requirements are available on the School of Public Health website at www.hsc.unt.edu.

By the conclusion of the MPH program, a student in the epidemiology concentration will be able to:

1. Describe a public health problem in terms of magnitude, person, time and place.
2. Identify key sources of data for epidemiologic purposes.
3. Use data collection methods appropriate for epidemiologic research.
4. Design appropriate epidemiologic studies.
5. Apply analytic methods to answer epidemiologic questions.
6. Design and use survey tools.
7. Identify the principles and limitations of public health screening programs.
8. Critically evaluate epidemiologic evidence.
9. Communicate epidemiologic information to lay and professional audiences.
10. Comprehend basic ethical principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
11. Demonstrate proficiency in using statistical software to manage and analyze health related data.

Core Courses		15
BACH 5300	Theoretical Foundations of Individual & Community Health	3
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
Required Courses		17
EPID 5197	MPH Portfolio	1
BIOS 5310	Biostatistics for Public Health 2	3
EPID 5310	Intermediate Epidemiology	3
EPID 5312	Survey Research & Questionnaire Design	3
EPID 5313	Database Management and SAS Programming	3
EPID 5314	Applied Data Analysis in Epidemiology	3
Elective Courses (15 with comprehensive examination; 12 with thesis)		12-15
Elective courses must be approved by the advisor, and must include one of the two courses below.		
EPID 5318	Chronic Disease Epidemiology	3
EPID 5320	Infectious Disease Epidemiology	3
(Choose three from the following list if completing the Thesis or four from the following list if completing the Comprehensive Examination)		
Practice Experience		2
EPID 5297	Public Health Practice Experience	2
Culminating Experience (Non Thesis)		0-6
PHED 5000	Certified in Public Health Examination	0
EPID 5001	Comprehensive Examination	0
Or		
EPID 5395	Thesis	6
Total SCH		48-51

Upon approval by the Academic Advisor and the Department Chair, an MPH student may elect to complete a Thesis for the Culminating Experience. This requires the student to take 12 semester credit hours of "Elective" coursework and 6 semester credit hours of Thesis. An MPH student enrolled in the

Thesis part of their degree plan must achieve satisfactory progress toward completion as determined by the Academic Advisor.

Department of Health Management and Policy (HMAP)

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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.

By the conclusion of the MPH program, a student in the health management and policy concentration will be able to:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Discuss the policy process for improving the health status of populations.
4. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
5. Apply quality and performance improvement concepts to address organizational performance issues.

Core Courses	15
BACH 5300 Theoretical Foundations of Individual & Community Health	3
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
Required Courses	19
HMAP 5197 MPH Portfolio	1
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 with comprehensive examination; 6 with thesis)	6-12
Practice Experience	2

HMAP 5297	Public Health Practice Experience	2
Culminating Experience		0
PHED 5000	Certified in Public Health Examination	0
HMAP 5001	Comprehensive Examination	0
OR		
HMAP 5395	Thesis	6
Total SCH		48

Upon approval by the Academic Advisor and the Department Chair, an MPH student may elect to complete a Thesis for the Culminating Experience. This requires the student to take 6 semester credit hours of "Elective" coursework and 6 semester credit hours of Thesis. An MPH student enrolled in the Thesis part of their degree plan must achieve satisfactory progress toward completion as determined by the Academic Advisor.

Department of Public Health Education (PHED)

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MPH Professional Option

The Master of Public Health (MPH) Professional Option is an interdisciplinary degree that provides education and training for professionals in any field who want to strengthen their general knowledge and skills in public health. Students in this "generalist," practice-oriented curriculum will complete a common set of required courses and then have the opportunity to tailor their electives to meet their individual career goals. Students will gain knowledge, skills and approaches that emphasize the core functions of public health, including the assessment of health risks and current levels of disease; the development of public health policies; the assurance of health improvement through health promotion, disease prevention and health services; and the management of health systems and settings. Ultimately, graduates of this program will contribute to the expansion and enhancement of a competent public health workforce that is advancing the well-being of Texas' citizens and beyond.

Applicants 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

Core Courses		15
BACH 5300	Theoretical Foundations of Individual & Community Health	3
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
Required Courses		10

PHED 5197	MPH Portfolio	1
HMAP 5320	Health Services Management	3
HMAP 6320	Leadership for Public Health	3
PHED 6360	Ethical Issues in Public Health	3
Elective Courses		12
Practice Experience		2
PHED 5297	Public Health Practice Experience	2
Culminating Experience		0
PHED 5000	Comprehensive Examination - Certified in Public Health (CPH) Examination	0
PHED 53xx	Public Health Capstone	3
Total SCH		42

This page last modified February 13, 2013

MPH Practice Experience

All MPH students are required to complete a Public Health practice experience. This requirement is based upon the Council on Education for Public Health (CEPH) accreditation Criterion 2.4 (2011).

A student is eligible to participate in the Public Health Practice Experience after completing at least 21 semester credit hours, has a cumulative GPA of 3.0 or better, and has the permission of their academic advisor.

During the Public Health Practice Experience, students must complete a minimum of 200 contact hours working on a project that enhances professional skills and knowledge. During the practice experience, students must maintain a portfolio of their progress that will be monitored by the class instructor, their Academic Advisor, and their site supervisor. Upon completion of the practice experience, students are required to present their work during a poster presentation at the end of the semester.

No exceptions will be granted for the practice experience. The practice experience is designed as a supervised experience based upon the application of competencies gained during the Masters of Public Health program. As such, prior work experience does not qualify as a MPH Practice Experience. For more information, please see the Public Health Practice Experience [website](#).

This page last modified March 6, 2013

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 for effective organizational management based on competencies and evidence based practices needed to become exceptional managers and leaders. The program is also committed to the improvement of health services through health services research and community engagement within complex health related organizations. The 60 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.

The curriculum is guided by the NCHL Health Leadership Competency Model which addresses the complexity and dynamic qualities of the health leader's role and reflects the dynamic realities in health leadership today. 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.

By the conclusion of the MHA program, students will be able to demonstrate knowledge and skills in:

- Accountability
- Achievement Orientation
- Communication Skills
- Financial Skills
- Impact & Influence
- Information Technology
- Management
- Performance Measurement
- Process Management &
- Organizational Design
- Project Management
- Human Resource Management
- Change Leadership
- Strategic Orientation
- Organizational Awareness

- Analytical thinking
- Information Seeking
- Initiative
- Professionalism
- Self Confidence

The School of Public Health is a member of SOPHAS (Schools of Public Health Application Service) and HAMPCAS (Healthcare Administration, Management & Policy Centralized Application Services). The School of Public Health admits MHA students during the fall, spring, and summer semesters. The deadlines are as follows:

Semester	Admission Deadline
Fall 2013	March 15, 2013
Spring 2014	June 1, 2013
Summer 2014	February 1, 2014
Fall 2014	March 15, 2014

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 Admission: 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 Admission Committee. Upon successful completion of the provisional requirements, the student may be granted full admission into the School.

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 a recognized institution,
- Submit an application to SOPHAS (Schools of Public Health Application Service at www.sophas.org or HAMPCAS (Healthcare Administration, Management & Policy Centralized Application Services) at www.hampcas.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.

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 Admission 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 Admission 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 Admission and Academic Services.

Applicants 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 their 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 Admission and Academic Services to request a 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, 2013. For more information, please contact the Office of Admission and Academic Services at 817-735-2401.

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 Admission and Academic Services. Students may e-mail the Office of Admission 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 Admission 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 required SCH, and other requirements as assigned by Program Director. 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 enrolled will participate as members of a consulting team to a partner health care organization and conduct a project focused on a health administration problem, will complete the deliverables as defined and requested by the partner organization and present their work orally and in a written report. This course is designed to partially meet the culminating experience requirement for students in the MHA program. Student must have completed a minimum of 30 required SCH and the MHA Internship to register for the course.
5. Students must submit the Intent to Graduate Form to the School of Public Health Office of Admission 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 Admission 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
HMAP 5050	MHA Portfolio	0
EPID 5300	Principles of Epidemiology	3
HMAP 5300	Introduction to Health Management and Policy	3
HMAP 5118	Seminar in Healthcare Management	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 6224	Healthcare Management and Quality Improvement	2
HMAP 6330	Healthcare Insurance and Managed Care	3
HMAP 6340	Health Care Law	3
Elective Courses		9
(Choose 3 from the following list)		
BACH 5310	Participatory Approaches to Improving Community Health	3
BACH 5324	Introduction to Health Disparities	3
BIOS 5310	Biostatistics for Public Health 2	3
BIOS 5124	Introduction to Statistical Packages	3
BIOS 5324	Data Management	3
EOHS 5355	Work, Surveillance, Safety and Law	3
EPID 5310	Intermediate Epidemiology	3
EPID 5318	Chronic Disease Epidemiology	3
HMAP 5340	Public Health Law	3
HMAP 5394	Master of Healthcare Administration Internship	3
HMAP 6320	Leadership for Public Health	3
HMAP 6322	Organizational Management	3
HMAP 6360	Ethical Legal & Social Issues for the Responsible Conduct of Clinical Research	3
ACCT 60010*	Financial Reporting	1.5
ACCT 60020*	Managerial Reporting	1.5
MANA 60330*	Engaging & Empowering People	1.5
MANA 60430*	Leading & Guiding Organizations	1.5
MARK 60010*	Marketing Management	1.5
MARK 70010*	Marketing Issues & Problems	1.5
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

**Texas Christian University Neeley School of Business approved courses through a partnership agreement with the UNT Health Science Center School of Public Health.*

***UNT Denton College of Business approved courses.*

Master of Health Administration Internship Program

All students pursuing a Master of Health Administration (MHA) degree at the UNT Health Science Center School of Public Health are required to complete a professional internship prior to graduation. The MHA internship program is managed under the direction of the MHA Program Director in cooperation with program faculty, students and preceptors in the field.

Internship Purpose and Objectives

Each student in the UNTHSC School of Public Health's Master of Health Administration Program is required to complete a 500 contact hour, 12-13-week, full-time internship in an approved health services organization under the guidance of a qualified preceptor. The purpose of this internship is to provide the student with a "real world" experience against which to compare the concepts and models learned in the classroom; enable an appreciation of the complexity of organizations and the individuals that comprise them; and to provide insights for further development of skills and knowledge during the student's remaining time in the program.

The MHA internship experience is intended to provide students with "hands on" training in health services management. The final decision regarding which type of internship would be most appropriate for individual students is made by the MHA Program Director in consultation with each student's faculty advisor.

All internships are designed to enable students to accomplish the following objectives:

- To observe and understand the leadership and managerial style of the preceptor;
- To understand the overall design and interrelationships of the individual parts of the organization's structure;
- To contribute to the "real output" of the organization by participating in relevant projects;
- To practice serving as a "real healthcare manager" within the organization; and
- To understand the internal and external environment in which the organization functions.

Additional information can be found on the MHA Internship [website](#).

This page last modified March 6, 2013

Doctor of Public Health (DrPH) Program

Department of Public Health Education (PHED)

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PhD Program Director
DrPH Program Director
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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 a recognized institution,
- 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,
- 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 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 Admission 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, 2013. For more information, please contact the Office of Admission and Academic Services at 817-735-2401.

Admissions Decisions and Deferrals for DrPH Students

Applicants will be furnished written notification regarding their admission status by the SPH Office of Admission 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 Admission and Academic Services.

Applicants 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 their 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 Admission and Academic Services to request a deferral. Deferrals must be made in writing and cannot exceed one year from the original acceptance date. There is a non-refundable deferral fee of \$300; the deferral 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

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 program requires a minimum of 60 semester credit hours (SCH) and is offered on a full time or part time basis. 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 residency. Program content and learning experiences will address the public health competencies identified by the Association of Schools of Public Health (ASPH). Overall, upon completion of the DrPH program, the graduate will be able to demonstrate the ability to:

1. Advocacy – 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.
2. Communication – Study and use communication strategies to inform and influence individual and community decisions that enhance health.
3. Community/Cultural Orientation – Interact and communicate effectively with people of different cultures. This includes having:
 - An awareness of one's own cultural worldview;
 - Mature attitudes towards cultural differences;
 - Knowledge of different cultural practices and worldviews; and
 - Possession of cross-cultural skills.
4. Critical Analysis – 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.
5. Leadership – 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.
6. Management – 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.
7. Professionalism and Ethics – 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.

DrPH Curriculum

Prerequisites	15
BACH 5300 Theoretical Foundations of Individual & Community	3
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
Core Courses	39
BACH 6300 Social and Behavioral Theories and Health Applications	3
EPID 6300 Intermediate Epidemiology for Public Health OR	3
EPID 6310 Applied Epidemiology for Public Health Practice	3
HMAP 5328 Human Resources Management	3
HMAP 5330 Health Finance	3
HMAP 5340 Public Health Law	3
HMAP 6310 Advanced Health Policy	3
HMAP 6320 Leadership for Public Health	3
HMAP 6322 Organizational Management	3
HMAP 6360 Ethical Issues in Public Health	3
PHED 6050 DrPH Portfolio	0
PHED 6118 Seminar in Public Health Practice	1
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 6316 Advanced Program Design & Evaluation for Public Health Practice	3
PHED 6325 Evidence Based Public Health	3
Elective Courses (Only 6 SCH at 5000 level)	12
Examinations	
PHED 5000 Certified in Public Health Examination	0
PHED 6000 Preliminary Examination	0
PHED 6002 Integrated Competency Examination (ICE)	0
Culminating Experience	9
PHED 6397 Doctor in Public Health Residency	9
Total SCH 60 (Excludes Prerequisites)	

This page last modified February 13, 2013

Doctor of Philosophy (PhD) in Public Health Sciences

Department of Public Health Education (PHED)

Christine A. Moranetz, PhD, FAWHP
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PhD Program Director
DrPH Program Director
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The PhD program in Public Health Sciences prepares professionals for research, teaching, and service with the overall objective of improving the health of populations. To meet this objective, all students in the program pursue excellence in conducting research and disseminating knowledge. The primary focus is on research that advances knowledge and facilitates discovery regarding etiology, interventions, and policies that promote health at the individual, population, societal, and/or global levels. The PhD curriculum will provide a strong foundation in research methodology and biostatistics necessary for the public health sciences. Advanced training with the specialized fields will be addressed within the five concentrations:

- **Behavioral and Community Health** focuses on advancing knowledge about etiology, interventions, and policies that promote healthy lifestyles and prevent risk behavior, injury, and disease in communities. The concentration in Behavioral and Community Health provides a rigorous scientific approach to the multi-level study of the biological, behavioral, social, and community factors that impact human health. Students will be prepared to research, to effectively teach university courses in a community health curriculum, and to serve and partner with communities, particularly those represented by priority populations.
- **Biostatistics** focuses on the reasoning and methods for using data as evidence to address public health and biomedical questions. It is an approach and a set of tools for designing studies, analyzing data, quantifying evidence and making decisions. The PhD curriculum prepares students for three roles – researcher, collaborator/communicator and educator – which are commonly expected of a Biostatistician.
- **Environmental Health Sciences** prepares students to research, teach and apply knowledge on the interrelationships between the environment and human health and their regional, national and global significance. Students will be equipped to apply their research skills and knowledge to recognize, evaluate and prevent exposures that may adversely impact human health and environmental quality, whether in the natural or human-made environment.
- **Epidemiology** is an advanced degree for students contemplating a career as scientists employed in academia, research institutions or in research units within industry or other agencies and organizations. The program is comprehensive, with a strong emphasis on epidemiologic methodology, theory and practice. The goal is to provide broad and rigorous training that will fully equip students with the skills they need to conduct cutting-edge epidemiologic research within the many areas of public health.
- **Health Services and Policy** will prepare students for careers in research, teaching and service in the broad field of health care services and policy. The program's aim is to strengthen students' knowledge and skills with respect to theories, research methodologies and analytical skills. By developing these tools, students will be able to address a variety of issues including health care access, cost-effectiveness, and process quality and outcomes evaluation.

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 admission 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

- Hold a minimum of a bachelor's degree or its equivalent from a recognized institution.
- Completion of a MA, MS, MPH or a related master's degree(s) 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 research interest and how the PhD 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 at the student's request are always welcome.

Once an offer of admission has been extended to an applicant, official transcripts from all colleges or universities attended must be re-submitted directly to the SPH Office of Admission 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 Admission 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 Admission and Academic Services.

Applicants 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 Admission and Academic Services to request a 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, 2013. For more information, please contact the Office of Admission 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 overarching 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:

- Synthesize historical, contemporary, and emerging theories and paradigms of significance to public health. **(Research Theories)**
- Critically evaluate the strengths and weaknesses of existing research evidence and identify significant gaps in knowledge. **(Critical Analysis)**
- Comprehend, design and apply relevant and advanced research methods based on rigorous standards of evidence. **(Research Methodology)**
- Develop professional skills in scientific and grant writing, oral communication, and teaching. **(Scientific Communications)**
- Uphold the highest ethical standards in all professional endeavors, including the design and implementation of research and the participation of human subjects. **(Ethics)**
- Conduct investigative research, including areas that facilitate the translation and application of discovery to practice. **(Discovery & Translational Research)**

PhD Curriculum

Core Courses	33
BACH 5300 Theoretical Foundations of Individual and Community Health	3
BIOS 5300 Biostatistics for Public Health I	3
EOHS 5300 Environmental Health	3
EPID 5300 Principles of Epidemiology	3
HMAP 5300 Introduction to Health Management and Policy	3
BIOS 5310 Biostatistics for Public Health 2	3
BIOS 6300 Applied Statistical Methods for Data Analysis	3
HMAP 6360 Ethical Issues in Public Health	3
PHED 6118 Seminar/Grand Rounds in Public Health Research	1
PHED 6220 Scientific and Grant Writing	2
PHED 6321 Pedagogy in Public Health	3
PHED 6310 Public Health Research Methods	3
Concentration Required Courses	21-39
Concentration Specific Electives	6-24
Comprehensive Examination (BACH, BIOS, EOHS, EPID, HMAP 6000)	0
Culminating Experience	
Dissertation	12
Total SCH	90

This page last modified February 13, 2013

Dual Degree Programs

The School of Public Health offers three dual degree programs: MSN/MPH in Health Management & Policy offered through the School of Public Health and the University of Texas at Arlington School of Nursing; MS in Applied Anthropology/MPH offered through the School of Public Health and the University of North Texas Department of Anthropology and the DO/MPH offered through the School of Public Health and the Texas College of Osteopathic Medicine. 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 curriculum plan as defined for the specific dual degree, which includes courses in biostatistics, epidemiology, environmental health, health management and policy and behavioral and community health. Additional information about required curriculum is located on the School of Public Health [website](#). With the use of transfer credit and dual credit, students are required to complete 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 admission priority deadlines are as follows:

Semester	Admission Deadline
Fall 2013	March 15, 2013
Spring 2014	June 1, 2013
Summer 2014	February 1, 2014
Fall 2014	March 15, 2014

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 Admission Committee. Upon successful completion of the provisional requirements, the student may be granted full admission into the School.

Dual Degree Admission Requirements for MPH/MSN Applicants

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

- Hold a minimum of a bachelor's degree or its equivalent from a recognized institution.

- Submit an application to SOPHAS (School of Public Health Application Service) at www.sophas.org.
- 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 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 Admission 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

Dual Degree Admission Requirements for MPH/MS-Applied Anthropology Applicants

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

- Hold a minimum of a bachelor's degree or its equivalent from a recognized institution.
- Submit an application to SOPHAS (School of Public Health Application Service) at www.sophas.org.
- 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.
- 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 Admission 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.

Overview: Master of Public Health (MPH)/ MS in Applied Anthropology

The School of Public Health and the Department of Anthropology at the University of North Texas at Denton have developed a cooperative agreement that allows students to pursue the Master's of Public Health and a Master's of Science in Applied Anthropology. The dual degree program in Public Health and Applied Anthropology offers an opportunity to strengthen collaboration in public health and anthropology research and practice. Medical anthropology is a field that uses anthropological theories as a framework to understand public health issues. Its emphasis on social and cultural influences on health, illness, and healing are central to the shared goals of improving health and social justice to eliminate local and global disparities. This 2 ½ year program prepares students for careers in research, public health, and public policy planning relating to health and health care in the U.S. or in an international setting.

Curriculum

Total hours for degree: 63

Master's of Public Health – 36 hours

Required courses in Public Health – 27 hours

- BACH 5197- MPH Portfolio
- BACH 5300 Theoretical Foundations of Individual and Community Health
- BACH 5310 Participatory Approaches to Improving Community Health

- BACH 5312 Community Assessment and Program Planning
- BIOS 5300 Biostatistics for Public Health 1
- EOHS 5300 Environmental Health
- EOHS 5324 Water and Public Health: Global to Regional Perspectives
- EPID 5300 Principles of Epidemiology
- EPID 6391 Advanced Topics in Epidemiology (Applied Methods)
- HMAP 5300 Introduction to Health Management and Policy

Elective courses in Public Health – 6 hours

- Any 2 courses offered in the School of Public Health

Culminating experience in Public Health (Comprehensive Examination & Practice Experience) – 3 hours

- PHED 5000 CPH Examination (0)
- BACH 5297 Practice Experience in Public Health (3)

Master's of Science in Applied Anthropology – 27 hours

Required courses in Applied Anthropology – 21 hours

- ANTH 5010 Anthropological Thought and Praxis I
- ANTH 5021 Anthropological Thought and Praxis II
- ANTH 5031 Ethnographic and Qualitative Methods
- ANTH 5041 Quantitative Methods
- ANTH 5050 Preparation for Practice and the Applied Thesis
- ANTH 5201 Medical Anthropology
- ANTH 5210 Anthropology and Public Health

Culminating experience in Medical Anthropology and Public Health (Applied Thesis) – 6 hours

- ANTH 5950 Applied Thesis (topic to overlap with BACH 5397)

Additional Information

1. New students are encouraged to apply simultaneously to both programs. Students currently enrolled in only the Public Health program or Anthropology program have 18 credit hours to decide if they would like to enter the dual degree program. Before they have completed 18 credit hours, they may apply to the program in which they are not currently enrolled. If a current Public Health student, they must apply to the Anthropology program for the following fall semester. If a current Anthropology student, they can apply to the Public Health program any semester (fall, spring, or summer). If they are accepted, they must submit new degree plans to both of their programs to ensure that their academic record reflects the dual degree program.
2. At the end of this program, students will have two degrees – one in public health and one in applied anthropology. The programs share 21 hours and coordinate the culminating experiences that fulfill both degrees.
3. Students will have a 3-person faculty committee – 2 members from Anthropology and 1 member from Public Health.
4. Culminating Experience in Public Health Practice (Comprehensive Examination and Practice Experience) – Students will pass the CPH Examination during their Culminating Experience. In BACH 5397, students will complete a Practicum Portfolio, which will include a poster presentation, notebook, and reflection paper.

5. Culminating Experience in Applied Anthropology (Applied Thesis) – Dual degree students must complete a major independent project. This project is completed through 6 hours of Applied Thesis (in applied anthropology). This project will be decided by the student and the student's committee, and must be broad enough to incorporate the knowledge and tools acquired in both programs.
6. Although UNT Health Science Center in Fort Worth and UNT Denton are part of the University of North Texas System, they are separate universities. They have separate admissions, separate financial aid offices and different academic calendars. It is important that students let administrative offices know that they are a dual degree student, particularly the financial aid office. Although there is a high level of cooperation between the two programs, students will be enrolled at two universities. They will apply to two universities, submit separate degree plans to two universities, apply for graduation to two universities, and graduate twice.

Suggested Timelines

This program is designed to take 2 ½ years for students taking 4 courses per long semester, plus 1 course each summer. Students are allowed to take fewer classes per semester but should be aware that some classes are only offered once a year or once every two years.

Course sequence for full-time students starting in the Fall:

Fall – Year 1

- ANTH 5010 Thought and Praxis I (Fall only)
- ANTH 5031 Ethnographic and Qualitative Methods (Fall only)
- ANTH 5201 Medical Anthropology (Fall only)
- BACH 5300 Theoretical Foundations of Individual and Community Health (Fall, Spring, & Summer)

Spring - Year 1

- ANTH 5021 Thought and Praxis II (Spring only)
- ANTH 5041 Quantitative Methods (Spring only)
- ANTH 5050 Preparation for Practice and the Applied Thesis (Spring only)
- ANTH 5210 Anthropology in Public Health (every other Spring only) or SPH 3-hour elective

Summer - Year 1 -

- EPID 5300 Principles of Epidemiology (Fall, Spring, & Summer)
- SPH 3-hour elective course

Fall – Year 2

- BACH 5197 MPH Portfolio (Fall, Spring, & Summer)
- HMAP 5300 Introduction to Health Management and Policy (Fall, Spring, & Summer)
- EOHS 5300 Environmental Health (Fall, Spring, & Summer)
- BIOS 5300 Biostatistics for Public Health 1 (Fall, Spring, & Summer)
- BACH 5310 Participatory Approaches to Improving Community Health (Fall & Spring)

Spring – Year 2

- BACH 5312 Community Assessment and Program Planning (Fall & Summer)

- EOHS 5324 Water and Public Health: Global and Regional Perspectives (Spring only)
- EPID 6391 Advanced Topics in Epidemiology (Applied Methods) (Spring only)
- SPH 3-hour elective course or ANTH 5210 Anthropology in Public Health (every other Spring only)
- PHED 5000 CPH Examination

Summer – Year 2

- ANTH 5950 Applied Thesis

Fall - Year 3

- ANTH 5950 Applied Thesis
- BACH 5297 Practice Experience in Public Health

Dual Degree Admission Requirements for MPH/DO Applicants

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

- Hold a minimum of a bachelor's degree or its equivalent from a recognized institution.
- Download an application from the School of Public Health at www.hsc.unt.edu and submit all required admissions materials to the Office of Admission & Academic Services.
- Submit a \$40 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 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 Admission 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 Admission 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 Admission 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 Admission 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 Admission 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, 2013. For more information, please contact the Office of Admission and Academic Services 817-735-2401.

