WILLIAM CAREY UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE (WCUCOM)
Catalog 2012-2013

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i. Catalog Disclaimer

Information contained in this catalog is subject to change without prior notice. Information contained herein shall not constitute a legally binding contract upon William Carey University College of Osteopathic Medicine. College policies and other student information are also published in the *WCUCOM Student Handbook*. The *Catalog* and the *Student Handbook* are available online at www.wmcarey.edu/wcucom and in hard-copy format from the Office of the Associate Dean, Student Affairs. William Carey University information and policies are found in the Undergraduate Catalog and the William Carey University Student Handbook (The Red Book). Should it appear that a discrepancy exists in any documents the William Carey University documents will prevail.

All inquiries regarding the *WCUCOM Catalog* should be directed to the Associate Dean, Academic Affairs at 601-318-6586.

ii. William Carey University College of Osteopathic Medicine Administration and Faculty

Dean, Darrell Lovins, D.O.

Associate Dean, Clinical Sciences, James Turner, D.O.

Associate Dean, Biomedical Sciences, Theodore G. Sarphie, Ph.D.

Associate Dean, Academic Affairs, Leslie Wimsatt, Ph.D.

Associate Dean, Planning, Assessment, Competency Development, Italo Subbarao, D.O., M.B.A.

Associate Dean, Student Affairs, Jim Weir, Jr., D.D.S., J.D.

Assistant Dean, Research, B. J. Martin, Ph.D.

Student Financial Aid Officer, William Curry

Medical Librarian, Sherry Laughlin

WCUCOM Full-Time Faculty:

Francis I. Achike, PhD, Professor of Pharmacology and Clinical Skills
John Bailey, PhD, Professor of Physiology
Robert Bailey, DO, Associate Professor of Family Medicine
Robert Bateman, PhD, Professor of Biochemistry
Frank Baugh, PhD, Assistant Professor of Community and Behavioral Medicine
Jeffrey Evans, PhD, Professor of Biochemistry
John Nichols Griffis, MS, Instructor of Anatomy and Anatomy Lab Supervisor
Randall Harris, PhD, Professor of Biology and Microbiology
Tanisha Hayes, DO, Assistant Professor, Pathology
John Jones, DO, MEd, Chair and Professor of Osteopathic Principles and Practices
Gabor Legradi, MD, Associate Professor of Anatomy
Stuart Leonard, PhD, Assistant Professor of Pharmacology
Beth A. Longenecker, DO, Assistant Professor of Medicine; Director of GME and CME
Darrell Lovins, DO, Professor of Family Medicine
Richard Margaitis, DO, Assistant Professor of Osteopathic Principles and Practices and Family Medicine
B.J. Martin, PhD, Professor of Anatomy
B.L. Middlebrooks, PhD, Professor of Immunology and Microbiology
Clarke Millette, PhD, Professor of Anatomy
Pearl G. Myers, MD, MS, Associate Professor of Anatomy and Pathology

Steven Piper, DO, FAAEM, Assistant Professor of Osteopathic Principle and Practices
Johnny Porter, PhD, Professor of Physiology
Lisa Quin, PhD, Assistant Professor of Microbiology
Everett Roark, PhD, Assistant Professor of Biological Sciences and Microbiology
T.G. Sarphie, PhD, Professor of Anatomy
Richard Sloan, DO, Assistant Professor of Osteopathic Principles and Practices
John K. Smith, PhD, Assistant Professor of Pharmacology
Louaine Spriggs, MHS, PhD, Professor of Anatomy
Italo Subbarao, DO, MBA, Assistant Professor of Osteopathic Principles and Practices
Jessica C. Taylor, PhD, Assistant Professor of Physiology
James Turner, DO, Assistant Professor of Osteopathic Principles and Practices
Judy Turner, DO, Assistant Professor and Chair of Family Medicine
Jim Weir, DDS, JD, Professor of Pathology, Histology, and Oral Health

WCUCOM Part-Time Faculty:
Michael Brooks, MD, Assistant Professor of Otolaryngology
John Gaudet, MD, Assistant Professor of Pediatrics
John Green, DO, Assistant Professor of Family Medicine
Ashley Hood, DO, Assistant Professor of Obstetrics and Gynecology
Michael LaRochelle, DO, Assistant Professor of Surgery
Ashwinni Margaitis, DO, Assistant Professor of Osteopathic Principles and Practices
William Mayo, DO, Associate Professor of Medicine
John McCann, MD, Associate Professor of Family Medicine
Kerry Scott, DO, Assistant Professor of Family Medicine
Keith Speed, DO, Associate Professor of Emergency and Family Medicine
Reginald Stewart, DO, Associate Professor of Medicine
J. Lee Valentine, DO, Associate Professor of Family Medicine
Tiffany Worthington, DO, Assistant Professor of Family Practice
Ethan Worthington, DO, Assistant Professor of Family Practice

iii. William Carey University Board of Trustees

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1. Mission, Goals and Objectives, and Dean's Welcome

MISSION STATEMENT

The Mission of William Carey University College of Osteopathic Medicine is:

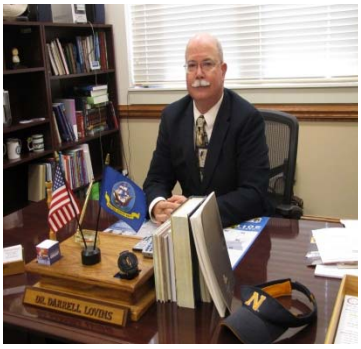
The mission of William Carey University College of Osteopathic Medicine (WCUCOM) is to prepare men and women to become osteopathic physicians through an emphasis on primary care, lifelong learning, and scholarly activities. Using a community-based training model, the COM will educate and train graduates who are committed to serving the healthcare needs of all individuals, with special attention directed to the medically underserved and diverse populations of the state, region, and nation.

GOALS AND OBJECTIVIES

Consistent with its mission and the Osteopathic Medical profession, the goal of the William Carey University College of Osteopathic Medicine is to provide a high-quality medical education program with the following objectives.

WCUCOM will:

- Recruit and train students primarily from Mississippi and the Gulf South region in order to positively address the physician shortage in the region.
- Emphasize training in primary care through a high-quality professional education program.
- Prepare students for lifelong learning through involvement in scholarly activity.
- Provide an academic community in which the individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. This atmosphere will foster recognition of the infinite worth of the individual and acceptance of and respect for a variety of religious expressions.
- Engage faculty and students in research and scholarly activities in order to advance the body of existing knowledge in osteopathic medicine.



A Message from the Dean of William Carey University College of Osteopathic Medicine Mississippi

Darrell E. Lovins, DO, MPH, FACOFP

Welcome to the world of osteopathic medical education. We take great delight in inviting you to explore what the first osteopathic medical college in the Gulf South has to offer.

WCUCOM's faculty and administration are dedicated to providing an outstanding educational experience. We are committed to doing everything that we can to help you impact the human condition through becoming an osteopathic physician.

The curriculum focuses on educating and training primary care physicians designed to address the physician shortage in Mississippi and the Gulf South. It is discipline-based and incorporates small group discussions and problem-based learning. The curriculum includes regional issues in medicine distinctive to the Gulf South and offers opportunities for medical missions in conjunction with William Carey University's missions program.

Thank you for your interest in WCUCOM. If after reviewing the catalog you have additional questions, call us at 601-318-6552. We would welcome the opportunity to get to know you and to share our excitement about the osteopathic college of the Gulf South.

Sincerely,

Darrell Lovins, D.O.
Dean

2. College of Osteopathic Medicine Academic Calendar

WCUCOM Academic Calendar 2012

January 3, 2012	1st & 2nd Semester Begins
January 16, 2012	MLK Holiday
March 10-18, 2012	Spring Break
April 6, 2012	Good Friday
May 28, 2012	Memorial Day
May 31, 2012	Semester Ends
May 31, 2012	1st & 2nd Year Classes End
June 1, 2012	2nd Year Board Review
August 1, 2012	3rd Year Rotations Begin
August 1-3, 2012	1st Year Orientation
August 3, 2012	2nd Year Orientation
August 6, 2012	1st & 2nd Year Classes Begin
August 2012 (TBA)	White Coat Ceremony
September 3, 2012	Labor Day (No Classes)
October 1, 2012	ACEC meeting (No Classes)
October 5-9, 2012	Fall Break (AOA Convention)
November 21-23, 2012	Thanksgiving Recess
December 21, 2012	1st & 2nd Year Semester Ends
December 22, 2012	Semester Break