This page last modified March 25, 2013

Graduate Certificate in Public Health

Who Should Attend?

Working professionals can now advance their public health training with our new flexible and convenient online Graduate Certificate in Public Health. The certificate consists of 15-credit hours of the five core public health concept courses that are required of all MPH graduates. Upon completion of the Certificate, students who are admitted to the MPH program may apply all fifteen credits to their degree.

Available Online!

Complete your certificate with just 5 online classes. Each class lasts 8 weeks, so you can complete the certificate in one year. Certificate courses are offered each semester (including summer), both online and in-person.

Graduate Certificate in Public Health Curriculum

Required Courses (15 SCH)

- [BACH 5300](#) Theoretical Foundations of Individuals and Community Health
- [BIOS 5300](#) Biostatistics for Public Health I
- [EOHS 5300](#) Environmental Health
- [EPID 5300](#) Principles of Epidemiology
- [HMAP 5300](#) Introduction to Health Management and Policy

Admission Requirements

- Bachelors degree or its equivalent from an accredited university or college
- Official transcripts from all colleges and universities attended
- Complete [Application](#)
- Application fee
- Mail application, application fee and request official transcripts to be sent to:

UNTHSC-School of Public Health
Office of Admission & Academic Services
Carl E. Everett Education and Administration Building 716
3500 Camp Bowie Blvd.
Fort Worth, TX 76107

This page last modified March 6, 2013

Public Health Graduate Certificate in GIS

The role of Geographic Information System (GIS) mapping, research and spatial analysis is a valuable tool in public health today to better understand the geography of disease and its risk factors. The role of GIS is rapidly increasing in the development of public health policy for targeted prevention and intervention methods. GIS technology is now applied by [WHO](#), the [CDC](#), [FEMA](#), state and local health departments, and various other public health organizations.

In conjunction with UNT's Department of Geography, the UNT Health Science Center's School of Public Health is now offering a 15 semester credit hour (SCH) certificate program to train students for public health research and practice in an academic or industry setting using GIS.

The Public Health Graduate Certificate in GIS is a 15 SCH program as part of, or in addition to, a graduate degree program in the School of Public Health. The benefit of embedding the Certificate within a graduate degree program is that common, required coursework may, under some situations, apply to the Certificate without the need for additional credit hours. By the completion of the certificate program students will be able to:

- Understand geographic information science principles in the context of public health
- Demonstrate knowledge of methods of the geospatial analysis of public health information
- Apply appropriate geospatial methods to public health research, practice, and policy
- Use GIS software and geodatabase design to access, manage, and analyze spatial health data

Curriculum (15 SCH)

Course	Course Title	Credits	Offered
EPID 5300	Principles of Epidemiology	3 SCH	All
BIOS 5310	Biostatistics for Public Health II	3 SCH	Spring
EOHS 5362	GIS and Health	3 SCH	Fall
EOHS 5364	Medical Geography	3 SCH	Spring
EOHS 5391	Application of Health Information and Spatial Analysis*	3 SCH	Summer

*Course must be taken after the successful completion of EPID 5300, BIOS 5310, EOHS 5362 and EOHS 5364.

Admissions and Certificate Receipt Requirements

- Admission and matriculation to a graduate program in the UNTHSC School of Public Health or Alumni from UNTHSC SPH
- Completion of required 15 semester credit hours of courses
- Maintenance of overall graduate program GPA of equal or greater than 3.0

Application Procedure

Complete [Application](#) and mail to:

UNTHSC-School of Public Health
Office of Admission & Academic Services
Carl E. Everett Education and Administration Building 716
3500 Camp Bowie Blvd.
Fort Worth, TX 76107

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 priority deadlines are as follows:

Semester	Admission Deadline
Fall 2013	August 1, 2013
Spring 2014	December 1, 2013
Summer I 2014	May 1, 2014
Summer II 2014	June 1, 2014
Fall 2014	August 1, 2014

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:

- Applicant must hold a minimum of a bachelor's degree or its equivalent from a recognized institution.
- 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 Admission & Academic Services:
 - Application fee
 - Complete application (download from www.hsc.unt.edu)
 - Official transcripts from all colleges or universities attended.
 - Interviews 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 Admission 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 Admission and Academic Services.

Applicants 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.

This page last modified February 13, 2013

School of Health Professions

Office of the Dean

Claire Peel, PT, PhD, FAPTA, Dean, School of Health Professions

Clayton F. Holmes, PT, EdD, MS, ATC, Chair, Physical Therapy

Hank Lemke, DHSc, PA-C, DFAAPA, Chair, Physician Assistant Studies

Cheryell Williams-Price, MA, Senior Executive Assistant

Contact Information:

817-735-2762

shp@unthsc.edu

Office of Admissions

Felicity White, Admissions Coordinator, SHP Admissions

April Green, Administrative Assistant, SHP Admissions

Contact Information:

817-735-2003

PAAdmissions@unthsc.edu Physician Assistant Studies Program Admissions

PTAdmissions@unthsc.edu Physical Therapy Program Admissions

SHP Mission

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 health professions education for the State of Texas and the nation.

SHP Values

- Compassion
- Pride
- Teamwork
- Innovation
- Integrity

This page last modified April 26, 2013

Department of Physician Assistant Studies (PAS)

Hank Lemke, DHSc, PA-C, Program Director and Chair, Physician Assistant Studies

Kim Williams, Assistant to the Chair, Physician Assistant Studies

Felicity White, Admissions Coordinator, School of Health Professions

Contact Information:

817-735-2301 Program Office

817-735-2003 Admissions

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

This page last modified February 7, 2013



PA Studies Academic Calendar

	Fall 2013	Spring 2014	Summer 2014
Year 1 PA Students			
Register for classes (completed by the Office of the Registrar)	Jun 24	Nov 15	Apr 21
Orientation	Jul 15-19	---	---
First day of classes	Jul 22	Jan 2	May 27
Census date	Aug 6	Jan 17	May 30
White Coat Ceremony (mandatory)	Jul 20	---	---
Last day of classes	Dec 6	May 9	July 3
Grades due to registrar by 5:00 p.m.	Dec 13	May 16	July 11
Year 2 PA Students			
Register for classes (completed by the Office of the Registrar)	Jun 24	Nov 15	Apr 21
First day of classes	Jul 22	Jan 2	May 27
Census date	Aug 6	Jan 17	June 3
Last day of classes	Dec 6	May 9	July 18
Grades due to registrar by 5:00 p.m.	Dec 13	May 16	Jul 25
Year 3 PA Students			
Register for classes (completed by the Office of the Registrar)	Jun 24	Nov 15	
First day of classes	Jul 22	Jan 2	
Census date	Aug 6	Jan 17	
Last day of classes (graduating students)	---	May 9	
Grades due to registrar by 5:00 p.m.		May 14	
Commencement		TBD	
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 2		
Thanksgiving	Nov 28-29		
Winter Break	Dec 9 – Jan 1		
Martin Luther King, Jr. Day		Jan 20	
Spring Break		Mar 10-14	
Research Appreciation Day		TBD	
Commencement		TBD	
Memorial Day		May 26	
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 through third class days		
50 percent refund	During the fourth through sixth class days		
No refund	Seventh day of class and thereafter		

This page last modified February 1, 2013

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

	Credits
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 or Anthropology	3

Coursework is converted to semester credit hours when calculating GPA and when determining if minimum prerequisite requirements have been met. Meeting the prerequisite requirements generally calls for completion of courses designed for science majors. Courses offered for non-science majors do not

typically satisfy the prerequisite requirements of anatomy, physiology, microbiology, organic chemistry, immunology, genetics, biochemistry, or cellular biology. A maximum of three (3) semester credit hours in 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 prerequisite 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@unthsc.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 May 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. Deferred matriculation is available upon approval for up to one year in unusual circumstances.

Transfer Credit

The program does not accept transfer credits. No credit is awarded for portfolio-based experiential learning or non-credit courses.

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.

Dual Degree Opportunities

UNTHSC also offers numerous dual degree opportunities bridging the MPAS and DO degrees with the MPH, MHA, MS and PhD degrees within the School of Public Health and Graduate School of Biomedical Sciences. Future dual degree opportunities will also be offered to students pursuing the DPT and PharmD degrees. For details, please see the section on the [Multidisciplinary Programs](#) within this catalog.

This page last modified April 26, 2013

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 (protoscopy, 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 submitted in writing. Leave cannot be granted for reasons of poor academic standing. Requests for leave of absence submitted by a student not in good standing shall be considered on a case-by-case basis. Requests 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.

Re-admission After Leave of Absence

Prior to re-enrollment, the student must submit a written request for re-admission to the Chair of PA Studies. The request for re-admission 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.

This page last modified March 25, 2013

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.

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.

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Disciplinary Policies

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. 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 (or designee).

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 housing or 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.

This page last modified February 15, 2013

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.

This page last modified January 30, 2013

Curriculum

PA Class of 2016

Year 1: Fall		Hours
MPAS 5401	Clinical Anatomy I with Lab	4
MPAS 5208	Clinical Anatomy II with Lab	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	2
		20
Year 1: Spring		
MPAS 5322	Physical Diagnosis with Lab	4
MPAS 5312	Culture/Diversity in Healthcare	2
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 2: Summer		
MPAS 5201	PA Master's Project	3
MPAS 5203	Dermatology	2
MPAS 5232	Health Promotion/Disease Prevention	2
		7
Year 1 Total SCH		47

PA Class of 2015

Year 2: Fall		Hours
MPAS 5241	Supervised Practice I	3
MPAS 5204	Introduction to ECG	2
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	1
MPAS 5205	Clinical Skills	2
MPAS 5903	Integrated PA Clinical Medicine II	9
Clinical Practica Begins*		8
		20
Year 2 Total SCH		43

PA Class of 2014

Year 3		Hours
Clinical Practica Begins*		44
MPAS 5190	Senior Seminar	2
Year 3 Total SCH		46

*Clinical Practia 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

This page last modified February 15, 2013

Department of Physical Therapy

Clayton Holmes EdD, PT, MS, ATC, Professor and Chair

Felicity White, Admissions Coordinator

Barbara Conley, Administrative Specialist

University of North Texas Health Science Center
Department of Physical Therapy
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699
Phone: (817) 735-2003 Fax: (817) 735-2518
Email: PTAdmissions@unthsc.edu



DPT Mission

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.

DPT 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.

DPT 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

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Doctor of Physical Therapy Academic Calendar

	Fall 2013	Spring 2014	Summer 2014
Year 1 PT Students			
Register for classes (completed by the Office of the Registrar)	June 24	Nov 15	Apr 21
Orientation	July 15-19	---	---
Official term start date	July 22	Jan 2	May 27
Census date	Aug 6	Jan 17	May 30
White Coat Ceremony (mandatory)	July 20	---	---
Last day of classes	Dec 6	Apr 25	July 3
Grades due to registrar by 5:00 p.m.	Dec 13	May 2	July 11
Year 2 PT Students			
Register for classes (completed by the Office of the Registrar)	June 24	Nov 15	Apr 21
Official term start date	July 22	Jan 2	May 27
Census date	Aug 6	Jan 17	May 30
Last day of classes	Dec 6	April 25	July 3
Grades due to registrar by 5:00 p.m.	Dec 13	May 2	July 11
Year 3 PT Students			
Register for classes (completed by the Office of the Registrar)	Jun 24	Nov 15	
Official term start date	July 22	Jan 2	
Census date	Aug 6	Jan 17	
Last day of classes (graduating students)	Dec 6	April 25	
Grades due to registrar by 5:00 p.m.	Dec 13	May 2	
Commencement		TBD	
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 2		
Thanksgiving	Nov 28-29		
Winter Break	Dec 9 –Jan 1		
Martin Luther King, Jr. Day		Jan 20	
Study Break		Feb 3-9	
Spring Break		Mar 10-14	
Research Appreciation Day		TBD	
Commencement		TBD	
Memorial Day		May 26	
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 through third class days		
50 percent refund	During the fourth through 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 last 60 credit hour 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 "B" or higher (3.0 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	6
Science Course Requirements	
Biology (with lab)	8
Chemistry (with lab)	8
Physics (with lab)	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 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. 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
PT Admissions
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699
Phone: (817) 735-2003 Fax: (817) 735-2518
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, 2013 - Application Opens
October 1, 2013 - Priority deadline
Mid November 2013 - Early Interviews begin
January 15, 2014 - Application closes
November 1, 2013 - March 1, 2014 - 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

The Doctor of Physical Therapy Program at the University of North Texas Health Science Center is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

This page last modified May 8, 2013

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 a baccalaureate degree from an accredited college or university and successfully complete the professional DPT curriculum 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:
 1. 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.
 2. 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.
 3. 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.
 4. The maximum time limit for completing all graduation requirements is seventy-two (72) months.
 5. Rarely, students may be required to meet additional requirements in order to meet other health science center, state or national regulations.

* A student's performance in individual courses as well as their cumulative performance will be reviewed on an annual basis. In order to satisfactorily complete all academic requirements of the program, students are expected to pass each course with a "C" or better and maintain a cumulative GPA at or above 3.0.

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.

Leave of Absence

A student seeking a leave of absence must first meet with the program chair. 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 submitted 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 <http://www.hsc.unt.edu/policies/policieslist.cfm>.

Curriculum

Year 1, Semester 1		Hours
DPHT 7400	Clinical Anatomy I	4
DPHT 7200	Clinical Anatomy II	2
DPHT 7221	Evidence Based Practice I	2
DPHT 7305	Applied Anatomy and Kinesiology	3
DPHT 7501	Clinical Med I	3
DPHT 7307	Clinical Reasoning I	3
DPHT 7209	Foundations of Physical Therapy	2
Year 1, Semester 2		
DPHT 7502	Clinical Med II	3
DPHT 7320	Integrated Control of Movement	3
DPHT 7323	Applied Exercise Physiology	3
DPHT 7324	Developmental and Geriatrics	3
DPHT 7330	Therapeutic Exercise I	2
DPHT 7225	Culture/Teaching & Learning	2
DPHT 7331	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		Hours
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	1
DPHT 7551	Musculoskeletal Physical Therapy II	4
DPHT 7352	Neuromuscular Physical Therapy II	4
DPHT 7254	Diagnostic Testing & Imaging	2
DPHT 7244	Evidence Based Practice III	2
DPHT 7255	Issues in Rural Health	2
Year 2, Semester 6		
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

Year 3, Semester 7		Hours
DPHT 7153	Scholarly Project I	1
DPHT 7560	Clinical Practicum II	4
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

This page last modified February 15, 2013

UNT System College of Pharmacy

Office of the Dean

Myron K. Jacobson, PhD, Dean

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Office of Admissions, Recruitment and Outreach

Antonia Kilpatrick, JD, MA, Director

Kathalyn Nute, MEd, Recruitment and Outreach Coordinator

Lorena Marin, BS, Admissions Coordinator

Contact Information:

817-735-2684

pharmapp@unthsc.edu for application information

PharmD@unthsc.edu for general information

Our Mission

To educate students to become exemplary providers of pharmacy and patient care services and through excellence in education, research, scholarship, and outreach to both advance the practice of pharmacy and become a national leader in improving health.

This page last modified April 8, 2013

UNT System College of Pharmacy Academic Calendar

	Fall 2013	Spring 2014	Summer 2014 (P1)
Orientation			
New Student Orientation (mandatory for all students)	Aug 12-14	-----	-----
Registration			
Regular Registration	July 15-28	Nov 18- Dec 1	Apr 14-27
Late Registration (\$25 fee)	July 29-Aug 18	Dec 2- Jan 5	Apr 28-July 20
Important Class Days			
Official term start date	Aug 19	Jan 6	May 27
Census date	Sept 4	Jan 22	July 24
Final Exams	Dec 2-6	Apr 28- May 2	Aug 11-15
Last day of class	Dec 6	May 2	Aug 15
Grades due by 5:00 p.m.	Dec 11	May 7	Aug 20
Schedule Changes			
Last day to Add/Drop (Schedule Revision). This is the last day to add a course to an existing schedule.	Aug 30	Jan 17	July 23
Courses dropped after this date will appear on transcripts. (Those who withdraw from all courses are subject to the refund schedule at the bottom of the page).	Sept 4	Jan 22	July 24
Last day to Drop a course or Withdraw from UNTHSC with an automatic "W." After this date, a grade of "WF" may be recorded.	Sept 27	Feb 14	Aug 1
From this date forward, Instructors may assign "WF" for dropped courses.	Sept 30	Feb 17	Aug 4
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.	Nov 29	Apr 25	Aug 8
Tuition/Fee Payments and Courses Refunds			
Last day to pay tuition and fees.*	Aug 18	Jan 5	July 20
All students with a balance due will be dropped for non-payment. **	Sept 4	Jan 22	July 24
Last Day for refund for dropped courses (those who withdraw from all courses are subject to the refund schedule at the bottom of the page).	Sept 4	Jan 22	July 24

Refund Schedule (Complete Withdrawal)			
Last day to withdraw for a 100% refund	Aug 18	Jan 5	July 20
Last day to withdraw for a 80% refund	Aug 23	Jan 10	July 23
Last day to withdraw for a 70% refund	Aug 30	Jan 17	N/A
Last day to withdraw for a 50% refund	Sept 6	Jan 24	July 28
Last day to withdraw for a 25% refund	Sept 13	Jan 31	N/A
Holidays (Please note that holidays may vary for members of the faculty and staff)			
Labor Day	Sep 2		
Thanksgiving Break	Nov 28-29		
Winter Break	Dec 9 – Jan 1		
Martin Luther King, Jr. Day	Jan 20		
Spring Break	Mar 10-14		
Memorial Day	May 26		
Independence Day	Jul 4		

This page last modified March 6, 2013

Admission Requirements & Procedures

E-mail: pharmapp@unthsc.edu

Phone: 817-735-2684

Website: <http://www.hsc.unt.edu/education/scp/default.cfm>

Physical Location: Education and Administration Building (EAD), Room 247

Admission into the UNT System College of Pharmacy (SCP) is selective. Pending receipt of pre-candidate status by the Accreditation Council for Pharmacy Education, the SCP will admit its first class in fall of 2013. Student enrollment is set at 100.

Admission Requirements

To be admitted to the Doctorate of Pharmacy (PharmD) program, an applicant must have participated in the competitive admissions process and must have completed the required coursework outlined below. The minimum overall grade point average (GPA) required to be considered for admission is 2.5 on a 4.0 scale. All enrolled students must meet the program's minimum Health and Technical Standards to participate in the program.

The minimum prerequisite coursework requirements cannot be waived and must be completed or in progress by the posted application deadline(s) from regionally-accredited U.S. colleges or universities. 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.

Qualified applicants will be provisionally admitted to the SCP pending submission of a satisfactory criminal background check. The criminal background check will be conducted by the Office of Student Services. Any provisionally admitted applicant who has been convicted of, or pled guilty to, a felony offense will not be fully admitted to the SCP, since he/she would not be eligible to rotate in community and hospital pharmacies as a pharmacy student. Students will be required to submit to criminal background checks on an annual basis thereafter and will be subject to discipline up to and including dismissal from the SCP for disqualifying criminal conduct. Urine drugs screens are required by some facilities. Students will be informed as to whether a facility requires a urine drug screen, and if so, will be provided with a list of certified laboratories that perform the screening. Students are responsible for paying for the screen and for ensuring that the results are provided to the facility.

Course Prerequisites

		Credits
General Biology	(At least 6 credits of course work and 2 credits of laboratory course work). Must be courses that apply toward a baccalaureate degree in any traditional science field. Courses for non-science majors or nursing majors are not acceptable towards the prerequisite requirements.	8
Microbiology	(At least 3 credits of course work and 1 credit of laboratory course work). Must be courses that apply toward a baccalaureate degree in any traditional science field. Courses for non-science majors or nursing majors are not acceptable towards the prerequisite requirements.	4
Human Anatomy	(At least three credits of coursework and one credit of laboratory coursework). If human anatomy is not available, then a comparative human anatomy and physiology course may be substituted.	3
Genetics	(At least 3 credits of course work). Must be a course that applies toward a baccalaureate degree in any traditional science field. Courses for non-science majors or nursing majors are not acceptable towards the prerequisite requirements.	3
General or Inorganic Chemistry	(At least 6 credits of course work and 2 credits of laboratory course work). Must be courses that apply toward a baccalaureate degree in any traditional science field. Inorganic courses include: General Chemistry, Physical Chemistry, and Quantitative Analysis. Courses for non-science majors or nursing majors are not acceptable towards the prerequisite	8
Organic Chemistry	(At least 6 credits of course work and 2 credits of laboratory course work). Must be courses that apply toward a baccalaureate degree in any traditional science field. Organic Chemistry courses must have "Organic" in the course title. Courses for non-science majors or nursing majors are not acceptable towards the prerequisite requirements.	8
Physics	(At least 3 credits of course work and 1 credit of laboratory course work). Must be courses that apply toward a baccalaureate degree in any traditional science field. Courses for non-science majors or nursing majors are not acceptable towards the prerequisite requirements.	4
Calculus I	Three credits of Calculus are required. Pre-calculus may not be substituted for this requirement.	3
Statistics	One three credit course in statistics is required.	3

English	Two three credit courses that fulfill the general English requirement of a baccalaureate degree. Remedial or "English as a second language" courses are not acceptable.	6
English Literature	One three credit course that fulfills the literature requirement of a baccalaureate degree. Any sophomore or higher English course may substitute for the literature course.	3
U.S. History	Two three credit courses that fulfill the history requirement of a baccalaureate degree.	6
U.S. Government	One three credit hour course in U.S. government.	3
Fine Arts & Humanities	One three credit course that may be counted as an elective requirement in fine arts and humanities for a baccalaureate degree.	3
Social & Behavioral Sciences	One three credit course that may be counted as an elective requirement in social and behavioral sciences for a baccalaureate degree.	3
Speech/Public Speaking	One three credit course in which public speaking is a major component of the course.	3
Required Credits		71

Pharmacy College Admissions Test (PCAT) Examination

All applicants are required to take the PCAT within the past three years. The PCAT is administered several times per month in January, July, and September each year. The PCAT consists of five subtests that contain multiple choice questions (Verbal Ability, Biology, Chemistry, Reading Comprehension, and Quantitative Ability), plus two subtests of writing samples. Information about the PCAT may be accessed online at www.pcatweb.info/ or at health career advisors' offices on most academic campuses.

Admissions Procedures

Primary Application

Beginning in the summer of 2013, applicants will be required to submit their applications for admission to the Pharmacy College Application Service (PharmCas) online at www.pharmacas.org. Applications must be submitted by January 1 of the year of matriculation. To be considered for admission, applicants must meet the minimum academic requirements. Applicants must be U.S. citizens or have permanent U.S. residency status. Official transcripts from all colleges and universities attended, as well as an official PCAT score, must be submitted to PharmCas. Three letters of recommendation are required and should be written by individuals who are familiar with the applicant's suitability for pharmacy school, such as a faculty member or advisor or a pharmacist supervisor. A letter from a health professions advisory committee will count as two letters of recommendation. Letters from family members or friends will not be accepted. All letters of recommendation must be submitted to PharmCas.

Secondary Application

The SCP requires completion of its own web-based secondary application. This application is completed and submitted electronically through a link on the website at <http://my.hsc.unt.edu>.

Interviews

Selected applicants will be invited for interview at the University of North Texas Health Science Center campus, located in Fort Worth. In addition to interviewing, applicants will have an opportunity to meet with a member of the SCP leadership team and tour the campus.

Selection Factors

The PharmD Admissions Committee seeks applicants who are academically qualified to progress through the curriculum and who show promise of becoming skilled pharmacy professionals. 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. Ability to communicate effectively both in verbal and written format will be considered in the interview and from the PCAT writing sample score, respectively. Motivation to become a pharmacist and prior pharmacy experience will also be considered.

Committee Evaluation of Applicants

Admissions Committee members will rate each applicant as **acceptable or unacceptable**. Committee scores will be assigned to each acceptable applicant, in order to rank applicants for admission. Scores are assigned to the cognitive (0 – 5) and non-cognitive (0 - 5) values of each applicant; decimal values may be given. Each applicant's score is the mean of the among those committee members who scored the applicant. Applicants accepted by the committee will be submitted to the Dean for final approval. Approved applicants will be placed on an acceptance list in rank order based on committee scores. The following variables are assessed when an applicant is scored:

Admissions Criteria for PharmD Applicants <i>(not an exhaustive list)</i>	
Cognitive Values	Academic performance as an undergraduate student; academic performance as a graduate student; scores on the PCAT
Non-Cognitive Values	Interview scores; geographic diversity; socioeconomic background; commitment to pharmacy; exposure to pharmacy; first generation college student; letters of evaluation; contribution to the diversity of the class*

*Contribution 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, overcoming

adversities and hardships, community service, or previous career experience that will enhance the educational environment of the SCP.

Admissions Notification Process

Students will be notified of an acceptance by May 1 of the matriculating year. Additional students will be accepted according to rank order by the SCP Admissions Committee. If necessary, students will be accepted through orientation week, approximately the second week of August.

Admission in Advanced Standing (Transfer)

Students enrolled in Colleges or Schools of Pharmacy accredited by the Accreditation Council on Pharmacy education may apply for advanced standing in the SCP. Candidates must have valid reasons for transfer, have good academic standing in their home institution, meet all requirements of admission into the SCP, and be eligible for continuation. Admission is competitive and depends upon availability of space in the professional year of placement.

Preliminary Requirements

- Letter describing the reason for the transfer into the SCP
- Official transcripts of all pharmacy school coursework
- Dates and outcomes of any previous applications to the SCP

Candidates must submit the preliminary required items by October 1 of the year prior to matriculation.

The Associate Dean for Academic Affairs will review the students' transcripts and available curricular materials to determine equivalence and will then determine the professional year in the PharmD program in which the candidates will be placed, pending offer of admission.

Requirements

If the preliminary requirements are met and candidates are deemed eligible for transfer to the SCP, then candidates will submit by January 1 of the year of matriculation:

- A completed application. Applications are obtained from the Office of Admissions. An application fee of \$50.00
- Official transcripts from all colleges and universities and all colleges or schools of pharmacy
- A letter of evaluation from the Dean or Associate Dean for Academic Affairs at the candidate's home institution

Candidates will be interviewed at the Health Science Center campus in Fort Worth.

Selection for Admission as a Transfer Student

The Admissions Committee will consider an applicant for admission if he/she has completed all requirements and has been interviewed. The Committee will then make its recommendation to the Dean, who will make the final determination.

This page last modified May 8, 2013

Academic & Administrative Policies

Accreditation Process for the UNT System College of Pharmacy (SCP)

University of North Texas System's Doctor of Pharmacy program has been authorized by the Board of Directors for an on-site evaluation to be scheduled during spring 2013 for consideration of Precandidate accreditation status. Authorization of an on-site evaluation for consideration of Precandidate accreditation status does not carry with it nor imply an accreditation status. The on-site evaluation is authorized solely for purposes of gathering additional information in furtherance of an accreditation decision. The Board will consider Precandidate accreditation status at the next regularly scheduled meeting, which occur in January and June of each year, following the on-site evaluation. For an explanation of the ACPE accreditation process, consult the Office of the Dean or the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, Illinois 60503, 312-644-3575; FAX 312-664-4652; website www.acpe-accredit.org.

Granting of Precandidate accreditation status brings no rights or privileges of accreditation as associated with either candidate status or fully accredited status. Precandidate accreditation status indicates only that planning has taken into account ACPE standards and guidelines and suggests reasonable assurance of moving to the next step, that of Candidate accreditation status. Since Precandidate accreditation status does not create any rights of accreditation under the ACPE standards, it is the opinion of ACPE that graduates of programs of Colleges or Schools of Pharmacy that bear Precandidate accreditation status do not meet the educational requirements for licensure.

Complaints about Accreditation Standards or SCP Policies and Procedures

Complaints about the SCP PharmD program, with regard to accreditation standards or policies and procedures of the college, may be registered with the Accreditation Council for Pharmacy Education at: csinfo@acpe-accredit.org or:

Accreditation Council for Pharmacy Education
135 S. LaSalle Street, Suite 4100
Chicago, Illinois 60603-4810
Phone: 312-664-3575
Fax: 312-664-4652

Additional information about the complaints process may be found at: <https://www.acpe-accredit.org/complaints/default.asp>

This page last modified March 6, 2013

Grading Policies

Each student who is enrolled at the Health Science Center is responsible for knowing and abiding by the policies and procedures that apply to his or her program of study. The section below details the policies and procedures that apply to the PharmD program. Other general policies and procedures that apply to the Health Science Center student population are presented elsewhere in this catalog. All Health Science Center student policies are also published in other Health Science Center documents, including the student policies on the Health Science Center website.

Registration

Registration is conducted prior to each fall and spring semester and prior to the summer term following the first and second professional years. The dates for registering for each semester or summer term are published in the Academic Calendar at the beginning of this section on the SCP. Registration consists of paying for tuition and fees and completing forms for the Registrar, Office of Financial Aid, Student Financial Services, and Office of Student Affairs. Students may register only for those courses that appear on the official academic schedule for the professional year in which they are enrolling. Students may not register for two or more courses that meet simultaneously.

Only students who have been enrolled by the Registrar or who have been approved by the Associate Dean for Academic Affairs may attend classes. Individuals who are not enrolled in the professional program may not sit for examinations or any other assessments.

Late fees are assessed for missing the published deadline for registration payment. Deadlines for payment are published in the Academic Calendar at the beginning of this section and are described in detail in the Health Science Center Fiscal Policies.

Health and Technical Standards

All candidates must meet certain health and technical standards to be admitted and enrolled in the pharmacy education program of SCP. Because the doctor of pharmacy degree signifies that the holder is an individual prepared to sit for the North American Pharmacist Licensure Examination and for entry into the practice of pharmacy as a generalist, it follows that the graduates must have the requisite knowledge and skills to function in a broad variety of clinical situations and be able to provide a wide spectrum of patient care. This requires the development of broad knowledge, skills, behaviors, ongoing self-directed learning, and the ability to deliver competent pharmaceutical care within a reasonable time frame and within the context of the legal and ethical framework of the profession.

A candidate for the doctor of pharmacy degree must have abilities and skills in five areas: observation; communication; motor; intellectual, conceptual, integrative and quantitative; and behavioral and social. Reasonable accommodations will be made as required by law, however, the candidate must be able to meet all technical standards with or without reasonable accommodation. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation. Therefore, assistance from trained intermediaries in meeting these technical standards may eliminate an essential element of the program and is not a reasonable accommodation. The College of Pharmacy will work with the candidate to determine whether reasonable accommodations are available.

The following technical standards describe the essential functions candidates and students must possess and demonstrate in order to fulfill the requirements of a general pharmacy education, and thus, are prerequisites for *admission, progression, and graduation* from the College of Pharmacy.

1. Observation: The candidate must be able to observe demonstrations and experiments in the basic and pharmaceutical sciences and practice-based activities including, but not limited to, medical illustrations and models, 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. Candidates must be able to observe and interpret presented information including but not limited to, monitoring of drug responses and reading EKGs, drug blood levels, and other laboratory results. Observation requires the functional use of visual, auditory, olfactory and somatic senses.

2. Communication: A candidate should be able to speak, hear and listen to patients in order to elicit information; describe changes in mood, activity and posture; and perceive and accurately report verbal as well as nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients and their caregivers, peers, faculty, and staff. Communication includes not only speech but also reading, writing, hearing, and computer literacy. Candidates should be able to communicate with and supervise technical support staff. The candidate must be able to communicate effectively and efficiently in oral and written English with all members of the health care team. Students must be able to complete forms or appropriately document activities according to directions in a complete and timely fashion.

3. Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to perform basic tasks in the practice of pharmacy including, basic laboratory tests, administering immunizations, compounding sterile and nonsterile dosage forms (including specialty dosage forms), and processing multiple types of drug orders. A candidate should be able to execute motor movements which are reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of pharmacists include cardiopulmonary resuscitation, the rapid and accurate administration of appropriate intravenous medication, and the application of pressure to stop bleeding. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

4. Intellectual, Conceptual, Integrative and Quantitative abilities: These abilities include measurement, calculation, reasoning, analysis, judgment, and synthesis. Especially important is the appropriate and rapid and accurate calculation of dosages for a variety of clinical conditions and calculations involving appropriate dilution or reconstitution. Problem solving, the critical skill demanded of pharmacists, requires all of these intellectual abilities. The candidate must have effective and efficient learning techniques and habits that allow mastery of a rigorous and intense didactic and experiential curriculum. In addition, candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. The ability to incorporate new information from peers or teachers, and to locate and evaluate new information from the literature to be used appropriately in formulating assessments and pharmaceutical care plans is essential, as is good judgment in patient assessment and therapeutic planning for disease management. A candidate must be fully alert and attentive at all times in clinical settings.

5. Behavior and Social Attitudes: Candidates 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 screening and care of patients and the development of mature, sensitive and effective relationships with patients of differing cultures and backgrounds. Candidates must be able to tolerate physically, intellectually, and emotionally taxing workloads and to function effectively under stress or with distractions. 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. Candidates must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the profession. Students are expected to accept appropriate suggestions and criticism and if necessary, respond quickly, appropriately and cooperatively by modification of behavior. Compassion, integrity, honesty, patience, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and education process.

Students are required to certify that they meet these technical standards prior to matriculation and on an annual basis. Individuals with questions or concerns about their ability to meet these standards should contact the Associate Dean for Academic Affairs in the UNT System College of Pharmacy.

Semester Credit Hours and Grades

One semester credit hour (SCH) is assigned to each 16 hours of scheduled student activity. Students receive one SCH for each week that they spend in an Introductory Pharmacy Practice Experience (IPPE) or Advanced Pharmacy Practice Experience (APPE).

Assignment of Grades

In accordance with the policies of the Health Science Center, students in the SCP will receive course grades of A, B, C, or F, or in some cases a P (Pass) or NP (No Pass) or an I (Incomplete). There is no "D" grade. An "I" in a course must be made up in a time frame specified by the College or else the grade turns to an "F".

Academic Progression

To maintain good academic standing and progress within the professional degree program, students must: (i) Successfully complete all pharmacy courses, elective courses, and introductory pharmacy practice experiences during the first three professional years; (ii) earn a grade of "C" or better in any pharmacy course, elective course, or pharmacy practice experiences which is used for computation of the grade point average; (iii) earn a "P" in any course in which the pass/no pass option is applied; (iv) maintain a cumulative and per semester grade point average (GPA) of 2.5; (v) earn a minimum cumulative GPA of 2.5 to be promoted from one professional year to the next; and (vi) complete the professional coursework for the PharmD program within a period of 6 years from the time of admission, including remediation, withdrawals, and leave of absences.

Academic Probation

Any student in the professional pharmacy program may be placed on academic probation if that student: (i) earns a semester or cumulative GPA less than 2.5; or (ii) earns a grade of "F" or "NP" in a pharmacy course, elective course, or pharmacy practice experience. A student placed on academic probation will receive written notification from the Associate Dean of Academic Affairs stating the conditions of 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 SCP. Students on academic probation may not hold any elected or appointed office in any student organization at UNTHSC or receive SCP funds for travel to professional meetings or other SCP-sponsored events. Such restriction shall become effective with the determination of probation by the Student Performance Committee and shall remain in force until probation is lifted. A student is generally released from academic probation after a period no less than one semester when all courses are successfully completed and no additional grades of "F" or "NP" have been earned. Release from academic probation is made only upon recommendation of the Student Performance Committee and approval of the Associate Dean of Academic Affairs.

Remediation

Remediation is available to pharmacy students who do not earn a grade of "C" in a graded course or "P" in a pass/no pass course. Students will be offered an individualized remediation plan that may include: repetition of course or pharmacy practice experience, re-examination, additional course work, reduced course load, mandatory attendance, independent study, and/or tutoring sessions. In cases of course repetition, students will not be permitted to register for any course in the professional program more than

two times. Students who are allowed to remediate the course by examination must do so prior to the beginning of the next academic semester.

Missed and Incomplete Coursework or Credit

Excused absences from exams, regularly scheduled activities, or required coursework are generally granted for emergencies (i.e., death in the family) or personal illness. Under certain circumstances, absences for SCP-sponsored or professional activities may also be approved. Approval of excused absences must be documented and obtained prior to the absence. The SCP does adhere to the UNTHSC Absence for Religious Holidays Policy. If the student cannot make-up the coursework within two weeks of the course's end date, he or she will receive an "I" in the course. In order to progress to the next academic year, the student must complete the coursework prior to the first day of class.

Leave of Absence

A student may request or be required to take a leave of absence with the occurrence of a medical problem, substantial personal problem or as recommended by the Student Performance Committee. Students requesting a leave of absence must apply to the Dean of SCP and also notify the Office of the Registrar. In the event of a medical problem, the request must be accompanied by a letter from the treating physician or a licensed professional describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. After consultation with the student, the Dean of SCP will determine 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. A leave of absence may be requested for up to three semesters (one academic year). A student on leave of absence cannot receive funding as a graduate student. Leave of absence status may affect student loans. Before a student may be readmitted, a written request for readmission must be submitted by the student to the Dean. 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.

Dismissal

Any student in the professional pharmacy program may be dismissed if that student: (i) earns a grade of "F" or "NP" in any course while on academic probation; (ii) earns a grade of "F" or "NP" on any remediation exam; (iii) earns less than 2.5 semester GPA while on academic probation with failure to achieve a cumulative GPA ≥ 2.5 within 2 semesters; (iv) earns less than 2.5 semester GPA for more than one semester whether consecutive or non-consecutive semester; and (v) earns more than one grade of "F" or "NP" in one semester.

Grade Appeals

Special care is taken to ensure due process when students feel that they have been unfairly assigned a grade. SCP students have the right to appeal decisions made by the Student Performance Committee. Students who wish to appeal academic recommendations made by the Student Performance Committee may do so, first to the Associate Dean Academic Affairs and then to the Dean. The decision of the Dean is final.

Readmission

Any student seeking re-admission after dismissal from the SCP must apply through the normal admissions process. The Admissions Committee will make a recommendation to the Dean after counsel with the Student Performance Committee. The Dean's decision is final. A student who is administratively

withdrawn or suspended from the SCP because of non-professional conduct or academic integrity may apply for re-admission. The Senior Student Affairs Officer will review the application and make a recommendation to the Dean. The Dean's decision is final. If a student is expelled from SCP, then the student is permanently severed from UNTHSC.

Advanced Placement Waivers

Requests for advanced placement or waiver for any course must be declared by the pharmacy student on or before the first day of enrollment at the College. The student must present all required, 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 Associate Dean for Academic Affairs in consultation with the course director. The course must have been taken within two years of the first day of classes and must have been awarded a minimum grade of "B". Alternatively, the student must have completed a similar course and obtained a minimum grade of "B" in a written comprehensive exam administered by the course director prior to the first day of classes at the College.

Determination of Equivalency of Non-Credit Coursework to Credit Coursework

The SCP does not count non-credit coursework toward any credit coursework in the curriculum.

This page last modified March 25, 2013

Academic Programs and Curriculum

Academic Programs

The University of North Texas System College of Pharmacy (SCP) is dedicated to providing an outstanding educational program to train pharmacy professionals to provide patient care, including medication therapy management, to practice collaboratively with other health care professionals, and to develop life-long learning and self-evaluation skills. Students will receive didactic, laboratory, and experiential training, and will be required to apply what they learn in each setting. Beginning in the first semester, students will engage in interprofessional experiential activities with other health professions students.

Doctor of Pharmacy Degree

The SCP is a four year program that leads to the degree of Doctor of Pharmacy (PharmD). Emphasis is placed upon training students to enter any area of pharmacy practice or pharmacy residency. During the first and second years of the curriculum, a heavy emphasis will be placed on foundational courses in the biomedical and pharmaceutical sciences. During the second and third years, integrated pharmacotherapy will be taught with an organ system approach. Clinical problems/diseases with their underlying pathophysiology will be presented, followed by the medicinal chemistry and pharmacology of drug classes used to treat these conditions. In the pharmacotherapy part of each block, students will apply this information in analyzing and evaluating clinical cases and recommending appropriate, effective, and cost-effective pharmaceutical care plans. Clinical case discussions in the first year will focus on health promotion and communication skills, and in the second and third years, these discussions will align with the pharmacotherapy blocks. Pharmacy Practice Skills Laboratories in Years 1 and 2 will focus on medication preparation, patient interviewing and assessment, and professional communication skills. Students will participate in Pharmacy Practice courses in Semesters 1 - 6, in which they study a broad range of areas, including biostatistics, health care delivery systems, pharmacoeconomics, law, ethics, history of pharmacy, communications, and more. During Years 1 - 3, students will engage in Introductory Pharmacy Practice Experiences (IPPE's) in which they work with pharmacists or fourth year pharmacy students in community and institutional pharmacies, participate in health promotion projects in the community, take Basic Life Support and Advanced Cardiac Life Support classes, and perform simulations on high fidelity manikins. IPPE's will emphasize interprofessional collaboration with other health professions students at the UNTHSC. In the fourth year, students will engage in Advanced Pharmacy Practice Experiences (APPE's), in which they provide patient assessment and care through medication management, provide drug information to patients, providers, and other health care professionals, engage in disease management and prevention, and engage in medication distribution through filling of prescriptions and medication orders, all under the direction of a licensed pharmacist preceptor.

University of North Texas System College of Pharmacy Curriculum

Year 1, Semester 1

[PHAR 7411](#) Physiologic Basis for Pharmacotherapy
[PHAR 7412](#) Metabolic Basis for Pharmacotherapy
[PHAR 7313](#) Pharmaceutics 1
[PHAR 7214](#) Pharmacotherapy of Self-Care 1
[PHAR 7315](#) Introduction to Pharmacy Practice 1: The Profession
[PHAR 7116](#) Clinical Case Discussions 1
[PHAR 7217](#) Pharmacy Practice Skills Laboratory 1
[PHAR 7110](#) IPPE 1

Year 1, Semester 2

[PHAR 7321](#) Pharmacotherapy of Infectious Disease
[PHAR 7322](#) Pharmacogenetics, Pharmacogenomics and Personalized Medicine
[PHAR 7323](#) Pharmaceutics 2
[PHAR 7224](#) Pharmacotherapy of Self-Care 2
[PHAR 7325](#) Introduction to Pharmacy Practice 2: Communications
[PHAR 7126](#) Clinical Case Discussions 2
[PHAR 7227](#) Pharmacy Practice Skills Laboratory 2
[PHAR 7120](#) IPPE 2

Year 1, Summer

[PHAR 7229](#) IPPE 3 Community Practice

Year 2, Semester 3*

[PHAR 7331](#) Immune Based Diseases and Therapy
[PHAR 7232](#) Principles of Medicinal Chemistry and Pharmacology
[PHAR 7534](#) Integrated Pharmacotherapy 1: Renal, Eye, Ear, Nose, Throat and Skin
[PHAR 7335](#) Introduction to Pharmacy Practice 3: Pharmaceutical Policy, Public Health and Pharmacoeconomics
[PHAR 7136](#) Integrated Pharmacy Recitation 1
[PHAR 7137](#) Pharmacy Practice Skills Laboratory 3
[PHAR 7130](#) IPPE 4

Year 2, Semester 4*

[PHAR 7341](#) Integrated Pharmacotherapy 2: Endocrine and Male/Female Health
[PHAR 7442](#) Integrated Pharmacotherapy 3: Cardiovascular
[PHAR 7343](#) Pharmacokinetics
[PHAR 7345](#) Introduction to Pharmacy Practice 4: Evidenced Based Practice and Drug Literature Evaluation
[PHAR 7146](#) Integrated Pharmacy Recitation 2
[PHAR 7147](#) Pharmacy Practice Skills Laboratory 4
[PHAR 7140](#) IPPE 5

Year 2, Summer

[PHAR 7249](#) IPPE 6 Institutional Practice

Year 3, Semester 5*

[PHAR 7451](#) Integrated Pharmacotherapy 4: Infectious Disease
[PHAR 7352](#) Integrated Pharmacotherapy 5: Respiratory and Gastro-Intestinal
[PHAR 7353](#) Integrated Pharmacotherapy 6: Neurology, Psychiatry and Pain
[PHAR 7354](#) Optimizing Wellness
[PHAR 7355](#) Introduction to Pharmacy Practice 5: Management and Safety
[PHAR 7156](#) Integrated Pharmacy Recitation 3
[PHAR 7150](#) IPPE 7

Year 3, Semester 6*

[PHAR 7361](#) Integrated Pharmacotherapy 7: Hematology, Oncology and Transplants
[PHAR 7262](#) Integrated Pharmacotherapy 8: Musculo-Skeletal and Connective Tissues
[PHAR 7263](#) Integrated Pharmacotherapy 9: Special Populations
[PHAR 7264](#) Integrated Pharmacotherapy 10: Critical Care
[PHAR 7365](#) Introduction to Pharmacy Practice 6: Law and Ethics
[PHAR 7166](#) Integrated Pharmacy Recitation 4
[PHAR 7160](#) IPPE 8

Year 4, Semesters 7 and 8

[PHAR 7680](#) APPE Elective (2)
[PHAR 7681](#) APPE Inpatient/Acute Care
[PHAR 7682](#) APPE Community
[PHAR 7683](#) APPE Selective Required
[PHAR 7684](#) APPE Ambulatory Care
[PHAR 7685](#) APPE Hospital or Health System

*Students will have the opportunity to take electives during Years 2 and 3. These courses will be offered through the SCP and the School of Public Health.

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Multidisciplinary (Dual Degree) Programs

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UNTHSC offers several dual degree opportunities bridging the MPAS and DO degrees with the MPH, MS and PhD degrees within the School of Public Health and Graduate School of Biomedical Sciences (GSBS). Future dual degree opportunities will also be offered to students pursuing the DPT and PharmD degrees and additional public health degrees.

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 levels 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. Entry into the DO/MS program may occur during year 1, 2, or 3 of the medical curriculum.

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 in the MS/DO from sources including research grants, departmental assistantships and other departmental funds. This support can include tuition, and may include a stipend. All dual degree program students are eligible to apply for financial aid.

During Block 2, the student will also participate in a half-day elective clinical rotation each week. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

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 as necessary. As noted above, an additional elective month will be available and can be used to complete the thesis requirement.

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 Program			
		DO Degree	MS Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	No requirements
	Year 2	Semester 3-4 of medical curriculum	No requirements
	Year 3	Core Clinical Clerkships	No requirements
Block 2	Year 4	Single Intermittent Clinical Clerkship	GSBS courses and thesis research
Block 3	Year 5	Completion of Clinical Clerkships	Completion of thesis & defense

DO/PhD Format

Entry into the DO/PhD program may occur either 1) at entry into medical school (Medical Scientist Training Program) or 2) by application to and acceptance into the PhD program of the GSBS during years 1, 2 or 3 of medical school. Students accepted into the DO/PhD program can take one of two curricular paths as described below. The decision as to which Path is chosen will be made by the student in consultation with his/her graduate program mentor, and must be approved by the deans of TCOM and the GSBS.

PATH 1: The curricular sequence for PATH 1 follows the three blocks described below and is illustrated in the Table.

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.

Block 2. Block 2 consists of at least two years dedicated to graduate study. 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. 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. The student will receive a waiver of all TCOM and GSBS tuition as supported by the Multidisciplinary Program. In addition, the student will receive an annual stipend consistent with the GSBS graduate stipend for doctoral students provided by the Multidisciplinary Program.

During Block 2, the student will also participate in a half-day elective clinical rotation biweekly. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

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 Program: PATH 1			
		DO Degree	PhD Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	Optional: Identify mentor
	Year 2	Semester 3-4 of medical curriculum / COMLEX Level 1	Optional: Identify mentor
	Year 3	Core Clinical Clerkships / COMLEX Level 2	Mentor identified
Block 2	Year 4-5 (or 6)	Single Intermittent Clinical Clerkship	GSBS courses & dissertation research Grant Defense & Candidacy Exam
Block 3	Year 6 (or 7)	Completion of Clinical Clerkships	Completion of dissertation & defense

PATH 2: The curricular sequence for PATH 2 will follow the same sequence as PATH 1, except that 1) Block 1 will include only Years 1 and 2 of the medical curriculum and completion of only Level 1 of the COMLEX exam, and 2) Block 3 will include both Years 3 and 4 of the medical curriculum (clerkships).

DO/PhD Program: PATH 2			
		DO Degree	PhD Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	Optional: Identify mentor
	Year 2	Semester 3-4 of medical curriculum / COMLEX Level 1	Mentor identified
Block 2	Year 3-4 (or 5)	Single Intermittent Clinical Clerkship	GSBS courses & dissertation research
Block 3	Year 5 (or 6)	Core Clinical Clerkships / COMLEX Level 2	Completion of dissertation & defense
	Year 6 (or 7)	Completion of Clinical Clerkships	Completion of dissertation & defense

DO/MPH Track

There are two options for the DO/MPH track: 1) Professional option or 2) Thesis option. These options differ in regard to the Block 2 phase below.

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 Part 1 and Part 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 Dean of TCOM and the Dean of the School of Public Health. During Block 1, the coursework completed within the TCOM curriculum will count for between 6-12 credit hours toward the MPH degree as determined by the SPH graduate committee.

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 MPH degree for either the Professional Option or

the Thesis Option. For the Professional Option, this coursework will include a public health practicum experience and will culminate with a comprehensive examination or Capstone project. For the Thesis Option, significant progress toward the completion of the thesis research is expected under the direction of a research mentor and graduate committee.

During Block 2, the student will also participate in a half-day elective clinical rotation biweekly. This experience will serve to maintain their clinical training experience and patient skills while the student is enrolled in their research training. An additional elective month during Block 3 will be available to complete their research requirements.

Block 3. During Block 3, the student will complete the required clinical rotations. During this block, the student may also continue work toward completion of the master's thesis as necessary. At the end of Block 3, the student is expected to have completed the curriculum required for the DO degree and to have completed the required courses and research requirements according to the SPH degree plan. Following completion of the curricula required for both degrees, the student is awarded the DO degree through TCOM and the MPH degree through SPH.