WCUCOM Academic Calendar 2013

January 7, 2013	1st & 2nd Year Semester Begins
January 17, 2013	MLK Holiday
March 11-15, 2013	Spring Break
April 22, 2013	Good Friday
May 27, 2013	Memorial Day
May 31, 2013	1st & 2nd Year Ends
August 1, 2013	3rd Year Rotations Begin
August 2013 (TBA)	1st Year Orientation
August 2013 (TBA)	2nd Year Orientation
August 2013 (TBA)	1st & 2nd Year Classes Begin
August 2013 (TBA)	White Coat Ceremony
September 2, 2012	Labor Day (No Classes)
October 2013 (TBA)	AOA Convention
November 27-29, 2013	Thanksgiving Recess
December 2013 (TBA)	Semester Break

3. William Carey University Academic Calendar for 2012-2013

FALL TRIMESTER SESSION – 2012

August 22.....General Registration, New & Readmitted Students, All Campuses
August 23.....Fall Faculty Meeting
August 24 .....Faculty Meetings and Professional Development
August 25 .....New Orleans Fall Trimester Classes Begin
August 27 .....Late Registration, All Students, All Campuses
……...Fall Trimester Classes Begin, Hattiesburg, Tradition, Keesler
…….Fall Convocation, Hattiesburg
September 3 .....Labor Day Holiday (Night classes meet)
October 1 .....Online Instructional Day (Night classes meet)
October 8-19.....Advisement and Registration for Winter, All Campuses
October 10 .....Christian Leadership Lecture, Hattiesburg
October 15 .....Deadline for Filing May 2013 Graduation Application
October 17 .....Carey Lecture, Hattiesburg
October 31 .....Last Day of Fall Classes
November 1, 2, 5 .....Fall Final Examinations
November 6…….....Grades Due
November 6-9 .....Fall Trimester Break

WINTER TRIMESTER SESSION - 2012-2013

November 9 .....General Registration, New & Readmitted Students, All Campuses
…….Late Registration Begins, Continuing Students, All Campuses
November 10.....New Orleans Winter Trimester Classes Begin
November 12 .....Late Registration, All Students, All Campuses
……..Winter Trimester & Winter Term I Classes Begin, Hattiesburg, Tradition, Keesler
November 17-25 .....Thanksgiving Holidays
November 26.....Classes Resume
December 3 .....Deadline for Late Filing of May 2013 Graduation Application
December 5 .....Christian Leadership Lecture, Hattiesburg
December 6 .....Christmas Vespers, Hattiesburg
December 21.....Winter Term I Ends
December 22.....Christmas Holidays Begin
January 7-11, 2013 .....J-Term
January 14 .....Winter Classes Resume & Winter Term II Begins
January 21.....Martin Luther King, Jr., Holiday (Night classes meet)
January 21-February 1 ..... Advisement and Registration for Spring, All Campuses
February 13.....Last Day of Winter Classes

February 14, 15, 18.....Winter Final Examinations
February 19.....Grades Due
February 19-22.....Winter Trimester Break

SPRING TRIMESTER SESSION – 2013

February 22 .....General Registration, New & Readmitted Students, All Campuses
……..Late Registration Begins, Continuing Students, All Campuses
……..New Orleans Commencement
February 23.....New Orleans Spring Trimester Classes Begin
February 25 .....Late Registration, All Students, All Campuses
…….Spring Trimester Classes Begin, Hattiesburg, Tradition, Keesler
March 6 .....Christian Leadership Lecture, Hattiesburg
March 11-15 (tentative) .....Spring Break
March 18.....Classes Resume
March 29 .....Easter Holiday
March 31/April 1.....Deadline for Filing for August 2013 Graduation
April 1 .....Classes Resume
April 15-26.....Advisement & Registration for Summer & Fall, All Campuses
April 24 .....Honors Day Convocation, Hattiesburg
May 8.....Last Day of Spring Classes
May 9, 10, 13 .....Spring Final Examinations
May 12/13 .....Deadline for Late Filing for August 2013 Graduation
May 14.....Grades Due
May 17 .....Graduate School Commencement, Hattiesburg
May 18.....Undergraduate Commencement, Hattiesburg
……Undergraduate and Graduate School Commencement, Tradition