DO/MPH Program			
		DO Degree	MPH Degree
Block 1	Year 1	Semester 1-2 of medical curriculum	No requirements
	Year 2	Semester 3-4 of medical curriculum	No requirements
	Year 3	Core Clinical Clerkships	No requirements (optional coursework)
Block 2	Year 4	Single Intermittent Clinical Clerkship	Completion of MPH coursework & work on PH Practicum (Professional Option) or Thesis Research (Thesis Option)
Block 3	Year 5	Completion of Clinical Clerkships	Defense of Practicum or Thesis

MPAS/PhD Format

A combined MPAS and PhD degree option has been established. The 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.

The goal of the curriculum for the MPAS/PhD track is to obtain the clinical skill training within the MPAS program in combination with obtaining a traditional PhD in biomedical research. Interested students should consult with the MPAS staff and/or Director of the Multidisciplinary Program.

This page last modified March 6, 2013

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 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 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 8432. Core Clerkship - Primary Care Partnership (Rural Scholars Program)

4 SCH. This course is a four (4) 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 8433. Core Clerkship - Geriatrics (Rural Scholars Program)

4 SCH. This course is a four (4) 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 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 8441. Core Clerkship - Manipulative Medicine (Rural Scholars Program)

4 SCH. A required four-week rotation directed by the Department of Osteopathic Manipulative Medicine. This rotation includes an intensive didactic and hands-on review of OMM and will be done at the Rural Family Medicine continuity site. It will be scheduled consecutive with the Core Rural Family Medicine rotation. Students will incorporate OMT into the management of patients they see under supervision at their rural continuity site. Students are responsible for an end-of-rotation written

examination, case logs, quiz completion and a written case report. This course is available to Rural Scholars students only and will satisfy the Core OMM clerkship requirement.

MEDE 8442. Core Clerkship - Primary Care Partnership (Rural Primary Care Continuity Program)

4 SCH This course is a four (4) 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 8443. Core Clerkship - Geriatrics (Rural Primary Care Continuity Program)

4 SCH This course is a four (4) 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 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 9000. Core PCP or Elective

Used for enrollment purposes only.

MEDE 9001. Vacation

Used for enrollment purposes only.

MEDE 9003. See Comments

Used for enrollment purposes only.

MEDE 9301. Rural Scholars Community Health Research Project

1-3 SCH. This course is designed to give the student experience in community responsiveness, leadership and scholarly activity. Through the identification of a need or a health problem in their designated rural community, the student develops a research plan to obtain pertinent data, and produces a final paper with a potential plan to address the community need or health problem. This course is restricted to students enrolled in the Rural Scholars Program.

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 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 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. Rural Elective-Rural Community Health Systems

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.

MEDE 9476. Elective Clerkship - Research

4 SCH. This course is an elective four-week rotation in research.

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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

2 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 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 every day 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

5 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 the area of research chosen for the dissertation or a related topic as evidenced by writing, presenting and defending an NIH R21 grant application. 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 Fall and Spring.

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 5200. Introduction to Bioinformatics

2 SCH. This course is intended to provide students with an introduction to and use of publically available bioinformatics websites and tools. The course is offered over an intensive 5 day period and will involve didactic instruction and problem solving laboratories. Students can bring specific bioinformatics questions and problems to be addressed in the class. Offered every Summer semester.

CBAN 5201. Bioimaging

2 SCH. The course will introduce students to various techniques atomic force microscopy, total internal reflection fluorescence, histology, electron microscopy and fluorescence lifetime imaging microscopy. Lectures on theoretical principles will be accompanied with practical hands-on experiments. Offered each Spring semester.

CBAN 5202. Introduction to Confocal Microscopy

1 SCH. Introduction to the optics, fluoresce, principles of measurement and analysis using the confocal microscope. Didactic lectures and practical use by the student are included. Offered every semester.

CBAN 5220. Current Topics in Visual Sciences

1 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 Fall and Spring semester.

CBAN 5300. Introduction to the Visual Sciences

3 SCH. This course will cover the main topics in visual sciences including genetics, biochemistry, cell biology, physiology, pharmacology and pathology. There are no prerequisites. Course is offered every Fall 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, and 2) examine tissue sections with the light microscope. Prerequisites: BMSC 6301 and 6302 plus two of the following: BMSC 6303, 6304, and 6305. Offered on demand.

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 fall semester.

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: Histology

2 SCH. A study of the histological structures of the human body, including brief overviews of gross anatomy to provide context. Lecture material examines basic tissues and organ systems including the Musculoskeletal System, Cardiorespiratory System, Gastrointestinal System, Renal System, and Reproductive System. The Structural Anatomy: Histology course consists of interactive lectures. In the lecture sessions, information will be presented at a level that will support basic working concepts of structure and function. You will learn the basic "language" of anatomy and histology as you discuss your observations. More importantly, you will develop the ability of observation and reasoning from that observation to make a conclusion. Examinations are the primary form of assessment, consisting in both written and image exams. Letter Grade. 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: Gross Anatomy

5 SCH. A study of the gross morphological structures of the human body, building on basic information presented in CBAN 5400. Anatomical material is organized by systems; this course pursues an in-depth study of the Musculoskeletal, Cardiopulmonary, Gastrointestinal, and Genitourinary Systems. Laboratory activities will require students to study cadaveric specimens Noof the limbs, thorax, abdomen, pelvis, and perineum. Both lecture and laboratory sessions will emphasize clinical significance. The course lays a foundation of anatomical knowledge, which is central to a complete understanding of human biology and accurate clinical diagnosis. Assessments are based on preparation outside of class, laboratory activities, quizzes, written exams, and laboratory practical exams. Letter Grade. 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 6000. Teaching Practicum

Students learn teaching skills by writing learning objectives, then preparing and presenting a didactic lecture several times during the course. Topics to be developed with the instructor(s). Students will receive feedback on their presentation style from faculty and from peers. Letter Grade. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, BMSC 6304, and BMSC 6305. Offered every year.

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 6300. Scientific Writing

3 SCH. This course is designed to instruct graduate students in the basics of writing a scientific manuscript. The course will require that students have their own data for publication. Ethical issues in scientific writing will also be covered. Writing a grant application is not included in the course. Prerequisites: 3rd or 4th year standing for Ph.D. level students preparing to submit their first manuscript. Course is limited to 12 students. Offered every Fall semester.

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 in Spring semester (odd years).

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 6350. Ocular Pharmacology

3 SCH. Review of pharmacological principles and therapeutic approaches regarding ocular diseases and eye organ systems. Offered in Spring semester (even years).

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 semester. Pass/No Pass grade.

FGEN 5101. Forensic Hair Analysis

1 SCH. Introduction to the microscopic analysis of hair for forensic evidence evaluation. Offered each fall semester.

FGEN 5102. Blood Spatter Pattern Analysis

1 SCH. Introduction to the analysis of blood stain patterns for forensic evidence and crime scene evaluation. Offered each fall semester.

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 scope of forensic science disciplines utilized in full service forensic 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, tool marks, firearms, etc.). Offered each spring semester.

FGEN 5202. The Application of Y-Chromosome Analysis in Forensic and Genealogical Investigations

2 SCH. This course is specifically designed as an elective for second-year students in the Forensic Genetics discipline. The purpose of this course is to introduce the student to the specialized field of Y chromosome analysis and its use in human molecular identity testing. Lecture material will include the following: biology, evolution and genetics of the Y chromosome, Y STR and Y SNP genetic markers, use of the Y chromosome in evolutionary, anthropological and forensic studies, statistical interpretation of Y-chromosome test results and validation of Y STR kits in forensic testing laboratories. The laboratory portion of this course will be concurrent with the laboratory portion of CBAN 5401. It will include the DNA extraction of mock case samples that would be appropriate for Y STR testing, PCR amplification, and genetic analysis of those samples using commercially available Y STR kits. Prerequisites: FGEN 5402, concurrent enrollment in FGEN 5400. Offered each fall.

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 fall semester.

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 every other odd year in the spring semester.

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, enzymatic digestion, basic cloning procedures 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.

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 areas to be covered are real-time quantitative PCR, robotics, and detection and analyses of short tandem repeats (STR's) and mitochondrial DNA sequence data. 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, quality control and forensic case file management. Prerequisites: FGEN 5305 and 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 crime scene investigation and processing, Y-STR and mock case analysis. Prerequisites: FGEN 5400 and concurrent enrollment in FGEN 5402. Offered each fall semester.

FGEN 5401. Forensic Genetic Data Analysis

3 SCH. Methodological approaches to evaluating genetic data for population analysis and genetic evaluation of various identity testing marker systems. Emphasis is on the statistical evaluation of microsatellite DNA, mitochondrial DNA, and SNP panels as applied to forensic DNA evaluation. Several approaches and software packages will be utilized for processing diploid and haploid genetic data sets. Prerequisites: BMSC 6301, BMSC 6302 & BMSC 5400. Offered each fall semester

FGEN 5402. Methods in Forensic Molecular Biology

4 SCH. An intensive laboratory course designed to give students experience and expertise in the basic molecular biology techniques currently utilized in forensic DNA analysis. Techniques will include multiple methods of extraction of nucleic acids from various sources; DNA quantitation methods; design and process of PCR amplification; agarose gel electrophoresis; capillary electrophoresis theory and methods; analysis of microsatellite DNA; mitochondrial DNA sequencing and analysis; single nucleotide polymorphism analysis methods. Offered each summer.

FGEN 6200. Mitochondria and Complex Diseases

2 SCH. Lecture Topics: basic mitochondrial genetics, bioenergetics, and biogenesis; the Warburg Phenomenon and other metabolic alternations of cancer cells; mitochondrial control of apoptosis and cancer; mitochondrial ROS in cancer, mitochondrial genetic alternation in cancer; known mitochondrial diseases; laboratory techniques used in mitochondrial research. Workshop and laboratory: mitochondrial function assays; mitochondrial genetic assays to include quantification and mutation detection. Prerequisites: BMSC 6301, 6302, 6303, 6304, 6305 or permission of the instructor. Offered every Fall semester.

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 6304. Introduction to Genomics and Bioinformatics

3 SCH This course will provide an introduction to a knowledge base of genomics (e.g., Genome mapping and organization, gene expression, genomic phylogenetics, genome sequencing projects, sequence polymorphisms in genomes, etc.), new technologies (e.g., microarray, next generation sequencing, mass spectrometry, etc.), and bioinformatic algorithms and tools (e.g., sequence search and alignment, genetic linkage and association, next generation sequencing analysis, etc.) Offered each spring.

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 (odd 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.

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 5150. Introduction to Flow Cytometry

1 SCH. This course will focus on the basics and practical applications of flow cytometry. Lectures, invited seminars, discussions as well as hands on training will be utilized in order to expose students to the different uses and applications of flow cytometry. Furthermore, students will be trained on instrument usage, as well as data acquisition, analysis and interpretation. Course will be limited to a maximum of 10 students. May be repeated for credit. Offered each Summer semester. Grading basis is Pass/No Pass.

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 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 fall.

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 6302 or consent from the instructor. 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. Clinical 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 6302 or consent of the instructor. 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 Alzheimer's 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 6200. Mitochondria and Complex Diseases

2 SCH. Lecture Topics: basic mitochondrial genetics, bioenergetics, and biogenesis; the Warburg Phenomenon and other metabolic alternations of cancer cells; mitochondrial control of apoptosis and cancer; mitochondrial ROS in cancer, mitochondrial genetic alternation in cancer; known mitochondrial diseases; laboratory techniques used in mitochondrial research. Workshop and laboratory: mitochondrial function assays; mitochondrial genetic assays to include quantification and mutation detection. Prerequisites: BMSC 6301, 6302, 6303, 6304, 6305 or permission of the instructor. Offered every Fall semester.

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 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 5141. Current Topics in Ion Channels

1 SCH. Offered every Spring semester.

PSIO 5300. Cardiovascular Physiology

3 SCH. Designed to familiarize the student with current concepts in human cardiovascular function with an emphasis on the heart and circulation. Topics include hemodynamics and regional circulations, neural control of the heart and circulation, cardiac electrophysiology, molecular basis of myocardial contraction, myocardial metabolism & ischemia, and cardiac failure. Course format includes lectures and discussion of assigned material, student presentations, and examinations. Prerequisites: BMSC 6301, BMSC 6302, BMSC 6303, and BMSC 6305. Offered every other fall semester.

PSIO 5302. Physiology and Pathophysiology of the Renal & Respiratory Systems

3 SCH. Focused examination of current preclinical and clinical research in the renal and respiratory systems. Examples of specific topics include: renal tubular transport mechanisms and their regulation, integrated renal and respiratory responses to acid-base disorders; mechanisms of inflammation-induced renal and pulmonary dysfunction; impact of exercise training on pulmonary function and its neural control. Course format includes lectures, student presentations of assigned reading drawn from the current literature. Grades will be assigned based on class participation, performance on mid-term and final examinations, and an NIH-style grant application relevant to the renal and/or respiratory systems. Course offered every Spring semester.

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. Integrative Physiology of Skeletal Muscle

3 SCH. This course will provide an in depth examination of the fundamental physiology of neuromuscular function, current pre-clinical and clinical research into the skeletal muscle's metabolic and hormonal role in combating the metabolic syndrome; Type II diabetes and inflammation. Examples of specific topics include: Skeletal muscle structure and its neuromuscular junction; electrophysiology and neuromuscular transmission, metabolic responses to acute exercise; contraction and adaptation to acute exercise; exercise training induced myoplasmic and metabolic adaptations; exercise training and its neural control of the circulation; fatigue and disuse atrophy; skeletal muscle as an endocrine organ and its involvement in Type II diabetes. Offered each Spring semester.

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. Neurohumoral Control of Autonomic Function

3 SCH. This course considers mechanisms for nervous system regulation of cardiovascular function with special consideration of current developments in integration of function. Prerequisites: GSBS core courses and permission of the instructor.

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.

This page last modified February 4, 2013

SPH Course Descriptions

BACH 5001. 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.

BACH 5197. MPH Portfolio

The MPH Portfolio course is designed to enhance the professional development skills and opportunities for our students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MPH Practice Experience in Public Health. Student is required to fulfill certain MPH Portfolio activities prior to enrollment in MPH Practice Experience in Public Health. 1 SCH. Pass/No Pass.

BACH 5297. Practice Experience in Public Health

2 SCH. This course provides students with experience in public health practice through directed work in practice settings. The public health practice experience involves different goals and activities aimed at providing opportunities for the student to expand and practice MPH core and concentration-specific competencies. Students are required to commit 200 hours to the practice experience, complete a special project that demonstrates their ability to define and issue, apply methods appropriate to their concentration, and produce results. Students are expected to produce a written report of project(s) undertaken in the site placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students' academic and professional goals. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in BACH 5397. The student must maintain continuous enrollment in BACH 5397 until all the requirements are completed. Course Prerequisites: Students must have completed 21 SCH of core and required courses, fulfilled certain MPH portfolio requirements and maintained a 3.0 GPA. Approval from academic advisor is required.

BACH 5300. Theoretical Foundations of Individual and Community Health

3 SCH. This course provides an introduction to theoretical approaches used in facilitating behavioral, social and cultural changes needed for improving population health. Students learn the importance of integrating multidisciplinary perspectives- behavioral, social, cultural, political, and economic- to address health disparities and assess impacts of health policy. The course will rely on an ecological framework to examine theories of individual and community health at multiple levels.

BACH 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: BACH 5300 and EPID 5300 or permission of instructor.

BACH 5312. Community Assessment and Program Planning

3 SCH. This course provides an overview of the models, concepts, and skills used in community assessment and public health program planning. Students will learn how to conduct needs assessments, develop logic models for planning programs based on community needs, and identify goals and objectives that can serve as a foundation for program evaluation. This course is the second in a series of three courses to prepare the student to assess, plan, implement, and evaluate community intervention programs. Prerequisites: BACH 5300 and BACH 5310.

BACH 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 BACH 5300 or permission of instructor.

BACH 5316. Community Health Program Evaluation and Interventions

3 SCH. This course focuses on models and procedures for evaluating community health programs. Practitioner competencies related to evaluation design, and the use and implementation of evaluation findings are addressed in the course. Prerequisites: BACH 5300, BACH 5310 and BACH 5312 or permission of the instructor.

BACH 5319. Tobacco Control and Prevention

3 SCH. This course provides a comprehensive overview of the history of tobacco use and its impact on morbidity and mortality. Students learn about the production and marketing of tobacco products; the relationship between smoking and disease; the politics of tobacco legislation; effects of government and workplace regulatory policies; industry responses to regulation; research on smoking cessation and tobacco use in developing nations. Prerequisite: BACH 5300 or permission from the instructor.

BACH 5321. Injury and Violence Prevention

3 SCH. This course explores the causes and consequences of the many types of traumatic injury in the United States. Injuries associated with transportation, work-life, home-life, intimate partner and family violence, criminal activity, and natural disasters are included. The role of the public health and safety policy in preventing injury is critically examined. Prerequisite: BACH 5300 or permission of the instructor.

BACH 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: BACH 5300 or permission of instructor.

BACH 5325. Maternal and Child Health

3 SCH. Maternal and Child Health will critically examine the family conditions, community factors, and public policies that impact women's health and reproductive success over the life course. Students will learn to advocate for the health needs of women, mothers, and children. Prerequisites: BACH 5300 or permission of instructor.

BACH 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.

BACH 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.

BACH 5331. Human Sexuality and Health

3 SCH. This course introduces students to the major theories and concepts guiding research on human sexuality. Student learn how the study of sexuality informs public health practice. A number of controversial issues are explored including: sexuality education, sexual risk taking, sexual orientation, unwanted pregnancy, sexually transmitted infections and disease, and sexual harassment and violence. Ethical issues related to sexual health promotion are addressed. Prerequisite: BACH 5300 or permission of the instructor.

BACH 5335. Issues In Mental Health and Mental Illness

3 SCH. This course introduces students to public health perspectives on mental health and mental illness. The course focuses on conceptions of mental health and illness, and the social and policy factors that sustain the inadequate system of care for persons with serious mental illness. Students will learn about the consequences of mental illness; the history of deinstitutionalization in the United States; the role of psychotherapeutic medications in contemporary treatment; the relationships between mental illness, homelessness, poverty, and the myths and prejudices associated with mental illness. Prerequisite- BACH 5300 or permission of instructor.

BACH 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. BACH 5390 is designed to partially meet the culminating experience requirement for the MPH. The student must maintain continuous enrollment in BACH 5390 until the requirements are completed.

BACH 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.

BACH 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 BACH 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.

BACH 5399. Independent Study in Behavioral & Community Health

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.

BACH 6000. PHD Comprehensive Examination

0 SCH. This academic activity constitutes the final evaluation necessary to advance to PhD Candidacy and to advance to the PhD culminating experience, the Dissertation. The evaluation affords the doctoral student with the means to demonstrate level of mastery in the PhD core and concentration-specific competencies. Enrollment requires permission of the Academic Advisor.

BACH 6300. Advances Theories of Individual and Community Health

3 SCH. This seminar provides students with an intermediate to advanced level of understanding of the theoretical foundations of individual and community health. The course covers theory development, measurement of theories, and use of theories in intervention development. Since health behaviors occur in a multilevel context, the course emphasizes the integration of individual, community and ecological approaches to helping people change. Through reading, discussion, and presentation, students learn how to use theories both to explain behavior and to influence the health status of individuals and communities. Prerequisite: BACH 5300 or permission of the instructor.

BACH 6310. Qualitative Research Methods

3 SCH. This course examines different approaches, methods, and techniques for conducting qualitative and mixed methods research. Students study natural and group observation, participant observation, ethnography, focus groups, individual interviews, and mixed methods approaches. The course takes students through the process of designing a qualitative study based on a theoretical model that includes developing a conceptual framework, study methodology, and collecting and analyzing data using NVivo software.

BACH 6312. Research Methods in Behavioral & Community Health

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.

BACH 6315. Obesity Prevention: A Biopsychosocial Approach

3 SCH. This course examines the core causes, correlates, consequences, prevention, and treatment of obesity. The course provides an overview of the epidemiology, physiology, and chronic disease implications of obesity, and the current state of preventive and therapeutic interventions for children and adults. A broad range of obesity determinants will be addressed, including biological mechanisms, psychosocial and behavioral factors, food systems and food access, obesogenic environments, and political economy. Prerequisite- BACH 5300 or permission of instructor.

BACH 6317. Addictive Behaviors

3 SCH. Addictive behaviors are associated with significant personal, social and economic consequences. This course provides an overview of the etiology, prevention, and treatment of alcohol and drug use, and behavioral addictions. Students examine theories and empirical evidence to explain the acquisition and maintenance of different kinds of addictive behaviors, as well as to generate effective prevention and intervention approaches. Prerequisite: BACH 5300 or permission of instructor.

BACH 6319. HIV/AIDS

3 SCH. This course addresses the major public health issues presented by the HIV/AIDS pandemic. Topics include the: virology of HIV, routes of disease transmission, natural history of AIDS, provision of care, HIV prevention around the globe, and legal and ethical issues. The impact of government policies and programs is examined. Prerequisite: BACH 5300 or permission of instructor.

BACH 6322. Motivational Interviewing in Public Health Settings

3 SCH. This course provides an overview of Motivational Interviewing (MI), an evidence-based counseling strategy for promoting behavior change. The course focuses on using MI conversations to target behaviors such as smoking, alcohol and other drug use, physical activity, obesity, risky sexual behavior, and injury and violence. The course also presents ways that MI techniques have been integrated into Internet, mobile and phone-based interventions for a variety of health behaviors. MPH students will be eligible to take this course with the prior permission of the instructor.

BACH 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.

BACH 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: BACH 6300 or permission from the instructor.

BACH 6328. Race, Ethnicity, Culture, and Health

This advanced course exposes students to cutting edge topics in race, ethnicity, culture, and health. The course provides insight into why some populations and communities experience disparities or dissimilarities in health status and health care services, relative to other populations and communities. The course will approach description and explanation from an ecological perspective that accounts for individual-level variables (e.g., genetics, psychology, behaviors) as well as socio-environmental variables (e.g., social structures and processes, socioeconomic status, neighborhood and community effects, culture).

BACH 6391. Advanced Topics in Behavioral and Community Health

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.

BACH 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).

BACH 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 BACH 6395 until the requirements are completed. This course may be repeated for credit. A minimum of 9 SCH is required for the DrPH degree.

BACH 6399. Doctoral Independent Study in Behavioral & Community Health

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 5001. 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 5197. MPH Portfolio

The MPH Portfolio course is designed to enhance the professional development skills and opportunities for our students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MPH Practice Experience in Public Health. Student is required to fulfill certain MPH Portfolio activities prior to enrollment in MPH Practice Experience in Public Health. 1 SCH. Pass/No Pass.

BIOS 5297. Practice Experience in Public Health

2 SCH. This course provides students with experience in public health practice through directed work in practice settings. The public health practice experience involves different goals and activities aimed at providing opportunities for the student to expand and practice MPH core and concentration-specific competencies. Students are required to commit 200 hours to the practice experience, complete a special project that demonstrates their ability to define and issue, apply methods appropriate to their concentration, and produce results. Students are expected to produce a written report of project(s) undertaken in the site placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students' academic and professional goals. 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 required courses, fulfilled certain MPH portfolio requirements and maintained a 3.0 GPA. Approval from academic advisor is required.

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 appropriate research designs and statistical methods 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.

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 and BIOS 5314. BIOS 5310 is recommended.

BIOS 5391. Topics in Biostatistics

1-9 SCH. Generally intended for non-departmental students, the course provides exposure and introduction to specialized topics in biostatistics. The topics will be selected from a wide range of areas based on current trends in public health and essentially for public health professionals. The course may be taken multiple times for credit provided that the topics are distinct.

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 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 6000. PHD Comprehensive Examination

0 SCH. This academic activity constitutes the final evaluation necessary to advance to PhD Candidacy and to advance to the PhD culminating experience, the Dissertation. The evaluation affords the doctoral student with the means to demonstrate level of mastery in the PhD core and concentration-specific competencies. Enrollment requires permission of the Academic Advisor.

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 permission of the instructor.

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. Students must complete BIOS 5300 and BIOS 5310 or obtain permission from the instructor.

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. Prerequisites: BIOS 5300 and BIOS 5310 or obtain permission from the instructor.

BIOS 6320. Biostatistical Research and Consulting

3 SCH. This course provides students with the basic knowledge and skills to provide biostatistical consulting to persons and organizations in a wide variety of settings, including medical centers, hospitals, industry and government. Students will hone skills in the scientific, technical, business and human aspects of consulting, including scope of work (SOW) process and billing, research design, sample size estimation, data management and analysis. This course builds on the biostatistics foundation established in the 5000-level courses including BIOS 5210 Biostatistics for Public Health I; BIOS 5215 Biostatistics for Public Health II, BIOS 5730 Regression Analysis; BIOS 5760 Data Management; and BIOS 5740 Introduction to Statistical Packages. Students will complete an original research, evaluation or consulting project whereby they assess, analyze, write, and present finding. 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 liner 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.

EOHS 5001. 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 5197. MPH Portfolio

The MPH Portfolio course is designed to enhance the professional development skills and opportunities for our students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MPH Practice Experience in Public Health. Student is required to fulfill certain MPH Portfolio activities prior to enrollment in MPH Practice Experience in Public Health. 1 SCH. Pass/No Pass.