SUMMER SESSIONS - 2013

May Term
May 20.....Registration and Classes Begin
May 27 .....Memorial Day Holiday (Night classes meet)
May 31 .....Term Ends
Summer Trimester and 5-Week Terms
May 31.....General Registration, New & Readmitted Students, All Campuses
June 1 .....New Orleans Summer Trimester Begins
June 3 .....Late Registration, All Students, All Campuses
…..Summer Trimester & Term I Day Classes Begin, Hattiesburg, Tradition, Keesler
July 4.....Independence Holiday (Night classes meet)
July 5.....End of Term I
July 8.....Term II Day Classes Begin

August 9 .....Summer Academic Session Ends; Grades Due
……..…Commencement, New Orleans
August 10 .....Commencement, Hattiesburg, Tradition
March 31……...Deadline for Filing for August 2012 Graduation
April 6…….…….…..Easter Holiday
April 9…….…….…Classes Resume
April 9-20…….…..Advisement & Registration for Summer & Fall, All Campuses
April 13…….….…….Computer Proficiency Exam, Tradition
April 25…….…….……..Honors Day Convocation, Hattiesburg
May 2…….……Last Day of Spring Classes
May 3, 4, 7…….……..…Spring Final Examinations
May 8…….……Grades Due
May 11……....Graduate School Commencement, Hattiesburg
May 12……..Deadline for Late Filing for August 2012 Graduation
……..Undergraduate Commencement, Hattiesburg
……...Undergraduate and Graduate School Commencement, Tradition

4. Background and History of Hattiesburg and William Carey University

a. Hattiesburg and Surrounding Area

Hattiesburg is the home of the main campus of William Carey University (WCU) founded in 1892. On 140 acres, WCU is conveniently located on the south side of the city.

Hattiesburg is known as the "Hub City" because it is located at the intersections of Interstate 59 and U.S. Highways 49, 98 and 11. The city is centrally located less than 100 miles from the state capital in Jackson, as well as the Gulf Coast, New Orleans, LA and Mobile, AL.

Positioned at the fork of the Leaf and Bouie Rivers--the heart of south Mississippi's rolling piney woods--Hattiesburg provides a unique blend of affordability and high standard of living.

Hattiesburg, with a population of nearly 50,000, is the educational, retail, and medical center for more than a quarter of a million people who live throughout the southeast Mississippi region. It is also the home to the University of Southern Mississippi and Camp Shelby.

During the last several years, Hattiesburg has been recognized nationally for its livability including the following areas:

- Health care
- Most popular destinations
- Retirement communities

Continued economic expansion during the past few years has made Hattiesburg one of the most dynamic and fastest-growing areas in the Southeast. With its economic beginnings in the timber industry of the late 1800s, to the mobilization of the military in 1915 and World War II at Camp Shelby, to the prosperous growth of recent years, Hattiesburg stands as a progressive, economically healthy community that nurtures a quality of life second to none.

Hattiesburg was founded in 1882 by Captain William H. Hardy, a pioneer lumberman and civil engineer. Early settlers to the area were of Scottish, Irish, and English descent who came from Georgia and the Carolinas, attracted by the vast acreage of virgin pine timberlands. This was an area of rich promise at a time when renewed development of the South was getting under way.

The City of Hattiesburg was incorporated in 1884 with a population of approximately 400. Originally called Twin Forks and later Gordonville, Hardy gave the city its final name of Hattiesburg, in honor of his wife Hattie.

Also in 1884, the railroad, known as the Southern Railway System, was built from Meridian, MS through Hattiesburg to New Orleans, LA. The commercial value of the great virgin timber stands was quickly recognized and, for a time, timberland was available for as little as 50 cents to $1.50 an acre. Mills sprang up; naval store plants came on the heels of the timber industry, and turpentine stills became as numerous as the saw mills.

The completion of the Gulf and Ship Island Railroad from Gulfport, MS to Jackson, MS, now part of the Illinois Central System, ran through Hattiesburg and ushered in the real lumber boom in 1897.

Though it was 20 years in the building, the railroad more than fulfilled its promise. It gave the state a deep water harbor, more than doubled the population of towns along its route, built the City of Gulfport, MS and made Hattiesburg a railroad center.

After World War I, Hattiesburg found a new way of life. The people of the region were able to adjust themselves and proved willing to find new and diverse ways of making a living bringing with them further population booms.

Transportation

Hattiesburg is an easy drive to major airports in New Orleans, LA, Jackson, MS, Mobile, AL, and Gulfport, MS. New Orleans International is 105 miles southwest; Jackson International Airport is 90 miles north; Mobile Municipal is 102 miles southeast; and Gulfport is 70 miles south.

Passenger rail is provided by Amtrak, serving Hattiesburg—east to Meridian, MS, Washington, DC, Tuscaloosa, AL, Birmingham, AL, and Atlanta, GA and west to New Orleans, LA, then on to Chicago, IL, Houston, TX, or Los Angeles, CA. Dependable bus

transportation is also available through Greyhound lines, with eight departures daily to New Orleans, Birmingham, and Jackson.

The City of Hattiesburg owns and operates the area's mass transit service. Special "on-demand" buses for elderly and handicapped citizens are available.

Outdoor Activities

Within the Hattiesburg area there are many opportunities to explore. The State Parks around Hattiesburg are Clarkco State Park, Lake Lincoln State Park to the north, Buccaneer State Park to the south, Paul B. Johnson State Park to the south and Percy Quinn State Park to the west. South of Hattiesburg, along the shore and in the Gulf of Mexico is the Gulf Island National Seashore.

In addition there is one National Forest for outdoor activities. Divided into two sections the De Soto National Forest is southeast of Hattiesburg. Within the forest are the Leaf River Wildlife Management Area, the Little Biloxi Wildlife Management area, and the Red Creek Wildlife Management Area. Just outside and to the south are the Pascagoula River Wildlife Management Area and the Ward Bayou Wildlife Management Area and the Old River Wildlife Management Area. To the north is the Chickasaw Wildlife Management Area. West of Hattiesburg is the Marion County Wildlife Management Area.

For fishing there are several lakes to try. Northwest of Hattiesburg are Lake Mike Conner, Lake Jeff Davis and Lake Mary Crawford. West of Hattiesburg is Lake Bill Waller, Lake Columbia and Lake Walthall.

Southeast of Hattiesburg is the Mississippi Sandhill Crane National Wildlife Refuge and the Grand Bay National Wildlife Refuge.

There are several of Pat Harrison's Waterways in the area. To the south are Flint Creek Waterway and Bluff Creek Waterway. To the west is Little Black Creek Waterway and to the northeast are Archusa Creek Waterway, Maynor Creek Waterway and Big Creek Waterway.

Dining

From fast food to leisurely southern style cuisine, you will find great food in Hattiesburg, with numerous restaurants and a variety of cuisines.

Golf

Hattiesburg is fast becoming South Mississippi's golfing location of choice with over 12 public and private courses within a 30-mile radius.