EOHS 5297. Practice Exp in Public Health

2 SCH. This course provides students with experience in public health practice through directed work in practice settings. The public health practice experience involves different goals and activities aimed at providing opportunities for the student to expand and practice MPH core and concentration-specific competencies. Students are required to commit 200 hours to the practice experience, complete a special project that demonstrates their ability to define and issue, apply methods appropriate to their concentration, and produce results. Students are expected to produce a written report of project(s) undertaken in the site placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students' academic and professional goals. 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 required courses, fulfilled certain MPH portfolio requirements and maintained a 3.0 GPA. Approval from academic advisor is required.

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. Prerequisites: EOHS 5300 or permission of instructor.

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 or obtain permission from the instructor.

EOHS 5316. Animals and Public Health Implications

This course will present the impacts that animals, both companion and livestock, have on our daily lives and health. From bioterrorism to food animal safety and welfare, from toxicology to food safety, it is designed to stimulate an awareness of, and interest in, an important, but often missed, aspect of public health. This course will address the fundamental issues facing public health practitioners from the animal health perspective, including environmental impacts, human health impacts, and the importance of interactions between humans and animals that directly and indirectly influence public health. It will also explore the history of veterinary medicine and its role in public health, along with associated policies that influence and affect the safety and welfare of both animals and humans.

EOHS 5318. Diseases from Animals to Humans

This course will expose the student to the role of animals in public health by focusing specifically on zoonotic diseases and their public health implications. Over 70% of emerging and infectious diseases today are considered zoonotic - able to pass from animals to humans and vice versa. As the global community becomes smaller and smaller, and the human-animal interface becomes more and more consistent, it is important to be aware of and understand the implications of such diseases. Some examples of diseases to be covered include vector-borne diseases such as malaria and Dengue fever, bacterial diseases such as salmonellosis and listeriosis, and viral diseases including Ebola, Marburg, and West Nile Virus. Additionally, students will be given the opportunity to put their public health practitioner hats on with 1-2 local field trips designed to give practical, real-life experiences to which they may apply their current knowledge of public health.

EOHS 5320. Texas 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, BACH 5300 plus 6 hours of additional course work and approval of the instructor.

EOHS 5322. Air Pollution and Health

3 SCH. The course is designed to introduce students to knowledge in air pollution and public health. Students will learn to recognize air pollution sources, biological mechanisms of air pollution, control technologies used to mitigate exposure to the public, and current Federal and State regulations related to air pollution. The course also examines issues of Environmental Justice in the United States and effect of pollution on developing countries. Letter Grade.

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. Prerequisite: EOHS 5300 or permission of instructor.

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. Prerequisite: EOHS 5300, BIOS 5300 or obtain permission from the instructor.

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 5300, BIOS 5300, EOHS 5330 or permission of the instructor.

EOHS 5334. Occupational Diseases and Health Practice

3 SCH. This course provides an overview of the principles of occupational diseases in the US and in the global workplace, how they present and how they affect worker health and productivity. The student will be able to identify key occupational hazards and exposures and resulting occupational diseases which increase morbidity, mortality, absenteeism and decrease presenteeism and productivity in the workplace.

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. Prerequisite: EOHS 5300 or obtain permission from the instructor.

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 5364. Medical Geography

3 SCH. Medical geography deals with geographic aspects of disease ecology, health care delivery, and environment and health. Disease ecology involves the spatial pattern of diseases and associated explanatory variables including geological, meteorological, biological and cultural phenomena associated with disease, as well as the social, political and economic barriers to healthy living. Health care delivery includes spatial patterns of health care provision and patient behavior including health inequalities. Environment and health draws on geography's long tradition in environmental hazards research and includes such topics as the physical and psychosocial health impacts of environmental contamination. GIS and spatial analysis are used intensively in this course. Prerequisites: EOHS 5300 and EPID 5300, or permission from the instructor.

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 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. Permission of the instructor is required before enrollment. This course may be repeated for credit. Offered each semester.

EOHS 6000. PHD Comprehensive Examination

0 SCH. This academic activity constitutes the final evaluation necessary to advance to PhD Candidacy and to advance to the PhD culminating experience, the Dissertation. The evaluation affords the doctoral student with the means to demonstrate level of mastery in the PhD core and concentration-specific competencies. Enrollment requires permission of the Academic Advisor.

EOHS 6300. Environmental Determinants of Health

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. Prerequisites: All core classes: BACH 5300, BIOS 5300, EOHS 5300, EPID 5300, HMAP 5300 or permission from the instructor.

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. Human Health Risk Analysis and Exposure Assessment

3 SCH. This course examines mode of transportation of environment toxins and the potential for uptake by humans, plants and animals. The course covers terminology and risk concepts, 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 develop knowledge and skill to perform environmental risk assessment. Issues concerning the application and use of risk assessment for human health based decisions, regulatory authorities, exposure guidance levels and assumptions and uncertainties in development of exposure guidance levels will be discussed. Prerequisites: BIOS 5300, EOHS 5300, and EPID 5300 or permission of instructor.

EOHS 6366. GeoSpatial Applications

This course will utilize epidemiology and geographic information science (GISci) methodologies and apply them to a student-developed public health research problem. It is intended that the student will identify a public health research question with a geographic application, develop a hypothesis, and use geographic information science (GISci) technologies and epidemiologic approaches to perform a research project. These projects will be of a quality for presentation at a conference and/or publishing them in a peer-reviewed journal. Through this course, students will develop workplace and industry-wide competencies in the realm of geospatial technology. The course instructors will aid in the development and continuation of projects, as well as present research design methods in GISci. Database design of a geographic dataset is integral in the research design process. Additionally, guest lecturers will present students with novel geographic approaches to public health problems in order to showcase the multiple applications of GIS in a public health context. Prerequisites: EPID 5300, BIOS 5310, EOHS 5364, EOHS 5362.

EOHS 6391. Advanced Topics in Environmental and Occupational Health Sciences

1-3 SCH. This course is to provide exposure to students to a specialized topic 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 permission. Permission of course instructor.

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 students' 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. Prerequisites: 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. Prerequisites: Permission of advisor.

EPID 5001. 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 5197. MPH Portfolio

The MPH Portfolio course is designed to enhance the professional development skills and opportunities for our students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MPH Practice Experience in Public Health. Student is required to fulfill certain MPH Portfolio activities prior to enrollment in MPH Practice Experience in Public Health. 1 SCH. Pass/No Pass.

EPID 5297. Practice Exp in Public Health

2 SCH. This course provides students with experience in public health practice through directed work in practice settings. The public health practice experience involves different goals and activities aimed at providing opportunities for the student to expand and practice MPH core and concentration-specific competencies. Students are required to commit 200 hours to the practice experience, complete a special project that demonstrates their ability to define and issue, apply methods appropriate to their concentration, and produce results. Students are expected to produce a written report of project(s) undertaken in the site placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students' academic and professional goals. 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 required courses, fulfilled certain MPH portfolio requirements and maintained a 3.0 GPA. Approval from academic advisor is required.

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. Creating a survey instrument is a multistep process. If executed properly, the instrument will produce valuable information; otherwise a poorly designed survey produces little information of meaning and is a waste of time. This introductory course provides the student with a foundation of theoretical research and survey concepts and practical implementation and analytical skills. Each student will construct their own research question with corresponding objectives, map these objectives to meaningful and measurable survey items, submit a research proposal and instrument to the Institutional Review Board (IRB) for approval, put survey instrument into a designated population collect enter, and analyze data and present results in a final written project and oral presentation. This comprehensive course teaches the theory and applications of survey methodology in the guise of a structured research project; from conception of the research question to presentation of collected data and drawing of corresponding conclusions. This introductory course is designed for epidemiology and other public health students requiring a basic knowledge research survey and questionnaire design, implementation and analysis. This course will include lectures, in-class assignments, a group project, class discussion, oral and written presentation and readings. A lecture outline will be provided before class; students may need to take additional notes. 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. 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 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. The chronic diseases that will be discussed in this course are cardiovascular diseases, obesity, diabetes, mellitus, cancers, oral health. Screening of chronic diseases will also be covered. Prerequisite: EPID 5300.

EPID 5320. Infectious Disease Epidemiology

3 SCH. This course is designed to give graduate students in public health an introduction about infectious diseases of major public health importance. The course will cover the basics of microbiology, immunology, outbreak investigation, the principles of disease surveillance, and prevention strategies, especially vaccination. 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) pharamacoepidemiology, perinatal epidemiology, structural equation modeling, meta-analysis in epidemiology, topical seminars, etc. Requires permission of course instructor before enrollment.

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 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. Permission of the instructor is required before enrollment. This course may be repeated for credit. Offered each semester.

EPID 6000. PHD Comprehensive Examination

0 SCH. This academic activity constitutes the final evaluation necessary to advance to PhD Candidacy and to advance to the PhD culminating experience, the Dissertation. The evaluation affords the doctoral student with the means to demonstrate level of mastery in the PhD core and concentration-specific competencies. Enrollment requires permission of the Academic Advisor.

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 6311. Applied Epidemiology for Public Health

This course is intended for practitioners in epidemiology, and students in epidemiology and related disciplines that rely heavily on epidemiologic methods and reasoning in academic setting, federal agencies with significant educational missions, state and local public health agencies, and health care organizations. This course focuses on areas of public health practice in which the systematic application of epidemiological methods can have a large and positive impact. It describes how best to apply traditional epidemiological methods for determining disease etiology to real life problems in public health and health services research. The course embodies advanced competencies in public health practice and illustrates concepts, strategies used in epidemiologic studies, ethics, principles, and methods generally useful in the surveillance and epidemic investigations, bio-emergency response, basic study designs, measures of disease frequency and association, bias, confounding, causal inference, data analysis, and reporting of epidemiologic results.

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 6328. Secondary Data Analysis

3 SCH. This advanced course will prepare graduate students for actual analysis of epidemiological data from case-control or cohort studies. The course focuses on practical approaches to data analysis. Students will learn to choose the appropriate statistical analyses, conduct these analyses, using SAS, interpret their findings, and communicate their results clearly and effectively.

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. Permission of course instructor required.

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. Prerequisite: Permission of course instructor. Offered each semester.

HMAP 5001. 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 5050. MHA Portfolio

0 SCH. The MHA Portfolio course is designed to advance the MHA competencies and enhance the professional development skills and opportunities for students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MHA internship. Students are required to fulfill certain MHA Portfolio activities prior to the enrollment in MHA Internship.

HMAP 5118. Seminar in Healthcare Management

1 SCH. The size and complexity of the healthcare system requires a solid understanding of the healthcare delivery system, the key components of care management and evidence based practices to become effective agents of change and improvement. This seminar course examines current issues in healthcare management and challenges related to healthcare organizations, resources, quality, safety, equity, effectiveness and efficiency. The interplay between health care organizations and patients, stakeholders within the organizations and the factors impacting healthcare delivery will also be discussed. The seminar uses various learning methods including presentations by local healthcare leaders, synthesis reports and online modules on quality and safety from the Institute of Healthcare and Improvement.

HMAP 5197. MPH Portfolio

The MPH Portfolio course is designed to enhance the professional development skills and opportunities for our students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their

knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MPH Practice Experience in Public Health. Student is required to fulfill certain MPH Portfolio activities prior to enrollment in MPH Practice Experience in Public Health. 1 SCH. Pass/No Pass.

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 5297. Practice Experience in Public Health

2 SCH. This course provides students with experience in public health practice through directed work in practice settings. The public health practice experience involves different goals and activities aimed at providing opportunities for the student to expand and practice MPH core and concentration-specific competencies. Students are required to commit 200 hours to the practice experience, complete a special project that demonstrates their ability to define and issue, apply methods appropriate to their concentration, and produce results. Students are expected to produce a written report of project(s) undertaken in the site placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students' academic and professional goals. 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 required courses, fulfilled certain MPH portfolio requirements and maintained a 3.0 GPA. Approval from academic advisor is required.

HMAP 5300. Introduction to Health Management and Policy

3 SCH. What is "population health" and why does it matter? How does the U.S health care system compare to health systems in other countries? Why are U.S health care costs so high? How is the U.S health system financed? What are the basic principles of health insurance? Who are the uninsured? What is the state of U.S health care reform? It is critical that public health professionals be able to answer these questions and understand the components of the U.S health care system. This course will answer these questions through an introduction to the areas of Health Management and Health Policy concerned with the delivery, quality and costs of health care for individuals and populations. The course will examine the structure, processes and outcomes of health services, financing, organization, outcomes and accessibility of care. This course will give an overview and prepare you for future study in health management and policy. This introductory course is introduced for MPH students and serves to fulfill a core course requirement in Health Management and Policy.

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 is an introduction to the concepts and tools of public policy analysis as applied to health and health care services. The first part of the course is intended to familiarize students with public institutions and processes which govern health policy in the United States. The later portion of the course examines some current health policy issues drawing upon the concepts and tools of policy analysis.

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. The purpose of this course is to provide an overview of contemporary topics in health information systems. The course will emphasize electronic medical records, vendor selection, and the process for implementing information technology. Other topics include health care reform and "meaningful use," as well as ICD10-CM classification system. We will also cover the principles of database design and Microsoft Access software.

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. Letter Grade.

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 accounting, financial theory and practice in health care settings. It is designed to familiarize students with important financial concepts and issues confronting managers in the health sector.

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 5360. 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 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 course provides MHA students with the opportunity to expand and practice MHA competencies in a healthcare setting. MHA students are required to complete 500 internship hours (12-13 full time weeks), complete key activities and special projects. Students are expected to produce monthly and final reports and prepare a presentation of their experience. Prerequisites: students are eligible to enroll after completing 27 SCH and successful completion of HMAP 5050- MHA Portfolio pre-internship requirements. Students must confer with the MHA Program Director prior to enrolling in 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 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 6000. PHD Comprehensive Examination

0 SCH. This academic activity constitutes the final evaluation necessary to advance to PhD Candidacy and to advance to the PhD culminating experience, the Dissertation. The evaluation affords the doctoral student with the means to demonstrate level of mastery in the PhD core and concentration-specific competencies. Enrollment requires permission of the Academic Advisor.

HMAP 6224. Healthcare Management and Quality Improvement

2 SCH. This course will critically examine the concepts, methods, and application of quality improvement techniques and the role of management in achieving quality improvement in the delivery of health care services. The course is intended to add to the student's knowledge, skills and abilities regarding the how healthcare quality is defined and assessed, the demand for quality care by key stakeholders, relationship between healthcare consumerism and clinical quality improvement and outcomes and economic impact of quality improvement. The course is taught using a Problem-Based Learning (PBL) instructional strategy which centers on team skills, self-directed learning and case analysis.

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. Prerequisites: HMAP 5300.

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 6320. Leadership for Public Health

3 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 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. Prerequisite: HMAP 5300.

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 6360. Ethical Issues in Public Health

3 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 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.

PHED 5000. MPH Professional Option CPH Comprehensive Examination

0 SCH. In this course, students will take the Certified in Public Health (CPH) Exam. The Certified in Public Health (CPH) Exam covers the five core areas of knowledge offered in CEPH-accredited schools and programs as well as crosscutting areas relevant to contemporary public health. The examination was crafted to assess a person's knowledge of these competencies, regardless of his or her academic concentration.

PHED 5197. MPH Portfolio

The MPH Portfolio course is designed to enhance the professional development skills and opportunities for our students through various workshops, sessions, and activities. This course will assist students in defining their career goals, build competency within their profession, and increase their knowledge and skills to excel academically and professionally. Similarly, activities in this course are designed to prepare the student professionally for the MPH Practice Experience in Public Health. Student is required to fulfill certain MPH Portfolio activities prior to enrollment in MPH Practice Experience in Public Health. 1 SCH. Pass/No Pass.

PHED 5297. Practice Experience in Public Health

2 SCH. This course provides students with experience in public health practice through directed work in practice settings. The public health practice experience involves different goals and activities aimed at providing opportunities for the student to expand and practice MPH core and concentration-specific competencies. Students are required to commit 200 hours to the practice experience, complete a special project that demonstrates their ability to define and issue, apply methods appropriate to their concentration, and produce results. Students are expected to produce a written report of project(s)

undertaken in the site placement, and prepare a poster presentation of their practice experience. Placements and practice activities are selected to complement the students' academic and professional goals. Students must obtain approval of their choice of practice placement and plan for the practice experience in the semester prior to registering in PHED 5397. The student must maintain continuous enrollment in PHED 5397 until all the requirements are completed. Course Prerequisites: Students must have completed 21 SCH of core and required courses, fulfilled certain MPH portfolio requirements and maintained a 3.0 GPA. Approval from academic advisor is required.

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, the Integrated Competency Evaluation (ICE), constitutes the final evaluation prior to participation in the DrPH degree program's culminating experience, the Doctor in Public Health Residency. The ICE 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. A portfolio binder and an oral evaluation may be required. Enrollment requires permission of the DrPH Program Director and Academic Advisor. Prerequisite: PHED 5000.

PHED 6117. Seminar in Public Health Practice

1 SCH. This seminar course provides students an opportunity to link academic work in public health leadership, management, and ethics with application to public health practice and to prepare the learner for a leadership role in public health. The course will address numerous aspects of public health practice, including innovative interventions aimed at improving the health of the community, 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, presentation by faculty and invited guests, case analysis. May be repeated for credit. Prerequisites PHED 6310 or PHED 6314 or permission of the instructor.

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. Prerequisites: BIOS 5300 and EPID 5300.

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. Prerequisites: BACH 5300, BIOS 5300, EPID 5300, HMAP 5300 or permission of the instructor.

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 6325. Evidence Based Public Health

3 SCH. This course focuses on critical analysis and communication of scientific evidence in public health practice. Students will demonstrate their ability to evaluate the strengths and weaknesses of evidence in specific practice areas through assigned readings, writing projects, and oral defenses.

Course activities will require students to persuasively defend their appraisals of research literature and associated public health practice strategies. Prerequisites: BACH 5300, BIOS 5300, EPID 5300, EOHS 5300, HMAP 5300, PHED 6118 or obtain permission of 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.

This page last modified February 4, 2013

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, and professionalism. Presentations, lectures and workshops are provided during the course to assist students in preparing for the PA National Certifying Examination after graduation. Assessment is conducted using practical examinations, oral exams, case presentations, attendance and participation, documentation of care experiences, and written examinations.

MPAS 5201. PA Master's Project

3 SCH. This course introduces students to requirements for completion of their PA Master's Project through lecture, reading assignments, and practice workshops. Students conduct independent review and analysis of medical literature relating to medical practice while focusing on published research and clinical evidence. Students are expected to complete a written assignment. In doing so, they must demonstrate initiative and active involvement in completion of all related assignments. Assessment is based upon satisfactory timely completion of written assignments and all related materials. Pass/No Pass.

MPAS 5203. Dermatology

2 SCH. This course introduces the most common dermatologic disorders encountered in primary care. Students learn relevant epidemiology, demographics, pathophysiology, expected history and physical findings, relevant laboratory and imaging studies, treatments, monitoring, and opportunities for patient education, health promotion, and disease prevention. Learning is facilitated through lectures, labs, case studies, and self-directed study. Assessment is conducted using written and lab examinations.

MPAS 5204. Introduction to ECG

2 SCH. This course uses lecture, reading assignments, and practice workshops to educate the PA student on the utilization and interpretation of the 12-lead and rhythm electrocardiograms. Course content includes electrophysiology of the heart, basic components of the electrocardiogram, evaluation of a 12 lead electrocardiogram, and the recognition of common cardiac rhythm abnormalities. Assessment is conducted using quizzes and a comprehensive final exam.

MPAS 5205. Clinical Skills

2 SCH. This course teaches students basic clinical skills. Areas of focus include suturing, sterile technique, casting, venipuncture, injection and intravenous techniques, male and female genitalia examinations, and endotracheal intubation. During this course, students will be certified in American Heart Association Basic and Advanced Cardiac Life Support. Assessment is accomplished through written examinations, participation, and performance of clinical skills.

MPAS 5207. Principles of Evidence Based Medicine

2 SCH. This course equips students with the ability to interpret and appraise evidence in the medical literature and apply such concepts in clinical decision-making. The course includes use of a journal club to focus on practical application skills through discussions, activities, focused readings, group sharing, and presentations. Lectures introduce basic concepts, clinical research designs, biostatistics, and biases and limitations of medical literature. Assessment is conducted using written assignments, presentations, quizzes, and exams.

MPAS 5208. Clinical Anatomy 2

2 SCH. This course is a continuation of Clinical Anatomy I and facilitates the study of human anatomical structures, their function, and their relationship to selected disease processes with emphasis on the application of this knowledge to PA and PT practice. Learning strategies utilized include lectures, group activities, team-based learning activities, laboratory-based studies, anatomical models, plastinated specimens, prosected cadavers, and anatomy software. Regional and topographical findings are correlated with the underlying structures. This course focuses on the anatomical relationships of organs and organ systems and how these relationships inform and influence diagnosis and therapy. Assessments are done using both written and lab practical methods.

MPAS 5211. Medical Interviewing

2 SCH. This course will teach the PA student to conduct and document a complete medical history. A series of lectures will define the rules, norms, and ethics governing the collection and documentation of medical information as well as detail the structure and function of the complete medical history.

Structured writing exercises are assigned which give the PA student an opportunity to apply what they have learned to a simulated patient encounter. Assessment is conducted using written examinations, videotaped exercises, and writing assignments.

MPAS 5232. Health Promotion and Disease Prevention in Practice

2 SCH. This course stresses the role of the PA 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 system. Emphasis on the practical application of health promotion and preventive medicine principles/goals is included. Assessment is conducted using quizzes, reflective discussion board assignments, group presentations and a comprehensive final exam.

MPAS 5241. Supervised Practice I

2 SCH. This course will introduce students to direct patient care and integrate knowledge and skills acquired through previous coursework. Students will have practical experiences in clinical settings that provide them with opportunities to refine their medical interviewing and physical exam skills. Students may participate in developing treatment plans. Clinical decision-making and differential diagnostic skills are developed through small group and individual reflection activities. Assessment is conducted using quizzes and practical examinations.

MPAS 5242. Supervised Practice II

2 SCH. This course facilitates transitioning into the clinical year by continuing to integrate medical knowledge and skills and by further developing clinical reasoning skills. Lecture, discussion, self-directed learning activities, and practical experiences are incorporated into this course. Students continue to participate in clinical experiences and refine data collection, differential diagnosis, medical documentation, clinical decision-making and patient presentation skills. Assessment is conducted using oral presentations, quizzes and practical examinations.

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 prepares the PA Student for underserved primary care practice by examining cultural concepts and social issues related to the health of diverse patient populations. Through lecture presentations, class discussions, and group interactions PA students explore the factors that affect delivery of healthcare to underserved populations including resource management, cultural issues, institutional barriers and provider bias. Assessment is conducted using group projects and quizzes.

MPAS 5322. Physical Diagnosis

3 SCH. This course introduces students to skills used in developing a differential diagnosis. Students learn to elicit a problem-focused history and physical and analyze those findings, augmented by information gathered from the interpretation of lab/diagnostic studies, to arrive at a possible diagnosis given selected findings. Assessment is conducted using written and lab examinations, independent study, group assignments, and writing assignments.

MPAS 5350. Professional Issues for Medical Practice

3 SCH. This course provides introductory-level instruction on a variety of issues relevant to PA professional practice and membership in the profession. Through lecture presentations, class discussions, and group interactions, students are introduced to topics on health care delivery systems, health care policy, patient safety and risk management, quality of care, public health and medical ethics. Students explore issues related to self-assessment, competency, licensure, and inter-professional practice. Assessment is conducted using written assignments, examinations, peer-assessment, and group projects.

MPAS 5401. Clinical Anatomy 1

4 SCH. This course facilitates the study of human anatomical structures, their function, and their relationship to selected disease processes with emphasis on the application of this knowledge to PA and PT practice. Learning strategies utilized include lectures, group activities, team-based learning activities, laboratory-based studies, anatomical models, plastinated specimens, prosected cadavers, and anatomy software. Regional and topographical findings are correlated with the underlying structures. This course

focuses on neurological, muscular, skeletal, and head/neck anatomy and relationships and how these relationships inform and influence diagnosis and therapy. Assessments are done using computer-based, written, and lab practical methods.

MPAS 5404. Clinical Pharmacology

4 SCH. This course introduces principles of pharmacology to develop understanding and application of effective and safe therapeutic regimens for patients. Course objectives involve learning basic principles of pharmacology such as pharmacokinetics, pharmacodynamics, drug absorption, metabolism and excretion. 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 writing prescriptions and dosage calculation. Assessment is conducted using written examinations, to include a comprehensive final examination.

MPAS 5410. Introduction to Disease

5 SCH. This course introduces the basic etiologies and pathogenesis that underlie diseases. Through lecture presentations and case discussions, students are introduced to the origin and development of most diseases, emphasizing injury due to inflammatory, vascular, immunologic, neoplastic, developmental, genetic, and infectious mechanisms. Assessment is conducted using written examinations.

MPAS 5412. Physical Exam Skills with Lab

5 SCH. This is a lecture and laboratory-based 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 emphasized. The course includes instruction on proper documentation of the physical exam and use of appropriate medical terminology. Students are introduced to selected abnormal findings found in the physical examination. Assessment is conducted using written examinations, practical examinations, written assignments, and participation in lab sessions.

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 Director of Clinical Education (or designee) for the PA program. Students develop educational objectives for this practicum, which must also be approved by the Director of Clinical Education (or designee) and agreed to by the clinical preceptor. Assessment is conducted using preceptor evaluations, completion of a reflective written assignment, and participation in patient care and PASS Day activities.

MPAS 5451. Underserved Clinical Practicum

4 SCH. This is a supervised clinical experience that focuses on the unique relationship between the primary care provider and the patient population in underserved settings. Students learn the aspects of providing care, as well as, the health care resources available in underserved communities. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

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 up to age 18. Students 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. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

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 the opportunity to develop an understanding of the role of PA's, psychiatrists, psychologists, social workers and nurses in the care of psychiatric patients. Students develop the skills necessary to evaluate, monitor and manage common mental health problems. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

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 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 postnatal care, and menopause. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

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. Students 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. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

MPAS 5460. Inpatient Practicum

4 SCH. This is a supervised clinical experience that focuses on practice-based learning within the inpatient setting. Experiences in the inpatient 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. Assessment is conducted using preceptor evaluations, completion of a reflective written assignment, and participation in patient care and PASS Day activities.

MPAS 5612. Human Physiology

5 SCH. This course is an advanced study of the physiology of human organs, systems, and cellular function. Basic knowledge of metabolism and nutrition is also included. This course will highlight physiological principles that apply to clinical medicine, disease processes, and pharmacotherapeutics. Learning strategies include didactic lectures which are supplemented with relevant clinical case discussion. Assessment is conducted using written examinations.

MPAS 5800. Placeholder Practicum

8 SCH. Placeholder Practicum is designed to hold the 8 SCH that PA Year 2's will be enrolled in during their spring semester.

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 student will perform or assist in procedures commonly used in internal medicine. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

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. This course is designed for the student to demonstrate their cognitive ability while applying practical standards of care. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

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. Assessment is conducted using preceptor evaluations, end of rotation examination and participation in patient care and PASS Day activities.

MPAS 5901. Integrated PA Clinical Medicine 1

9 SCH. This course introduces the most common disorders encountered in primary care relative to Pulmonology, Cardiology, and Orthopedics/Rheumatology. The course is taught in block format and focuses upon diagnosis, differential diagnosis, and patient management. Students also learn the relevant epidemiology, demographics, pathophysiology, expected history and physical, laboratory and imaging

studies, treatments, and monitoring. Important patient education, health promotion, and disease prevention will be included. Learning is facilitated by lectures, labs, case studies, small groups, self-directed study and individual activities. Assessment is conducted using written and lab examinations, independent study and group assignments, and writing assignments.

MPAS 5902. Integrated PA Clinical Medicine 2

9 SCH. This course introduces the most common disorders encountered in primary care relative to Ophthalmology, Otorhinolaryngology, Neurology, Obstetrics and Gynecology, Endocrinology, Geriatrics, and Hematology. The course is taught in block format and focuses upon diagnosis, differential diagnosis, and patient management. Students also learn the relevant epidemiology, demographics, pathophysiology, expected history and physical, laboratory and imaging studies, treatments, and monitoring. Important patient education, health promotion, and disease prevention will be included. Learning is facilitated by lectures, labs, case studies, small groups, self-directed study and individual activities. Assessment is conducted using written and lab examinations, independent study and group assignments, and writing assignments

MPAS 5903. Integrated PA Clinical Medicine 3

9 SCH. This course introduces the most common disorders encountered in primary care relative to Urology/Nephrology, Pediatrics, Gastroenterology, and Emergency Medicine. The course is taught in block format and focuses upon diagnosis, differential diagnosis, and patient management. Students also learn the relevant epidemiology, demographics, pathophysiology, expected history and physical, laboratory and imaging studies, treatments, and monitoring. Important patient education, health promotion, and disease prevention will be included. Learning is facilitated by lectures, labs, case studies, small groups, self-directed study and individual activities. Assessment is conducted using written and lab examinations, independent study and group assignments, and writing assignments.

MPAS 5990. Physician Assistant Directed Studies

This course represents a unique classroom and/or laboratory-based learning experience designed with the needs of individual student in mind. It provides a student-centered alternative method to enhance or increase learning of subject(s) related to the study of health and disease. Course length and semester credit value vary based on content and schedule. Assessment varies according to subject matter.

MPAS 5991. Special Topics

1-6 SCH. Special Topics.

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Physical Therapy Course Descriptions

DPHT 7133. Preliminary Clinical Practicum

1 SCH. Preliminary Clinical Practicum consists of two weeks of supervised full-time clinical practice in the first year of the Summer semester and is the first of five (5) clinical experiences. The course will acquaint the students to various clinical environments. This clinical course emphasizes observation and reflection of characteristics of professional practice as demonstrated by health care providers in clinical practice, as well as a chance to practice basic skills.

DPHT 7153. Scholarly Project I

1 SCH. Scholarly Project I continues the focus of DPHT 7272 EBP IV through selection and review of pertinent literature. Clinical reasoning and critical thinking are refined and supported through analysis of the literature.

DPHT 7192. Capstone

1 SCH. During the capstone experience, the student will be engaged in the following three activities: (1) 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 prepares the students to present their scholarly project work in an oral or poster format. The second part of the Capstone course includes a comprehensive practical 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. 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 National Physical Therapy Examination.

DPHT 7200. Clinical Anatomy II

2 SCH. Clinical Anatomy II is the second in a series of two (2) courses to study human anatomical structures and their function covering chest cavity (wall, lungs, heart, mediastinal structures), abdominal cavity (diaphragm, walls, and all internal organs), and pelvic cavity (walls and organs). Learning strategies utilized include lectures and laboratory-based studies, anatomical models, prosected cadavers, and anatomy software. Regional topographical findings are also correlated with the underlying structures.

DPHT 7209. Foundations of Physical Therapy

2 SCH. Foundations of Physical Therapy 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 7221. EBP I: Research Design & Measurement

2 SCH. EBP I: Research Design & Measurement is the first in a series of four (4) to introduce the student to 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 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 7231. EBP II: Case Scenarios

2 SCH. EBP II is the second in a series of four (4) 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 is the third in a series of four (4) 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 discusses 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 provides 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 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 discusses principles of leadership and management for physical therapy practice, including ethical behaviors and beliefs; change management; motivating; coaching and mentoring; lifelong 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. Prosthetics, Orthoses & Advanced Gait 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 is the fourth and last one in a series of four (4) 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 critical analysis of current practice guidelines and clinical trials to answer clinical questions in any practice setting.

DPHT 7281. Scholarly Project II

1 SCH. Scholarly Project II is the second in a series of two (2) courses that uses a critical analysis process to answer research/clinical questions and results in a scholarly paper in accordance with specific manuscript guidelines.

DPHT 7291. Special Topics

1-6 SCH. This course is available each semester for students capable of independent study under the guidance of a faculty mentor. Various course topics provide students an opportunity to pursue content related to physical therapy, rural health, health promotion and/or disease.

DPHT 7305. Applied Anatomy and Kinesiology

3 SCH. 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.

DPHT 7307. Clinical Reasoning I: Intro to Examination

3 SCH. Clinical Reasoning I 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, and models of clinical reasoning are identified. 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. The WHO ICF 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 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

3 SCH. Applied Exercise Physiology concentrates on 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. Development and Geriatrics

3 SCH. Development and Geriatrics 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 in children and older adults. 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

2 SCH. Therapeutic Exercise I 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 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 is an integrated study of the 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 and Integumentary PT

3 SCH. Cardiovascular-Pulmonary and Integumentary PT is an integrated study of the examination, evaluation and management of patients/clients with cardiovascular, pulmonary, and integumentary diseases/dysfunctions. Emphasis is placed on the integration of results from diagnostic tests and measures with physical findings for the development of a physical therapy plan of care and implementation of appropriate interventions.

DPHT 7342. Neuromuscular Physical Therapy I

3 SCH. Neuromuscular Physical Therapy I 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. Course content has been designed to provide the student with a basic understanding of the pathophysiology and physical therapy management related to neuromuscular disorders. Emphasis is placed on the mechanism of injury, survey of epidemiology and etiology, symptomatology, pathology, and acute management and prognosis of specific neuromuscular disorders. The course content has been designed to provide the student with an understanding of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control as a basis for clinical decision making. Treatment approaches to be discussed include Neurodevelopmental Treatment (NDT), Brunnstrom, Proprioceptive Neuromuscular Facilitation (PNF), and Motor Relearning Program (MRP). Integration of treatment approaches will be emphasized. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

DPHT 7343. Clinical Reasoning II: Advanced Examination & Evaluation

3 SCH. Clinical Reasoning II: Advanced Examination & Evaluation 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, Recognizing histories, risk factors, and signs and symptoms of conditions that may indicate referral is emphasized.

DPHT 7350. Therapeutic Exercise II

1 SCH. Therapeutic Exercise II is the second in a series of two (2) to discuss the integration of therapeutic exercise/interventions prescription with evidence based practice and outcome selection. Management guidelines based on pathophysiology and patient's/client's impairments are emphasized for acute, subacute and chronic medical conditions. Application of therapeutic exercises using these guidelines is applied to body systems/structures for various medical conditions.

DPHT 7352. Neuromuscular Physical Therapy II

4 SCH. Neuromuscular Physical Therapy II is the second in a series of two (2) to focus on examination, evaluation and interventions of adult and children with neurologic, neuromuscular and developmental dysfunctions. The instructional approach of the course will include didactic lecture and case study presentations with an emphasis on problem-oriented learning in an effort to encourage active student participation and clinical decision making. Laboratory sessions will emphasize the development of specific psychomotor skills necessary for the successful assessment and treatment of the adult neurological client. Dysfunctions include, but are not limited, to cerebral palsy, spina bifida, muscular dystrophy, and developmental coordination disorders.

DPHT 7400. Clinical Anatomy I

4 SCH. Clinical Anatomy I is the first in a series of two (2) courses designed to study human anatomical structures and their function, covering upper extremity, back/vertical column, lower extremity, head and neck, eyes and ears, and neural anatomy (motor, sensory and autonomic systems.) 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. Letter Grade.

DPHT 7445. Clinical Practicum I

3 SCH. Clinical Practicum I consists of six (6) weeks of full time clinical practice in a clinical environment. This course is the second in a series of five (5) supervised full-time clinical experiences. This clinical course emphasizes application of physical therapy knowledge, skills and behaviors appropriate to patient and practice management.

DPHT 7501. Clinical Med I

3 SCH. Clinical Med I is the first in a series of two (2) courses to cover the basic pathophysiology that physical therapists may deal with during their practice including the following: nervous, muscular, cardiovascular, pulmonary, renal, gastrointestinal, metabolic reproductive and endocrine systems.

DPHT 7502. Clinical Med II

3 SCH. Clinical Med II is the second in a series of two (2) 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 and integrate these principles with common pathologies.

DPHT 7541. Musculoskeletal Physical Therapy I

4 SCH. Musculoskeletal Physical Therapy I 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 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 supervised clinical practice and is the third in a series of five (5) clinical experiences. This clinical course emphasizes application and analysis of physical therapy knowledge, skills and behaviors appropriate to patient and practice management.

DPHT 7673. Clinical Practicum III

4 SCH. Clinical Practicum III consists of eight (8) weeks of full time supervised clinical practice and is the fourth in a series of five (5) clinical experiences. This clinical course continues the focus of DPHT 7560 through application and further analysis of physical therapy knowledge, skills and behaviors appropriate to patient and practice management.

DPHT 7780. Specialized Internship

6 SCH. Directed Specialized Internship consists of twelve (12) weeks of full time supervised clinical practice in the student's selected area(s) of physical therapy practice which refines the critical thinking and clinical decision making processes as well as integration of evidence-based practice to guide autonomous practice and professional development.

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SCP Course Descriptions

PHAR 7110. IPPE 1

2 SCH. Students are trained in Basic Life Support (BLS), participate in health fairs coordinated &/or sponsored by UNTHSC and are oriented and begin the Seniors Assisting in Geriatric Education (SAGE) program (see description below). At health fairs, students may screen patients for one or more of the following: hypertension, diabetes, high cholesterol, obesity, and osteoporosis.

PHAR 7116. Clinical Case Discussions 1

1 SCH. A series of courses designed to develop, foster and improve problem-solving, team building, critical thinking, self-directed learning and interpersonal skills centered on introductory concepts in patient care. Included is a strong emphasis on professional values and behaviors, attitudes, interprofessional experiences, and cultural competence. Team-based learning formats are utilized.

PHAR 7120. IPPE 2

1 SCH. Is a continuation of 7110. Students receive immunization certification training and complete simulations in this course.

PHAR 7126. Clinical Case Discussions 2

1 SCH. A series of courses designed to develop, foster and improve problem-solving, team building, critical thinking, self-directed learning and interpersonal skills centered on introductory concepts in patient care. Included is a strong emphasis on professional values and behaviors, attitudes, interprofessional experiences, and cultural competence. Team-based learning formats are utilized.

PHAR 7130. IPPE 4

2 SCH. Students continue participation in the SAGE program and health fairs that may include students providing immunizations to participants under supervision of a preceptor.

PHAR 7136. Integrated Pharmacy Recitation 1

1 SCH. A series of courses designed to develop, foster and improve problem solving, team building, critical thinking, self-directed learning and interpersonal skills. Clinical patient cases are used to integrate the relevant pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy with social/behavioral pharmacy principles involved in the treatment of a variety of diseases in a variety of patients. Case discussions involve material being presented in the Integrated Pharmacotherapy sequence and include a strong emphasis on professional values and behaviors, attitudes, interprofessional experiences, and cultural competence. Team-based learning formats are utilized.

PHAR 7137. Pharmacy Practice Skills Laboratory 3

1 SCH. A continuation of the Skills Lab sequence concentrating on pharmacy calculations and sterile compounding.

PHAR 7140. IPPE 5

2 SCH. is a continuation of 7130. Students receive training and simulations in Medication Therapy Management (MTM) and medication reconciliation or transition of care.

PHAR 7146. Integrated Pharmacy Recitation 2

1 SCH. A series of courses designed to develop, foster and improve problem solving, team building, critical thinking, self-directed learning and interpersonal skills. Clinical patient cases are used to integrate the relevant pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy with social/behavioral pharmacy principles involved in the treatment of a variety of diseases in a variety of patients. Case discussions involve material being presented in the Integrated Pharmacotherapy sequence and include a strong emphasis on professional values and behaviors, attitudes, interprofessional experiences, and cultural competence. Team-based learning formats are utilized.

PHAR 7147. Pharmacy Practice Skills Laboratory 4

1 SCH. A continuation of the Skills Lab sequence concentrating on drug literature evaluation and the incorporation of evidenced based guidelines into practice.

PHAR 7150. IPPE 7

SCH. Students participate in MTM in the community setting and medication reconciliation in the institutional setting. Students complete a medication literacy project that is presented to a targeted audience.

PHAR 7156. Integrated Pharmacy Recitation 3

1 SCH. A series of courses designed to develop, foster and improve problem solving, team building, critical thinking, self-directed learning and interpersonal skills. Clinical patient cases are used to integrate the relevant pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy with social/behavioral pharmacy principles involved in the treatment of a variety of diseases in a variety of patients. Case discussions involve material being presented in the Integrated Pharmacotherapy sequence and include a strong emphasis on professional values and behaviors, attitudes, interprofessional experiences, and cultural competence. Team-based learning formats are utilized.

PHAR 7160. IPPE 8

1 SCH. is a continuation of 7150. In addition, students are trained in Advanced Cardiovascular Life Support (ACLS) with the use of high-fidelity manikin simulation of a code, i.e., treatment of a hospitalized patient with a myocardial infarction. This exercise will also include physician assistant and medical students.

PHAR 7166. Integrated Pharmacy Recitation 4

1 SCH. A series of courses designed to develop, foster and improve problem solving, team building, critical thinking, self-directed learning and interpersonal skills. Clinical patient cases are used to integrate the relevant pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy with social/behavioral pharmacy principles involved in the treatment of a variety of diseases in a variety of patients. Case discussions involve material being presented in the Integrated Pharmacotherapy sequence and include a strong emphasis on professional values and behaviors, attitudes, interprofessional experiences, and cultural competence. Team-based learning formats are utilized.

PHAR 7214. Pharmacotherapy of Self-Care 1

2 SCH. The pharmacist's role in facilitating patient self-care through the treatment of minor ailments, non-prescription pharmaceuticals and supplies commonly found in ambulatory pharmacy practice sites, use of complementary and alternative products and their limitations, decision making skills for ambulatory patient triage, and home diagnostic products. Conditions covered include headache, fever, musculoskeletal injuries, cough and cold, allergies, asthma, menstrual disorders, and various dermatologic disorders.

PHAR 7217. Pharmacy Practice Skills Laboratory 1

2 SCH. The first in a series of laboratories designed to teach and reinforce various skills, attitudes, behaviors and values needed for pharmacy practice. Included are principles of patient assessment, pharmacy calculations and the Top 200 Drugs. Includes some interprofessional experiences.

PHAR 7224. Pharmacotherapy of Self-Care 2

2 SCH. A continuation of 7214 concentrating on insomnia and fatigue, smoking cessation, nutrition, nutraceuticals, obesity, gastro-intestinal disorders, urinary incontinence, hemorrhoids and occult blood, and parasitic infections.

PHAR 7227. Pharmacy Practice Skills Laboratory 2

2 SCH. A continuation of the Skills Lab sequence concentrating on pharmacy calculations, extemporaneous compounding and patient education.

PHAR 7229. IPPE 3

2 SCH. Students are introduced to community pharmacy practice during this rotation. Objectives are listed in Table 14-2. Some of these are described in the APhA Community Preceptor Education Program publication.

PHAR 7232. Principles of Medicinal Chemistry and Pharmacology

2 SCH. The pre-requisite principles needed for the integrated pharmacotherapy sequence including terminology, chemical properties influencing ADME, pharmacophores, SAR, receptor theory, drug receptor and transporter interactions, mechanisms of action, dose-response and time-response relationships, and drug discovery and development.

PHAR 7249. IPPE 6

2 SCH. Students are introduced to institutional pharmacy practice during this rotation. Objectives are listed in Table 14-3. Some of these are described in the 2010 ASHP-ACPE Joint Task Force Report on Entry-level Competencies.

PHAR 7262. Integrated Pharmacotherapy 8: MS Connective Tissue Dx

2 SCH. A continuation of 7534 concentrating on diseases affecting the musculo-skeletal system and connective tissues.

PHAR 7263. Integrated Pharmacotherapy 9 : Special Populations

2 SCH. A continuation of 7534 concentrating on pharmacotherapy issues in special populations i.e. pediatric, geriatric, obese etc. patients.

PHAR 7264. Integrated Pharmacotherapy 10: Critical Care

2 SCH. A continuation of 7534 concentrating on the pharmacotherapy of critically ill patients.

PHAR 7313. Pharmaceutics 1

3 SCH. An introduction to dosage forms and their physiochemical properties to optimize stability, absorption and distribution to target tissues. Includes solubility, crystalline and amorphous solids, oral drug delivery systems, dissolution versus disintegration, drug solutions and drug solids, polymers and macromolecules, emulsions and suspensions, micelles, colloids, and excipients.

PHAR 7315. Introduction to Pharmacy Practice 1: The Profession

3 SCH. An introduction to pharmacy practice including prescription components and who can prescribe, evolution of practice, history, career pathways, basic ethics and professionalism, education, basic legal issues and responsibilities for interns, health care delivery systems, medication safety, basic drug information, and advocacy/leadership.

PHAR 7321. Pharmacotherapy of Infectious Disease

3 SCH. The fundamental concepts regarding microbiological agents known to cause disease in humans, infectious conditions and their prevention and management, and the principles of anti-infective agent use and their implementation in patients and health systems.

PHAR 7322. Pharmacogenetics, Pharmacogenomics, and Personalized Medicine

3 SCH. The principles of pharmacogenetics and genomics and how they relate to personalized medicine including nomenclature; the genetic basis of diseases, drug response and metabolism; biomarkers for adverse drug reactions; toxicogenetics; legal/ethical and economic issues; and implications for managing drug therapy.

PHAR 7323. Pharmaceutics 2

3 SCH. The factors influencing absorption, distribution, metabolism and excretion of drugs in contemporary and investigational dosage forms. Includes modified release oral and parenteral, topical, nasal, buccal, rectal, vaginal, ophthalmic and pulmonary delivery systems; prodrugs; bioequivalence determinations and ratings; and official compendia.

PHAR 7325. Introduction to Pharmacy Practice 2: Communications

3 SCH. An introduction to factors and methods involved in interpersonal communication. Exposure to verbal, written and electronic communication with patients and between health care providers; verbal cues; strategies to facilitate communication with difficult patients and sensitive health situations are included.

PHAR 7331. Immune Based Diseases and Immunotherapy

3 SCH. A study of the immune system, immunopathologies, select autoimmune disease and their treatment. Includes a discussion of the basis for immunizations, the immunology of cancer, biotechnology and its application to the production and use of pharmaceuticals, diagnostic agents and advanced therapies.

PHAR 7335. Introduction to Pharmacy Practice 3: Pharmaceutical Policy, Public Health and Pharmacoeconomics

3 SCH. An introduction to pharmaceutical policy, public health and pharmaco-economics with international comparisons. Includes issues of access to and disparities in healthcare, epidemiology, cost-benefit analysis, emergency preparedness, and policy assessment tools.

PHAR 7341. Integrated Pharmacotherapy 2: Endocrine/Men & Womens Health

3 SCH. A continuation of 7534 concentrating on diseases and treatments involving the endocrine system and male/female health.

PHAR 7343. Pharmacokinetics

3 SCH. The mathematical models and the theoretical/practical considerations of drug absorption, distribution and excretion including the models that describe those events in the calculation of dosage regimens for patients with problems ranging from simple to complex and concentrating on dosage calculations for drugs with narrow therapeutic indices.

PHAR 7345. Introduction to Pharmacy Practice 4: Evidence Based Practice and Literature Evaluation

3 SCH. Sources of drug information, drug study design and evaluation, and applied data analysis and biostatistics in the interpretation and critical analysis of biomedical literature needed to develop and utilize evidence-based recommendations for patients and health care practitioners.

PHAR 7352. Integrated Pharmacotherapy 5: Respiratory & GI

3 SCH. A continuation of 7534 concentrating on diseases and treatments involving the respiratory and gastrointestinal systems.

PHAR 7353. Integrated Pharmacotherapy 6: Neuro & Psych & Pain

3 SCH. A continuation of 7534 concentrating on treatment of neurologic and psychiatric disorders and acute/chronic pain.

PHAR 7354. Optimizing Wellness

3 SCH. The approaches, strategies, and skills needed by pharmacists to optimize wellness in their patients; improve and document changes in outcomes as a direct result of pharmacist interventions; and skills needed to modify behaviors in patients.

PHAR 7355. Intro to Pharm Prac 5: Management & Safety

3 SCH. Pharmacy practice management in both community and health system practice settings including general business, human, financial and operations management; marketing clinical services; persuasion and organization transformation; national patient safety goals related to medication; and quality assurance/risk reduction.

PHAR 7361. Integrated Pharmacotherapy 7: Hem/Onc/Transplant

3 SCH. A continuation of 7534 concentrating on diseases affecting the blood, cancer and pharmacotherapy in organ transplants.

PHAR 7365. Introduction to Pharmacy Practice 6: Law and Ethics

4 SCH. The legal, ethical and access issues affecting the practice of pharmacy and regulating pharmacy practitioners. Included are discussions of ethical dilemmas, issues involving team based health care, health insurance and mandates, pharmacy benefit and management programs, and health maintenance organizations.

PHAR 7411. Physiologic Basis for Pharmacotherapy

4 SCH. The fundamental aspects of the physiologic basis for pharmacotherapy covering the physiology of the major organ systems of the body including both molecular and organismic function and interrelationships. Physiologic processes that underlie disease process and/or targets of drug therapy are emphasized.

PHAR 7412. Metabolic Basis for Pharmacotherapy

4 SCH. The fundamental aspects of the metabolic basis for pharmacotherapy covering the molecular basis of cellular function and control mechanisms, key structural and functional relationships of biomolecules, energy metabolism, and inter-organ relationships in living systems with an emphasis on processes that underlie disease and/or are targets of drug therapy.

PHAR 7442. Integrated Pharmacotherapy 3: Cardiovascular

4 SCH. A continuation of 7534 concentrating on diseases and treatments involving the cardiovascular system.

PHAR 7451. Integrated Pharmacotherapy 4: Infectious Disease

4 SCH. A continuation of 7534 concentrating on the treatment of infectious diseases.

PHAR 7534. Integrated Pharmacotherapy 1: Renal, Eye, Ear, Nose, Throat, and Skin

5 SCH. An integration of the relevant pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy involved in the treatment of a variety of diseases. Included are comparisons to complimentary and alternative treatments, evidenced based guidelines and the pharmacokinetic calculations involved in dosing in various populations. This course concentrates on diseases and treatments involving the kidney, eye, ear, nose, throat and skin.

PHAR 7680. APPE: Elective

6 SCH. Students may choose elective rotations from the specialized patient care areas such as infectious diseases, psychiatry, oncology, neurology, geriatrics, palliative care, pediatrics, rural pharmacy, or critical care or from the non-direct patient care areas such as state or federal regulatory agencies, state or national organizations, research, managed care, nuclear pharmacy, academia, poison center or drug information. Each student will complete two APPE elective courses.

PHAR 7681. APPE: Required Rotation: Inpatient/Acute General Care Medicine

6 SCH. Students are involved in direct care of hospitalized patients in concert with other healthcare providers. This is a required course.

PHAR 7682. APPE: Required Rotation: Community Pharmacy

6 SCH. Students participate in all operations of a community pharmacy. Students provide pharmaceutical care to community pharmacy patients under the supervision of a pharmacist preceptor. This is a required course.