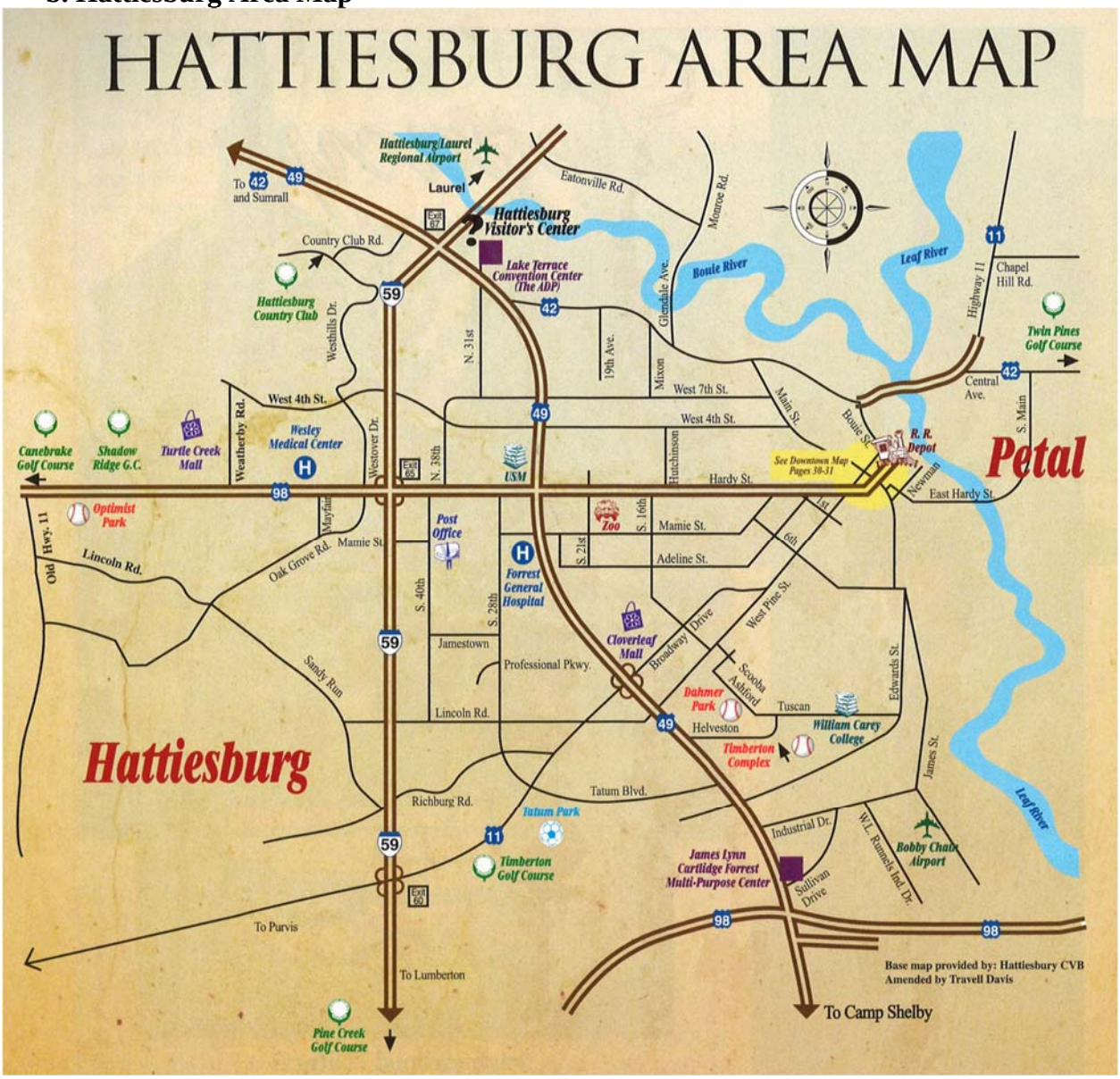
Movies and Family Entertainment

Hattiesburg has 19 movie screens, bowling alley, and bounce rooms.

Chamber of Commerce

Further information regarding recreation and entertainment opportunities in Hattiesburg can be obtained from the Hattiesburg Chamber of Commerce at 800-235-4288.

b. Hattiesburg Area Map



M&M Publishing

c. William Carey University

The institution that is now William Carey University had its earliest origins in Poplarville, Mississippi, when the noted educator W. I. Thames opened Pearl River Boarding School in 1892. As did many institutions of its day, Pearl River Boarding School offered "elementary, preparatory, and some college work." A disastrous fire destroyed the school in 1905, and an effort was made to obtain backing for a new school in Poplarville to be called South Mississippi College. The efforts were not successful, and Professor Thames moved to Hattiesburg where, with the backing of a group of New Orleans businessmen, he opened South Mississippi College in 1906. Little is known of Pearl River Boarding School, but South Mississippi College, under the leadership of Professor Thames as its president, quickly gained a reputation for having a strong faculty, especially in art, music, history, and home economics. After a fire destroyed the immense administration building, including classrooms, library, and a 1500-seat auditorium, the young institution was forced to close.