PHAR 7683. APPE: Required Rotation: Selective of Community or Hospital/Health System Pharmacy

6 SCH. Students may choose from a community pharmacy management, hospital pharmacy management, ambulatory care management or specialty disease state or population rotation to satisfy the APPE Selective Required rotation. Within the management rotations, the student's training is focused on understanding the budgetary, formulary and operational policies and procedures of the practice setting. The students will complete a management project or proposal during this rotation. For a listing of specialty disease states or populations, please see PHAR 7680.

PHAR 7684. APPE: Required Rotation: Ambulatory Care

6 SCH. Students are involved in the direct care of clinic patients in concert with other healthcare providers. This is a required course.

PHAR 7685. APPE: Required Rotation: Hospital or Health-System Pharmacy

6 SCH. Students participate in all operations of a hospital or health system pharmacy. Students perform clinical duties for hospitalized patients under the supervision of a pharmacist preceptor. This is a required course.

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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.

- **Abraham, Sam S, MD**, Assistant Professor, Internal Medicine, University of Health Sciences Antigua School of Medicine (West Indies)
- **Adams, Robert C, DO**, 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
- **Adrignola Matt Nolan, EdD**, Associate Dean of Administration & Student Service, School of Public Health, Assistant Professor, Public Health Education, BSBA University of Richmond, MBA and EdD Saint Louis University
- **Alexander, Rehka, MD, MRCP (UK)**, Assistant Professor, Community Medicine, MBBS Mysore University, JJM Medical College
- **Al-Farra, Sherif, MD, FCCP, DABSM**, 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, MS University of Tehran (Iran), PhD University of Glasgow (Scotland)
- **Allen, Georgia C, MD**, Assistant Professor, Community Medicine, BS San Diego State University, DO University of North Texas Health Science Center
- **Allen, Michael S, PhD**, Director of the Center for Biosafety and Biosecurity, Director of the Tick-Borne Disease Research Laboratory, Associate Professor, Forensic & Investigative Genetics, BS University of Texas - Arlington, PhD University of Tennessee
- **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, (C)**, Chair and Professor, Director of ForHER, Obstetrics & Gynecology (Gynecologic Oncology Specialist), MD University of Western Ontario
- **Aryal, Subhash, PhD**, Assistant Professor, Biostatistics, BA Tribhuvan University, BS University of South Alabama, MS, PhD University of Illinois - Chicago
- **Asekun, Sade, WHNP-BC**, Instructor, Obstetrics & Gynecology, BS and MS California Coast University, WHNP University of Texas Southwestern Medical Center
- **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
- **Awasthi, Yogesh, PhD**, Professor, Molecular Biology & Immunology, BS, MS and PhD University of Lucknow (India)
- **Azmabalani, Giti, DO**, Assistant Professor, Community Medicine, BS Texas A&M University, DO University of North Texas Health Science Center
- **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, Medical Education, BS University of Oklahoma, DO Kansas City College of Osteopathic Medicine
- **Ball, Linda J, DO**, Assistant Professor, Family Medicine, BS University of Texas - Permian Basin, DO University of North Texas Health Science Center
- **Barber, Robert C, PhD**, Associate Professor, Pharmacology & Neuroscience, BS Tulane University, MS and PhD Texas A&M University
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- **Marsh, LaKeisha D, MD**, Assistant Professor, Psychiatry & Behavioral Health, BS Xavier University of New Orleans, MD University of Texas Medical Branch - Galveston
- **Martin, Roy S, MDiv, DMin**, Assistant Professor, Medical Education (Ethics), BS University of Memphis, MDiv and DMin Brite Divinity School, Texas Christian University
- **Mascarenhas, Francis, MD**, Assistant Professor, Community Medicine, MD St John's Medical College (India)
- **Mason, David Craig, DO, FACOFP**, Chair and Associate Professor, Manipulative Medicine, BS Rider University, DO University of Medicine and Dentistry of New Jersey - School of Osteopathic Medicine
- **Massingill, G Sealy, MD, FACOG**, Vice Chair and Associate Professor, Obstetrics & Gynecology, BA University of Texas Austin, MD University of Texas Medical School - Houston
- **Matches, Sarah, DO**, Medical Director of QI & Clinical Services, Assistant Professor, Pediatrics, BS and BA Northeast Missouri State University, DO University of North Texas Health Science Center
- **Mathe, Alvin J, DO**, Assistant Professor, Internal Medicine (Geriatrics), BA Texas A&M University, DO University of North Texas Health Science Center
- **Mathew, Porunelloor A, PhD**, Associate Professor, Molecular Biology & Immunology, BS University of Kerala, MS and PhD University of Poona
- **Mathew, Stephen, PhD**, Research Assistant Professor, Molecular Biology & Immunology, BS, MS, PhD RD University
- **Mattingly, Laura, PA-C**, Assistant Professor, Physician Assistant Studies, BS and MHS University of South Alabama
- **McGuffee, America, PA-C**, Instructor, Community Medicine, BS and MA University of Texas - Austin, PA-C University of North Texas Health Science Center
- **Mifflin, Steve M, PhD**, Chair and Professor, Integrative Physiology, BS Texas A&M University, PhD University of Texas - Galveston
- **Miles, R Edwin, PhD**, Director of Psychology Services, Assistant Professor, Psychiatry & Behavioral Health, BA and MHR University of Oklahoma, MA and PhD California School of Professional Psychology
- **Miller, Thaddeus, MPH, DrPH**, Assistant Professor, Health Management & Policy, BA Tarleton State University, MPH, DrPH University of North Texas Health Science Center
- **Mills, John G, DO, MS, MPH**, Associate Professor, Community Medicine, BS, MS and DO Michigan State University, MPH University of Michigan
- **Miroshnichenko, Gennady, MD**, Assistant Professor, Obstetrics & Gynecology (Gynecologic Oncology Specialist), MS University of Toronto (Canada), MD Tyumen State Medical Academy (Russia)
- **Moranetz, Christine, PhD**, Associate Dean for Academic Affairs, School of Public Health, Associate Professor, Public Health Education, BS East Central State College, MS Oklahoma State University, PhD University of Kansas
- **Moreland, David J, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS Louisiana State University, MD LSU School of Medicine
- **Moss, Amy E, DO**, Assistant Professor, Internal Medicine (Geriatrics), BS Southern Methodist University, MS University North Texas, DO University of North Texas Health Science Center

- **Motley, Travis, DPM, MS, FACFAS**, Associate Professor, Orthopaedics Surgery, BS and MS Texas Christian University, DPM College of Podiatric Medicine and Surgery - Des Moines University
- **Muddasani, Pavani, MD**, Assistant Professor, Internal Medicine (Gastroenterology), MD Kakatiya Medical College
- **Mummert, Diana, MD**, Assistant Professor, Psychiatry & Behavioral Health, MD Universitatea de Medicina si Farmacie
- **Mummert, Mark E, PhD**, Associate Professor, Psychiatry & Behavioral Health, BS Ball State University, MS, PhD University of Illinois at Urbana-Champaign
- **Naiche, Barbara, WHNP-BC**, Instructor, Obstetrics & Gynecology, BS and MS Texas Woman's University, WHNP University of Texas Health Science Center - Houston
- **Nair, Maya, PhD**, Institutional BioSafety Officer, Research Assistant Professor, Molecular Biology & Immunology, MS Cochin University of Science and Technology, PhD University of Kerala
- **Namboodiri, Maya, DO**, Medical Director, Assistant Professor, Community Medicine, BS University of Texas – Tyler, DO University of North Texas Health Science Center
- **Nana, Arvind, MD**, Associate Professor, Orthopaedic Surgery, BA University of Texas - Austin, MD University of Texas Medical Branch - Galveston
- **Nash, Lisa R, DO**, Associate Dean, Educational Programs, Texas College of Osteopathic Medicine, Associate Professor, Family Medicine, BS Texas Christian University, DO University of North Texas Health Science Center
- **Nati, Carol A, MD, FAPA**, Assistant Professor, Psychiatry & Behavioral Health, BS and MS St. John's University School of Arts and Sciences, MD Oral Roberts University School of Medicine
- **Nedungadi, Thekkethil Prashant, PhD**, Instructor, Integrative Physiology, BS University of Louisiana - Monroe, PhD Kerala University (India)
- **Neelakantan, Suguna K, MD**, Assistant Professor, Community Medicine, MD Medical College Thiruvananthapuram
- **Nejtek, Vicki, PhD**, Associate Professor, Family Medicine, BA University of Texas Southwestern Medical Center MS and PhD University of Texas - Dallas
- **Nguyen, Sue N, PA**, Instructor, Community Medicine, BS University of Denver, PA-C Nova Southeastern University
- **Niacaris, Timothy, MD, PhD**, Assistant Professor, Orthopaedic Surgery, MD and PhD University of Texas Southwestern Medical Center
- **Nichols, Charles, PT, DPT**, Assistant Professor, Physical Therapy, BS Texas Tech, MS University of Texas - Tyler, DPT Evidence in Motion
- **Nordon-Craft, Amy, PT, DSc, MA**, Associate Professor, Physical Therapy, BS University of North Carolina - Chapel Hill, MA Saint Mary's College, DSc Rocky Mountain University of Health Professions
- **Nye, Michael, PA-C**, Instructor, Physician Assistant Studies (Internal Medicine), MPAS University of North Texas Health Science Center
- **O'Bryant Sid, PhD**, Associate Professor, Internal Medicine (Translational Aging & Alzheimer's Research Program), BS Louisiana State University, MA and PhD University of Albany, State University of New York
- **Oglesby, Michael, PhD**, TCOM Year 2 Curriculum Director, Professor, Medical Education and Pharmacology & Neuroscience, BA University of Chicago, PhD State University of New York at Buffalo
- **Okimoto, Summer, CNM, DNP**, Instructor, Obstetrics & Gynecology, BS University of Texas - Arlington, DNP-CNM Baylor University Louise Herrington School of Nursing
- **O'Neill, Liam, PhD**, Associate Professor, Health Management & Policy, BA Haverford College, MS Wesleyan University, MS University of North Carolina, PhD Penn State University
- **Orr, Royline, NP**, Instructor, Community Medicine, BS Chadwick University, NP University of Texas - Arlington
- **O'Toole, Charles, DO**, Assistant Professor, Internal Medicine (Hospitalist), BS University of Texas - Arlington, DO University of North Texas Health Science Center
- **Oyefesobi, Adiah, NP**, Instructor, Obstetrics & Gynecology, BSN Baylor University School of Nursing, MSN Texas Woman's University

- **Pagan, Jose A, PhD**, Chair and Professor, Health Management & Policy, BS and MA Ohio State University, PhD University of New Mexico
- **Pallone, Joseph, MD**, Assistant Professor, Obstetrics & Gynecology, BA Texas A&M University, MPH Texas A&M Health Science Center, MD University of Texas Medical School – San Antonio
- **Pang, Iok-Hou, PhD**, Chair and Professor, Pharmaceutical Science, BA National Defense Medical Center (Taiwan), PhD University of Texas Southwestern Medical Center
- **Papa, Frank J, DO, PhD**, Associate Dean, Curricular Design and Faculty Development, Professor, Medical Education, BA LaSalle University, DO Philadelphia College of Osteopathic Medicine, PhD University of North Texas
- **Park, In-Woo, PhD**, Research Associate Professor, Cell Biology & Anatomy, BS Kyung-Hee University (Korea), MS Seoul National University (Korea), PhD Louisiana State University
- **Patterson, Rita, PhD**, Director of the Research Division, Professor, Manipulative Medicine, BS Baylor University, PhD Texas Medical Branch - Galveston, Master of Engineering in Bioengineering - Texas A&M University
- **Paul, Marcy L, MA**, Instructor, Behavioral & Community Health, BA University of Wisconsin, MA University of Illinois
- **Peel, Claire, PT, PhD, FAPTA**, Dean, School of Health Professions, Professor, Physical Therapy, BS Southwestern University, MS University of Southern California, PhD University of Iowa
- **Perez, Christine A**, Instructor, Psychiatry & Behavioral Health, BSN and MSN University of Texas - Arlington
- **Perkins, Clay, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, MD Baylor College of Medicine
- **Peska, Don N, DO**, MEd, Dean for the Texas College of Osteopathic Medicine and Professor, Surgery, BS Brooklyn College, MEd University of Cincinnati, DO College of Osteopathic Medicine and Surgery - Des Moines University
- **Petit, Sondra, WHNP-BC**, Instructor, Obstetrics & Gynecology, BSN University of Texas – Arlington, MSN University of Texas – El Paso
- **Philip, Anne, MD**, Assistant Professor, Community Medicine, MD University of Dar-es-Salaam
- **Phillips, Leslie A, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS University of Texas – Austin, MD University of Texas Southwestern Medical Center
- **Piper, Heidi Lynn, WHNP-BC**, Instructor, Obstetrics & Gynecology, BS Penn State/Sharon General School of Nursing, WHNP University of Texas Southwestern Medical Center
- **Planz, John V, PhD**, Associate Professor, Forensic & Investigative Genetics, BS State University of New York, MS Shippensburg University, PhD University of North Texas
- **Podawiltz, Alan L, DO, MS, FAPA**, Chair and Associate Professor, Psychiatry & Behavioral Health, BS and MS University of Oregon, DO Oklahoma State University - College of Osteopathic Medicine
- **Podgore, John K, DO**, Medical Director, International Medicine, Professor, Pediatrics (Infectious Disease), BA University of Michigan, DO University of Osteopathic Medicine and Health Sciences- Des Moines University, MPH University of North Texas Health Science Center
- **Prokai, Laszlo, PhD, DSc**, Professor and Robert A Welch Chair in Biochemistry, Molecular Biology & Immunology, PhD University of Veszprem
- **Prokai, Katalin, PhD**, Associate Professor, Pharmaceutical Sciences, BSc, MSc and PhD University of Veszprem (Hungary)
- **Qualls-Hampton, Raquel Y, PhD, MS**, Assistant Professor, Obstetrics & Gynecology, BS Oral Roberts University, MS Southern Illinois University at Carbondale, PhD, University of Illinois - Chicago
- **Ragle, Nita, PA-C**, Assistant Professor, Community Medicine, BS University of North Texas, PA-C University of Texas - Galveston
- **Raja, Maheswari, MD**, Assistant Professor, Community Medicine, MBBS The Tamil Nadi Dr MGR Medical University

- **Raines-Milenkov, Amy, DrPH, MPH**, Assistant Professor, Obstetrics & Gynecology, BS University of Texas - Austin, MPH and DrPH University of North Texas Health Science Center
- **Ramisetty-Mikler, Susie, PhD, MPH**, Assistant Professor, Epidemiology, BS AP Agricultural University, MS University of Madras (India), MS, PhD Iowa State University, MPH University of North Texas Health Science Center
- **Ranjan, Amalendu, PhD**, Research Assistant Professor, Molecular Biology & Immunology, BS Bihar Institute of Technology (India), MS and PhD Indian Institute of Technology (India)
- **Ransom, Scott B, DO, MBA, MPH**, Professor, Obstetrics & Gynecology and Health Management & Policy, BA Pacific Lutheran University, MPH, Harvard University School of Public Health, MBA University of Michigan, DO University Health Sciences - Kansas City
- **Raven, Peter B, PhD, FACSM**, Professor, Integrative Physiology, BS, MS and PhD University of Oregon
- **Reddix, Robert Jr, MD**, Associate Professor, Orthopaedic Surgery, BS United States Military Academy - West Point, MD Baylor College of Medicine
- **Reese, Sherry, NP**, Instructor, Internal Medicine (Geriatrics), RN Texas Christian University, MSN and NP, Texas Woman's University
- **Reeves, Rustin E, PhD**, Vice Chair for Anatomy Education and Professor, Cell Biology & Anatomy, BS Texas A&M University, PhD University of North Texas Health Science Center
- **Rich, Alisa, PhD, MPH**, Assistant Professor, Environmental & Occupational Health, BS University of Nebraska - Omaha, MPH University of North Texas Health Science Center, PhD University of Texas - Arlington
- **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, Orthopaedics Surgery, BS and MD Vanderbilt University
- **Rickards, Caroline A, PhD**, Assistant Professor, Integrative Physiology, BAS RMIT University of Melbourne (Australia), BS University of Melbourne (Australia), PhD RMIT University of Melbourne (Australia)
- **Ries, Penelope A, DO**, Assistant Professor, Medical Education, BS Xavier University, DO Ohio University
- **Rindfusz, David, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology (Maternal-Fetal Medicine Specialist), BA Indiana University, MD Indiana University School of Medicine
- **Roane, Brandy M, PhD**, Assistant Professor, Internal Medicine (Sleep Studies), BA University of Texas - Dallas, MS and PhD University North Texas
- **Robertson, Kathleen, MD, FACOG**, Assistant Professor, Obstetrics & Gynecology, BS and MD University of Minnesota
- **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
- **Rosales, Armando A, MD**, Assistant Professor, Cell Biology & Anatomy, BS and MD University of Santo Tomas (Philippines)
- **Rosanio, Salvatore, MD, PhD, FACC, FESC**, Professor, Internal Medicine, MD La Sapienza University (Italy)
- **Ross, Sarah E, DO**, Assistant Professor, Internal Medicine (Geriatrics), BS Brigham Young University, MS and DO University of North Texas Health Science Center
- **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
- **Ryou, Myoung-Gwi, PhD**, Research Assistant Professor, Pharmacology & Neuroscience, MS Emporia State University, MS, PhD University of North Texas Health Science Center
- **Salem, Yasser, PT, PhD, NCS, PCS**, Associate Professor, Physical Therapy, BPT Cairo University, MPT and PhD University of Arkansas

- **Sanchez, Hugo, MD, PhD**, Assistant Professor, Orthopaedic Surgery, BS University of California - Irvine, MD, PhD University of California - San Diego
- **Sandhu, Rajbir, MD, MPH**, Medical Director, Assistant Professor, Community Medicine, MD Government Medical College (India) and 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
- **Schranz, Damon, DO**, Vice Chair of Education, Associate Professor, Family Medicine, BS Texas A&M University, DO University of North Texas Health Science Center, AOA Health Policy Fellow, Faculty Development Fellowship
- **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
- **Schwarz, Brandy, PT, DPT, OTR/L, MBA**, Assistant Professor, Physical Therapy, BS University of Portland, DPT and OTR/L University of St. Augustine for Health Sciences, MBA University of Dallas
- **Seals, Ryan S, DO**, Assistant Professor, Manipulative Medicine, BS Oklahoma State University, DO Oklahoma State University College of Osteopathic Medicine
- **Shama, Zareena, MD**, Assistant Professor, Community Medicine, MD Sind Medical College/Karachi University
- **Sharif, Suhail, MD**, Assistant Professor, Surgery, BS University of Illinois, MD New York Medical College
- **Sharma, Rajendra, PhD**, Research Assistant Professor, Molecular Biology & Immunology, BS and MS University of Jodhpur (India), PhD University of Rajasthan (India)
- **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
- **Simecka, Jerry W, PhD**, Executive Director, Pre-Clinical Service, Professor, Molecular Biology & Immunology, BS University of California at Irvine, PhD University of Alabama at Birmingham
- **Simonian, Rose Serop, MD, FCOG**, Assistant Professor, Obstetrics & Gynecology, Universitatea De Medicina Si Farmacie
- **Singh, Meharvan, PhD**, Chair and Professor, Pharmacology & Neuroscience, BS and PhD University of Florida
- **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, BA and MD University of Missouri
- **Smith, Leslie W, MD**, Medical Director for Outpatient Services, Assistant Professor, Psychiatry & Behavioral Health, 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**, Senior Director of Student Research & Development, 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
- **Sonnenberg, Crystal M, RN, PMHNP-BC**, Assistant Professor, Psychiatry & Behavioral Health, BS Angelo State University, BSN and MSN University of Texas - Arlington

- **Spence-Almaquer, Emily, MSW, PhD**, Associate Professor Behavioral & Community Health, BA Social Work, Florida State University, MS Social Work, Florida State University, PhD School of Social Work, Florida International University
- **Spencer, Karen, WHNP-BC**, Instructor, Obstetrics & Gynecology, MSN Texas Woman's University
- **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
- **Stille, Kelly, PsyD**, Assistant Professor, Psychiatry & Behavioral Health, BA Pitzer University, MA National University, PsyD California School of Professional Psychology
- **Stockard, Alan R, DO, FAOASM**, Assistant Professor, Orthopaedics Surgery, BS University of Texas – Arlington, DO University of North Texas Health Science Center
- **Stone, Susan, WHNP**, Instructor, Obstetrics & Gynecology, BS Texas Christian, MS and FNP Texas Woman's University
- **Stone, David A, DO**, Assistant Professor, Surgery, BA Wayne State University, DO Chicago College of Osteopathic Medicine
- **Su, Chang, MD, PhD**, Research Assistant Professor, Pharmacology & Neuroscience, BS and MS Nanjing University, PhD University of North Texas Health Science Center
- **Su, Dong-Ming, PhD**, Associate Professor, Molecular Biology & Immunology, MS Lanzhou Medical College, PhD Kyushu University
- **Sumien, Nathalie, PhD**, Assistant Professor, Pharmacology & Neuroscience, BS Université de Mont Saint Aignan, PhD Southern Methodist University
- **Sun, Xiangle, PhD**, Instructor, Molecular Biology & Immunology, MD, MS, PhD Xi'an Jiao Tong University Medical School (China)
- **Suzuki, Sumihiro, PhD**, Assistant Professor, Biostatistics, BS, MS and PhD University of Texas - Dallas
- **Tan, Yue-Quing, MD**, Assistant Professor, Community Medicine, MD Binzhou Medical College
- **Thombs, Dennis, PhD, FAAHB**, Chair, Professor, Behavioral & Community Health, BA, MA and EdS University of South Florida, PhD University of Maryland
- **Tierney, Nancy A, RN, PhD**, Associate Professor, Internal Medicine (Cardiology), BSN Marquette University, MSN University of Wisconsin-Milwaukee, PhD University of Texas - Austin, NP University of Texas - Arlington
- **Timani, Khalid A, PhD**, Research Assistant Professor, Cell Biology & Anatomy, BS and MS Aligarh M University (India), PhD Wuhan University (China)
- **Tran, Mytrang T, MD**, Assistant Professor, Community Medicine, MD University of Medicine and Pharmacy
- **Trevino-Dawson, 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
- **Tshuma, Lisa, PA-C**, Clinical Coordinator, Instructor, Physician Assistant Studies (Geriatrics), BS School for International Training, MPA and MPAS University of Utah
- **Turner, Pamela, WHNP**, Instructor, Obstetrics & Gynecology, BS University of Texas – Arlington, WHNP University of Texas Southwestern Medical Center
- **Uddin, Mohd Rakib, MD**, Assistant Professor, Community Medicine, MD Texas Tech University Health Science Center
- **Uht, Rosalie M, MD, PhD**, Associate Professor, Pharmacology & Neuroscience, BSN Columbia University, PhD and MD State University of New York
- **Uteshev-Gaard, Victor V, PhD**, Associate Professor, Pharmacology & Neuroscience, BS and MS Moscow Institute of Physics and Technology, PhD University of Toronto

- **Vaughn, Michael, MD**, Assistant Professor, Internal Medicine (Cardiology), BA Williams College, MD University of Pennsylvania
- **Vayani, Radhika, DO**, Assistant Professor, Internal Medicine (UNTHealth - Alliance), BS University of Texas - Arlington, DO University of North Texas Health Science Center
- **Vedati, Durga Prasad, MD**, Assistant Professor, Community Medicine, MD Andhra Medical College
- **Velasco, Luis, MD**, Medical Director, Assistant Professor, Community Medicine, BS University of de Puerto Rico, MD Universidad Central del Este
- **Vickers, Chad R, PhD, RN, PMHNP-BC**, Instructor, Psychiatry & Behavioral Health, MSN-PMHNP University of Texas - Arlington, MSN-FNP Midwestern State University
- **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 (India), PhD University of South Carolina
- **Vu, Chi H, MD**, Medical Director, Assistant Professor, Community Medicine, MD Louisiana State University Medical Center
- **Vu, Manhan "Andy", DO, FACOG**, Assistant Professor, Obstetrics & Gynecology, BA and MS Trinity University - San Antonio, DO University of North Texas Health Science Center
- **Waggener, 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 - Austin, MD University of Texas Southwestern Medical Center
- **Walker, Crystal, PA-C**, Instructor, Community Medicine, BS Stephen F Austin University, MPAS University of North Texas Health Science Center
- **Walsh, Clay Jr, DO**, Assistant Professor, Manipulative Medicine, BS Texas A&M University, DO University of North Texas Health Science Center
- **Walters, Scott, PhD**, Professor, Behavioral & Community Health, BA Biola University, MA San Diego State University, PhD University of New Mexico
- **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, Universidad Del Norte Medical School
- **Webb, Brian G, MD**, Assistant Professor, Orthopaedic Surgery, BS Wake Forest University, MD Indiana University School of Medicine
- **Weeks, Nathalie L, DPT**, Assistant Professor, Physical Therapy, BS California State University, DPT University of Southern California
- **Weicht, Jeanette, PA-C**, Instructor, Community Medicine, PA University of Texas Medical Branch, DS West Texas State University
- **Weis, Stephen, DO**, Professor, Internal Medicine (Dermatology), BA Iowa State University, DO Osteopathic College of Iowa
- **Wiechmann, April R, PhD**, Assistant Professor, Psychiatry & Behavioral Health, BA California State University, PhD University of North Texas
- **Williams, Delwin, MD**, Assistant Professor, Psychiatry & Behavioral Health, BS Earlham College, MD University of Texas Southwestern Medical Center
- **Wilson, Lyndsie, PA-C**, Instructor, Internal Medicine (Gastroenterology), BS Brigham Young University, PA Touro University - Nevada
- **Wimmer, Michael, MD**, Assistant Professor, Orthopaedic Surgery, BS Angelo State University, MD University of Texas Medical School - Houston
- **Winter, A Scott, MD, DFAPA**, Associate Professor, Psychiatry & Behavioral Health, BS Mississippi State University, MD University of Mississippi
- **Woerner, Marie B, PT, DPT, CLT**, Assistant Professor, Physical Therapy, BS and DPT Texas Tech Health Science Center
- **Wong, Long, MD, PhD**, Assistant Professor, Family Medicine, MD Normal Bethune Medical University, PhD University of Minnesota

- **Wordinger, Robert J, PhD**, Associate Director of the North Texas Eye Research Institute and Professor, Cell Biology & Anatomy, BS Pennsylvania State University, MS and PhD Clemson University
 - **Wroten, Bobby J, MD**, Assistant Professor, Orthopaedic Surgery, BS University of Texas - Austin, MD University of Texas Medical Branch - Galveston
 - **Wu, Beverly B, MD**, Assistant Professor, Psychiatry & Behavioral Health, MS West China University of Medical Sciences, MD West China University of Medical Sciences (China)
 - **Wu, Catherine, PhD**, Assistant Professor, Pharmaceutical Sciences, BA and MS Xingjiang Medical University, PhD Peking University
 - **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, MD, PhD**, Associate Professor, Pharmacology & Neuroscience, PhD University of North Texas Health Science Center, MD School of Medicine - Beijing Medical University
 - **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, FACOS, FICS, FAHA**, 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
 - **As of March 5, 2013**
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This page last modified March 29, 2013

Faculty Joint Appointments

Joint Appointments – Designate faculty appointments to more than one department or school with financial support for the position shared.

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- **Clearfield, Daniel, DO, MS**, Assistant Professor, Orthopaedic Surgery and Manipulative Medicine
 - **Gryczynski, Ignacy, PhD**, Professor, joint appointments in Cell Biology & Anatomy and Molecular Biology & Immunology
 - **Gryczynski, Zygmunt, PhD**, Professor, joint appointments in Molecular Biology & Immunology and Cell Biology & Anatomy
 - **Moranetz, Christine A, PhD**, Associate Professor, joint appointments in Public Health Education and Behavioral & Community Health
 - **Vishwanatha, Jamboor K, PhD**, Professor, joint appointments in Biomedical Sciences and Molecular Biology & Immunology
 - **As of March 1, 2013**
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This page last modified March 6, 2013

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.

- **Al-Farra, Sherif, MD, FCCP, DABSM**, Associate Professor, Internal Medicine cross appointment in Physician Assistant Studies
- **Bowling, John R, DO, FACFP**, Professor, Family Medicine cross appointment in Medical Education
- **Brenner, Harvey, PhD**, Professor, Behavioral & Community Health cross appointment in Psychiatry & Behavioral Health
- **Cardarelli, Kathryn M, PhD**, Associate Professor, Epidemiology cross appointment in Family Medicine
- **Clark, Abbot F, PhD**, Professor, Cell Biology & Anatomy cross appointment in Molecular Biology & Immunology
- **Cooper, Christopher K, PA-C**, Assistant Professor, Physician Assistant Studies cross appointment in Family Medicine
- **Etter, Gary L, MD**, Assistant Professor, Psychiatry & Behavioral Health cross appointment in Internal Medicine
- **Fairchild, Thomas J, PhD**, Associate Professor, Health Management & Policy cross appointment in Internal Medicine
- **Fulda, Kimberly G, DrPH**, Assistant Professor, Family Medicine cross appointment in Biostatistics
- **Granado, Elma, MD**, Assistant Professor, Psychiatry & Behavioral Health cross appointment in Physician Assistant Studies
- **Gwartz, Patricia, PhD, FACC**, Professor, Integrative Physiology cross appointments in Medical Education & Psychiatry & Behavioral Health
- **Johnson, Leigh A, PhD, LMSW**, Assistant Professor, Internal Medicine cross appointment in Psychiatry & Behavioral Health
- **Kosmopoulos, Victor, PhD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy
- **Licciardone, John, DO, MS, MBA**, Professor, Medical Education cross appointment in Epidemiology
- **Lichtman, David, MD**, Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy
- **Mallet, Robert T, PhD**, Professor, Integrative Physiology cross appointment in Surgery
- **Mason, David Craig, DO, FACFP**, Associate Professor, Manipulative Medicine cross appointment in Family Medicine
- **Miller, Thaddeus, MPH, DrPH**, Assistant Professor, Health Management & Policy cross appointment in Internal Medicine
- **Motley, Travis A, DPM**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy
- **Nana, Arvind D, MD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy
- **Nejtek, Vicki, PhD**, Associate Professor, Family Medicine cross appointment in Behavioral & Community Health
- **O'Bryant, Sid E, PhD**, Associate Professor, Internal Medicine cross appointment in Pharmacology & Neuroscience and Psychiatry & Behavioral Health
- **Pang, Iok-Hou, PhD**, Professor, Pharmaceutical Science cross appointment in Cell Biology & Anatomy
- **Podawiltz, Alan L, DO, MS, FAPA**, Associate Professor, Psychiatry & Behavioral Health cross appointment in Behavioral & Community Health
- **Reddix, Robert N Jr, MD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy
- **Reeves, Rustin, PhD**, Professor, Cell Biology & Anatomy cross appointment in Orthopaedic Surgery
- **Rutlege, Peter, MD**, Assistant Professor, Surgery cross appointment in Physician Assistant Studies
- **Schetz, John A, PhD**, Associate Professor, Pharmacology & Neuroscience cross appointment in Psychiatry & Behavioral Health and Health Management & Policy
- **Smith, Michael, PhD**, Professor, Integrative Physiology cross appointment in Medical Education
- **Smith-Barbaro, Peggy, PhD**, Associate Professor, OB/GYN cross appointment in Behavioral & Community Health
- **Wagner, Russell A, MD**, Associate Professor, Orthopedics Surgery cross appointment in Cell Biology & Anatomy
- **Winter, A Scott, MD, DFAPA**, Associate Professor, Psychiatry & Behavioral Health cross appointment in Internal Medicine
- **Wordinger, Robert, PhD**, Professor, Cell Biology & Anatomy cross appointment in Orthopaedic Surgery
- **Yurvati, Albert, DO**, Professor, Surgery cross appointment in Integrative Physiology

This page last modified March 6, 2013

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, Barbara, MSA**, Adjunct Instructor, Medical Education
- **Adams, Rae, MD**, Adjunct Clinical Assistant Professor, Family 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
- **Akhtar, Nasim, MD**, Adjunct Clinical Associate Professor, Internal Medicine
- **Alaidross, Hania, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Al-Akash, Samhar I, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Aldridge, Beverly S, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Alexander, Jamison, DO**, Adjunct Clinical Assistant Professor, Obstetrics & Gynecology
- **Alexander, Jerry, PhD**, Adjunct Associate Professor, Medical Education
- **Al-Housseini, Ali, MD**, Adjunct Clinical Assistant Professor, Obstetrics & Gynecology
- **Ali, Farham, MD, MPH, MA**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Al-Khudhair, Marwan, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **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
- **Arnaout, Diane, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Arnouville, Jennifer T, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Aschenbrenner, John, PhD**, Adjunct Associate Professor, Cell Biology & Anatomy
- **Atkisson, Debra L, MD**, Adjunct Clinical Assistant Professor, Psychiatry & Behavioral Health
- **Aulds, Meria, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Awasthi, Sanjay, MD**, Adjunct Professor, Molecular Biology & Immunology
- **Axthelm, Dan A, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Aziz, Shahid, DO, MACG**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Bagnell, Kristi B, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Bahrami, Carlos S, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Baig, Mirza, PharmD**, Adjunct Professor, Pharmacotherapy
- **Bailey, Michael L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Baker, Dann J, MDiv**, Adjunct Assistant Professor, Medical Education
- **Baker, Kevin B, MPAC, PA-C**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Baker, Laura Kyle, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Balker, Shemsu D, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Bamberger, Charles, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Bander, Steven G, DO**, Adjunct Clinical Assistant Professor, Family Medicine and Manipulative Medicine
- **Banks, Tracey, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **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 and Internal Medicine
- **Barkocy, Gary A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barrington, Patricia, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Barzin, Sayeh, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Beam, Donald T, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Beavers, Bret D, MD**, Adjunct Clinical Instructor, Orthopaedic Surgery
- **Beene, Ronda L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Behl, Ankur Rishi, MD**, Adjunct Instructor, Orthopaedic Surgery
- **Behrens, Kenyon R, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Beitsch, Peter Donald, MD**, Adjunct Clinical Assistant Professor, Surgery
- **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, Kelly A, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bennett, Robert E, Jr, MD**, Adjunct Clinical Professor, Pediatrics
- **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
- **Beyer, David, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Bhattatiry, Manu M, MD**, Adjunct Assistant Professor, Medical Education
- **Bhella, Paul, MD**, Adjunct Assistant Professor, Integrative Physiology
- **Bias, Travis G, DO**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Bishop, Stephen, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Biswas, Swati, PhD**, Adjunct Assistant Professor, Biostatistics
- **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, Physician Assistant Studies and Surgery
- **Blonder, Bryan J, DO, FACOG**, Adjunct Clinical Assistant Professor, Obstetrics & Gynecology
- **Blow, Osbert, MD**, Adjunct Clinical Associate Professor, Surgery
- **Bodgdanovich, Michael B, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bonchak, John A, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Bory, Ariadna, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bowen, Ronald W, DO**, Adjunct Clinical Assistant Professor, Family Medicine and Manipulative Medicine
- **Bowler, Kathryn, PT, OT**, Adjunct Assistant Professor, Physical Therapy
- **Bowling, Robert, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Boyd, Katherine, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Boylan, Christopher S, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Brackett, Benjamin, PA-C**, Adjunct Instructor, Physician Assistant Studies
- **Bradley, Craig, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **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
- **Brimmer, Shushama S, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Brosseau, Charles M Jr, MHA**, Adjunct Instructor, Health Management & Policy
- **Brown, Laura T, PA-C**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Brown, William R, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Broyles, Kathy, MLS**, Adjunct Instructor, Medical Education

- **Bruschetta, Humberto R, MD, FACP**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Bryant, Kevin, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Bryce, Errol B, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Bui, Quynh, MD, MPH**, Adjunct Clinical Assistant Professor, Internal Medicine
- **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
- **Burress, Christina, MBA**, Adjunct Instructor, Psychiatry & Behavioral Health
- **Caffrey, James, PhD**, Adjunct Professor, Integrative Physiology
- **Caffrey, Mary Helene, DO**, Adjunct Clinical Assistant Professor, Medical Education
- **Cage, Clifton, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Cain, James E III, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Campbell-Fox, Mary, DO**, Adjunct Clinical Instructor, Family Medicine
- **Candas, Ali F, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Cangelosi, John J, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Cantu, Ramon O, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Capocyan, Owen C, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Capper, David, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Cargil, D Innes, PhD**, Adjunct Assistant Professor, Biomedical Sciences
- **Carlson, Erin K, PhD**, Adjunct Assistant Professor, Health Management & Policy
- **Carlson, Kenneth, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **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
- **Cavazos, Javen Valerie, MD**, Adjunct Clinical Assistant Professor, Psychiatry & Behavioral Health
- **Cavazos-Salas, Norma L, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Cavuoti, Dominick, DO**, Adjunct Associate Professor, Medical Education
- **Cayce, Walter R, MD, MPH**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Cernero, Aaron L, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Chaikin, Samantha J, DO, FAAP**, Adjunct Clinical Assistant Professor, Pediatrics
- **Champine, Michael, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Champion, John E, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Chapa, Philip, MD**, Adjunct Clinical Assistant Professor, Family 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
- **Chauncey, Katherine B, PhD, RD**, Adjunct Professor, Family Medicine
- **Chennu, Yamini Padma, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Choi, Kyung-Mee, PhD**, Adjunct Assistant Professor, Epidemiology
- **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
- **Cloven, Noelle, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Cockrell, Clay J, MD**, Adjunct Clinical Associate Professor, Internal Medicine
- **Cohen, Jack B, DO**, Adjunct Clinical Associate Professor, Internal Medicine
- **Cohen, Phillip, DO**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Cohen, Phillip E, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Cole, Jeanetta "Jaye", MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Coleman, Anne G, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Colina, Kenneth F, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Compton-Deline, Carol, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Conder, Loretta A, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Conroy, Susan, DO**, Adjunct Clinical Instructor, Internal Medicine
- **Cook, Ronald L, DO, MS, MBA**, Adjunct Clinical Associate Professor, Family Medicine
- **Cook, Todd, MD**, Adjunct Instructor, Orthopaedic Surgery
- **Coppola, Marco, DO**, Adjunct Clinical Professor, Family Medicine and Physician Assistant Studies
- **Cordas, Steven, DO**, Adjunct Clinical Associate Professor, Manipulative Medicine
- **Cothorn, William F, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Crawford, Lindsay, MD**, Adjunct Instructor, Surgery
- **Crawford, Shellye, RN, BSN, MS, CPNP**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Crenshaw, Clayton, MLS**, Adjunct Assistant Professor, Medical Education
- **Cridler, Julie, PhD**, Adjunct Assistant Professor, Biomedical Sciences
- **Cron, William L, DBA**, Adjunct Professor, Health Management & Policy
- **Crow, William T, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Cruser, des Anges, PhD, MPA**, Adjunct Associate Professor, Medical Education
- **Cundari, Alan D, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Cunningham, James C, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Cunningham, Kevin R, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Cunningham, Laurence W, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Curka, Peter, DO**, Adjunct Clinical Assistant Professor, Manipulative Medicine
- **Czewski, James W, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Dagley, Benjamin, DO**, Adjunct Clinical Assistant Professor, Manipulative Medicine
- **Daley, Rebecca, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Dallas, John S, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Dambro, Nancy N, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Daniels, Egeenee, DVM**, Adjunct Assistant Professor, Biomedical Sciences & Molecular Biology & Immunology
- **Daniels, Joseph, DO**, Adjunct Clinical Assistant Professor, Orthopaedic Surgery
- **Danko, Rick A, DrPH**, Adjunct Assistant Professor, Health Management & Policy
- **Dao, Vuong D, DO**, Adjunct Clinical Assistant Professor, Pediatrics
- **Davidson, Richard, PA-C**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Davis, Elizabeth, MEd**, Adjunct Instructor, Medical Education
- **Davis, Mark D, PA-C**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Davis, Sharon J, DO**, Adjunct Clinical Associate Professor, Pediatrics
- **Davis, Sondra, PharmD**, Adjunct Assistant Professor, Pharmacotherapy
- **Dayal, Hari H, PhD**, Adjunct Professor, Health Management & Policy
- **Desse, Julian V, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **DeLaughter, Craig, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **DeLuca, Robert C, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **DeLuca, Robert, DO**, Adjunct Clinical Assistant Professor, Manipulative Medicine
- **Dendy, Charlie F, DO**, Adjunct Clinical Assistant Professor, Surgery

- **Dennis, Sharon L, DO**, Adjunct Clinical Instructor, Family Medicine
- **Dentino, Andrew N, MD**, Adjunct Clinical Professor, Internal Medicine & Psychiatry & Behavioral Health
- **Dentler, Stephen M, DO**, Adjunct Clinical Assistant Professor, Pediatrics
- **DePalam, Rebecca D, PA-C**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Desai, Alpesh, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Desai, Tejas, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Dhar, Pradip K, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Dickerman, Rob D, DO**, Adjunct Clinical Assistant Professor, Surgery
- **Dickerson, Jamie E, PhD**, Adjunct Assistant Professor, Cell Biology & Anatomy
- **Dickey, Stephen H, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Dickson, Robert L, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Dillon, Glenn, PhD**, Adjunct Professor, Pharmacology & Neuroscience
- **Dimitijevich, Slobodan, PhD**, Adjunct Professor, Integrative Physiology
- **Dirksen, William H, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Dirnberger, Mark, DO**, Adjunct Clinical Assistant Professor, Manipulative Medicine
- **Doan, Dennis P, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Dohi, David, DO**, Adjunct Clinical Assistant Professor, Pediatrics
- **Donahue, David J, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Dougherty, Diane L J, PhD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Doughty, Pamela, PhD**, Adjunct Assistant Professor, Health Management & Policy
- **Downey, H Fred, PhD**, Adjunct Professor, Integrative Physiology
- **Dulaney, Robert Michael, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Dunn, Ernest L, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Dunnigan, Michael P, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Durbin, Sherrill, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Dyer, Jack W, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Dyson, Maynard C, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Dzurik, Matthew, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Eady, Christine M, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Eames, Gretchen M, MD, MPH**, Adjunct Clinical Assistant Professor, Pediatrics
- **Eastman, George L III, DO**, Adjunct Clinical Associate Professor, Pediatrics
- **Eddings, Patricia C, MS**, Adjunct Instructor, Forensic & Investigative Genetics
- **Edwards, David S, MD**, Adjunct Clinical Assistant Professor, Internal Medicine & Pediatrics
- **Edwards, Mark S, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Ehdaie, Sara Meena, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Elam, Craig, MLS**, Adjunct Assistant Professor, Medical Education
- **Elhalwagi, Baher, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Ellerbe, Steve, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Elliott, Katherine, PA-C**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Elliott, Tricia, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Elsawy, Bassem, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Elvin, Patrick Kelly, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **English, Wayne Jr, DO**, Adjunct Professor, Manipulative Medicine
- **Ensey, Jane, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Enriken, William F, Jr, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Erikson, Nils S, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Esplin, Edward, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Etuknwa, Udaug, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Evans, Lance F IV, PhD**, Adjunct Assistant Professor, Family Medicine
- **Evans, Stanley C, DO**, Adjunct Clinical Instructor, Family Medicine
- **Evans, William R, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Fabuyi, Oyeyemi, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Faigin, Al, DO**, Adjunct Clinical Associate Professor, Family Medicine

- **Farless, Blaine L, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Farnum, Jennifer, PsyD**, Adjunct Clinical Assistant Professor, Psychiatry & Behavioral Health
- **Farrell, Tommy W, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Farzam, Steven A, MD**, Adjunct Clinical Assistant Professor, Family Medicine & Physician Assistant Studies
- **Fedro, David J, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Fergie, Jamie E, MD**, Adjunct Clinical Associate Professor, Pediatrics
- **Ferrara, Craig A, DO**, Adjunct Clinical Assistant Professor, Surgery
- **Filardo, Giovanni, PhD**, Adjunct Associate Professor, Epidemiology
- **Fitzgerald, Lynn F, MD, PhD, FACS**, Adjunct Clinical Assistant Professor, Surgery
- **Fleenor, Debra L, PhD**, Adjunct Assistant Professor, Cell Biology & Anatomy
- **Fleming, Neil S, PhD**, Adjunct Associate Professor, Health Management & Policy
- **Fogelberg, Katherine, DVM**, Adjunct Assistant Professor, Environmental & Occupational Health
- **Fowler, Josephine R, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Frano, Kari G, DO**, Adjunct Clinical Assistant Professor, Surgery
- **Franz, Charles M, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Freeland, Daniel V, DO**, Adjunct Clinical Assistant Professor, Family Medicine & Physician Assistant Studies
- **Friedman, Gerald, DO**, Adjunct Assistant Professor, Medical Education
- **Friedman, Lawrie, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Froelich, James E, III, DO**, Adjunct Clinical Instructor, Family Medicine
- **Fuentes, Daniel E, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Furrh, Jamie, MSIS**, Adjunct Instructor, Medical Education
- **Gabler, Kelly A, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gagadam, Dayaker R, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Galewater, John, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Gallagher, Kevin M, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gamber, Russell, DO, MPH**, Adjunct Professor, Manipulative Medicine
- **Gandhi, Rajesh, MD, PhD**, Adjunct Clinical Associate Professor, Surgery
- **Gandhi, Shyama D, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Garcia, Melissa, PA-C**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Garmon, Anesia K, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Garnett, Mark H, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Garza, David E, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gasser, Richard C, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Gates, Steven L, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **George, Cecil R, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gerstenberg, K Paul, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Ghali, Fred E, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Gharaybeh, Salam I, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Gibbs, Johnny M, MD**, Adjunct Clinical Instructor, Orthopaedic Surgery
- **Gibson, John O, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gies, John IV, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gill, Kory Lee, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gill-King, Harrell, PhD**, Adjunct Professor, Forensic & Investigative Genetics
- **Gladu, Rebecca H, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Glaude, Brian A, PhD**, Adjunct Professor, Biomedical Sciences
- **Goetz, Dudley W, DO**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Goldberg, Issac M, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Goodchild, G, Suzanne, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gopalakrishnan, Prabhakaran P, MD**, Adjunct Clinical Assistant Professor, Internal Medicine

- **Gordon, Catherine, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Gordon, Yvette, MD**, Adjunct Clinical Instructor, Obstetrics & Gynecology
- **Gouldy, David C, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Gourlay, Terence, PhD**, Adjunct Research Professor, Surgery
- **Granger, Meaghan, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Gratch, Jack O, DO**, Adjunct Clinical Associate Professor, Internal Medicine
- **Gratton, Terrance B, DrPH**, Adjunct Associate Professor, Environmental & Occupational Health
- **Gregory, Charles C, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Grice, David Lawrence, DO**, Adjunct Clinical Associate Professor, Internal Medicine
- **Griego, Manuel Jr, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Griffin, Glenn A, DO**, Adjunct Clinical Assistant Professor, Surgery
- **Grimes, William, DO**, Adjunct Associate Professor, Cell Biology & Anatomy
- **Grossman, Erik, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Guerra, John R, DO**, Adjunct Clinical Assistant Professor, Obstetrics & Gynecology
- **Guerra, Carlos, Jr, MD, PA**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Guevara, Alex, Jr, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Guinn, Joseph E, MD**, Adjunct Clinical Assistant Professor, Surgery
- **Gumato, Sixta, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Gupta, Shubham, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Gutierrez, Laura, MLS**, Adjunct Assistant Professor, Internal Medicine
- **Guynes, Suzanne, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Guzman, Antonio, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Haacke, David E, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hackman, Anne, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Hadeed, Sami KW, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Haeckler, Christopher R, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hall, John L, MD**, Adjunct Clinical Assistant Professor, Psychiatry & Behavioral Health
- **Hall, Robin A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Haman, Mark, DO**, Adjunct Clinical Instructor, Family Medicine
- **Hamisch, Brandon T, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hanford, Patrick, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hannaman, Mary, MD**, Adjunct Assistant Professor, Integrative Physiology
- **Hanna-Moussa, Shafix, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Hanoch, Yaniv, PhD**, Adjunct Assistant Professor, Health Management & Policy
- **Harandi, Safoora, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hardin, Carlton E, II, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Hare, Richard J, MD**, Adjunct Clinical Assistant Professor, Internal Medicine
- **Harman, Bradley, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Harman, John, MBA**, Adjunct Associate Professor, Health Management & Policy
- **Harmer, Jon-Paul, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Harmon, Brad, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Harpavat, Ajay, MD**, Adjunct Clinical Assistant Professor, Medical Education
- **Harper, Nancy S, MD**, Adjunct Clinical Assistant Professor, Pediatrics
- **Hart, Robert Mark A, DO**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hartman, Clyde, PA-C**, Adjunct Clinical Assistant Professor, Physician Assistant Studies
- **Hawkins, Clare, MD**, Adjunct Clinical Associate Professor, Family Medicine
- **Hayes, Randall, DO**, Adjunct Clinical Assistant Professor, Manipulative Medicine
- **Hayes, Randall E, DO**, Adjunct Clinical Associate Professor, Family Medicine
- **Haynes, John H, III, MD**, Adjunct Clinical Assistant Professor, Family Medicine & Medical Education
- **Haynes, Jamie L, MD**, Adjunct Clinical Assistant Professor, Family Medicine
- **Hedges, Tony G, DO**, Adjunct Clinical Assistant Professor, Family Medicine

- **Heim, Kathryn A H, MD**, Adjunct Clinical Instructor, Physician Assistant Studies
- **Heistein, Jonathan B, MD**, Adjunct Clinical Assistant Professor, Physician Assistant Studies and Surgery
- **Hendricks, Marian K, DO**, Adjunct Clinical Assistant Professor, Family Medicine and Manipulative Medicine
- **Henry, Shawn M, DO**, Adjunct Clinical Assistant Professor, Surgery
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A student who has a concern regarding an ACPE accreditation standard may make a formal complaint. The ACPE recommends that the student submit the complaint to the SCP Associate Dean for Academic Affairs for review and determination by the SCP administration. The decision will be transmitted to the student in writing. If the student thinks that he/she did not receive due process, then the student may contact the ACPE. In addition, if the student perceives a serious problem with a standard, then he/she may bypass SCP Associate Dean for Academic Affairs and contact the ACPE directly at: csinfo@acpe-accredit.org or:

Accreditation Council for Pharmacy Education
135 S. LaSalle Street, Suite 4100
Chicago, Illinois 60603-4810
Phone: 312-664-3575
Fax: 312-664-4652

Additional information about the complaints process may be found at: <https://www.acpe-accredit.org/complaints/default.asp>

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