In 1911 W. S. F. Tatum, wealthy lumberman and Methodist layman, acquired the property and offered it as a gift to the Baptists. He set two conditions: successful operation of a Christian school for girls for five years and an enrollment of at least one hundred students the first year. The property consisted of two surviving frame buildings and ten acres of cut-over land. A corporation was organized to own and control the college with nine trustees chosen from Baptist churches in Hattiesburg. In September, 1911 the school opened again with a new name, Mississippi Woman's College, under the leadership of President W. W. Rivers. In November, 1911 the debt-free college was offered to the Mississippi Baptist Convention and was accepted.

The growth of Mississippi Woman's College was a source of pride for Mississippi Baptists. Under the leadership of President J. L. Johnson, Jr. from 1912 to 1932, a splendid new administration building was completed in 1914 and named Tatum Court in honor of the college's major benefactor. New brick dormitories were added (Ross and Johnson Halls) as well as an infirmary and a model home, which was used as a laboratory for domestic science classes. During this period, the campus expanded to 40 acres.

The college did not measure its progress simply with physical achievements. An early objective of Mississippi Woman's College was to train intelligent, concerned citizens who could establish Christian homes. Curricula and activities were designed with this primary objective in mind. By 1925 college stationery boldly proclaimed on its letterhead, "Mississippi Woman's College: The School with a Mission." The student body dedicated itself to the mission of the college. Such dedication accounts for

Mississippi Woman's College becoming known by the late 1920s as one of the South's outstanding Christian colleges for women. Continued growth and an emphasis on missions characterized the presidency of Dr. W. E. Holcomb from 1932 to 1940.

When the exigencies of the depression era forced the college to close in 1940, its facilities were used as housing for army officers from Camp Shelby. In 1946 Mississippi Woman's College underwent major renovations and re-opened. Dr. I. E. Rouse was elected president in 1946 and served until 1956. In 1953 the Mississippi Baptist Convention voted to move the college into coeducational status after more than four decades of admitting only female students. This vote necessitated a new name for the institution. In 1954 the board of trustees selected the name of William Carey College in honor of the eighteenth century English cobbler-linguist whose decades of missionary activity in India earned him international recognition as the "Father of Modern Missions."

Under the leadership of Dr. J. Ralph Noonkester as president, William Carey College enjoyed significant growth. In 14 years, a total of 14 new buildings rose on the Hattiesburg campus. The college attracted national attention with baseball, basketball, and tennis teams, the traveling chorale, the theatre performance groups, scientific honor societies, student mission efforts, a large number of mission volunteers, and a high percentage of acceptances to medical school. Dr. Noonkester served as president from 1956 to 1989.

In 1968 William Carey entered a new era when it announced a merger with the prestigious Mather School of Nursing in New Orleans. Another dimension opened for the institution in 1976 with the purchase of the Gulf Coast Military Academy campus in Gulfport. Known as William Carey College on the Coast, the 20-acre beachfront property was devastated by Hurricane Katrina in August 2005. Classes were held off campus until 16 modular buildings were installed on the campus. Thirty acres were purchased in the 4800-acre Tradition Planned Community, located on Highway 67, and Phase I of the new campus, William Carey University–Tradition Campus, opened in August of 2009.

In June 1989 Dr. James W. Edwards was elected as the seventh president and served until 1997. Under his leadership, enrollment in church-related vocations increased, the art program at Carey on the Coast was upgraded, the college debt was restructured, salaries improved, a trimester system was inaugurated, and an MBA program in executive leadership was added to the curriculum. The Lucile Parker Gallery was opened on the Hattiesburg campus, and the Sarah Gillespie Art Gallery was upgraded and moved to Parker Hall at Carey on the Coast. A campus beautification project was inaugurated.

Dr. Larry W. Kennedy served as president from 1998 to 2006. Many physical improvements were made to existing facilities. New construction on the Hattiesburg campus included a nursing building, education classroom building, housing for the Center for the Life and Work of William Carey, soccer fields, an intramural field, and baseball and softball fields. Also, a new nursing building was constructed on the New Orleans Baptist Theological Seminary campus. The college's $7.5 million debt was paid off ten months ahead of schedule.

The years 2005 through 2006 brought significant challenges and advances to the institution. In the fall of 2005, all three campuses were affected by Hurricane Katrina, with the Coast campus being completely destroyed. While recovery and building efforts were underway, the trustees voted to change the status of the institution from college to university to honor its growth and enhance its potential in an increasingly global environment. The charter and all the transitions with accrediting agencies necessary for changing its status were revised. The name officially changed from William Carey College to William Carey University in 2006.

In February 2007, Dr. Tommy King was named the ninth president of the university, the first alumnus to serve in this position. Under Dr. King's leadership, the university constructed a $1M addition to the Fail-Asbury Hall on the Hattiesburg campus. Also the size of the Smith/Rouse Library was expanded by 40%, the Sarah Ellen Gillespie Museum of Art was dedicated, land was purchased for the new coast campus on which Phase I was constructed, and establishment of the William Carey University College of Osteopathic Medicine (COM) was undertaken. In December 2008, The Southern Association of Colleges and Schools raised the institution to Level V status, which permits the granting of doctoral degrees. A Master of Biomedical Science degree was added to the degree program, and enrollment reached an all-time record high. In October 2009 the Commission on Osteopathic College Accreditation granted provisional accreditation to the College of Osteopathic Medicine. Tennis was added to the athletic program in 2009 with cross country and women's golf added in 2010-2011. Track and field for men and women began in the fall of 2012.

In the summer of 2010, a new facilities building was occupied and the College of Osteopathic Medicine enrolled an inaugural class of 110 students. Three buildings comprise the medical complex: Academic Building, Medical Arts Building, and the Asbury Administrative Center. The Joe and Virginia Tatum Theatre was constructed in 2010. In the fall of 2010, a specialist degree in higher education administration was offered, and the career and technical education department was established. The Bachelor of Music in contemporary worship degree was added in the fall of 2011. The M.Ed. in

educational leadership, Ed.D. in higher education administration, and the Ph.D. in nursing education and administration programs will begin in the fall of 2012.

The university is organized into the following academic units: the Ralph and Naomi Noonkester School of Arts and Letters; the School of Natural and Behavioral Sciences; the School of Business; the School of Education; the Owen and Elizabeth Cooper School of Missions and Biblical Studies; the Donald and Frances Winters School of Music; the Joseph and Nancy Fail School of Nursing; and the College of Osteopathic Medicine.

The dramatic developments over the years demonstrate that William Carey University has accepted William Carey's challenging motto:

"Expect great things from God; attempt great things for God."

d. William Carey University College of Osteopathic Medicine and Philosophy and Its Integration into William Carey University

The mission of the WCUCOM is to prepare men and women to become osteopathic physicians through an emphasis on primary care, lifelong learning, and scholarly activities. Using a community-based training model, the WCUCOM will educate and train graduates who are committed to serving the healthcare needs of all individuals with special attention directed to the medically underserved and diverse populations of the state, region, and the international mission field.

HISTORY OF WILLIAM CAREY UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE

On October 23, 2007, the Board of Trustees at William Carey University (WCU) unanimously voted to authorize Dr. Tommy King, President, to employ a Dean for the William Carey University College of Osteopathic Medicine (WCUCOM). The goal was to educate osteopathic physicians to address the severe shortage of physicians in Mississippi and surrounding states, and to impact the healthcare of rural Mississippians.

In January, 2008, Michael K. Murphy, D.O. was employed to aid in accomplishing this goal. On March 3, 2008, WCUCOM was officially established. Press conferences were held in Jackson at the Mississippi Baptist Convention Building and on the Hattiesburg campus of WCU on March 7, 2008. The President announced the establishment of WCUCOM and introduced Dr. Michael K. Murphy as the founding Dean. Dr. Murphy, a U.S. Navy physician for 30 years, previously served as Associate Dean of Postgraduate Training and

Associate Dean of Clinical Sciences at Pikeville College of Osteopathic Medicine in Kentucky.

WCUCOM began recruiting its first class of students in the fall of 2009. WCUCOM is the state's second medical school and the first in the region to focus on osteopathic medicine.

HISTORY OF OSTEOPATHIC MEDICINE

In the late 1800s a doctor named Andrew Taylor Still developed the field of osteopathic medicine and is considered its founder. He was a pioneering doctor in the study of how the attributes of good health could help doctors understand disease and illness.

Through his experience with patients and research, he decided there was a better way to treat patients than the medical practices of the time. Because his new ideas were not accepted in the medical community, he established a new philosophy of medicine in 1874 called "osteopathy."

Dr. Still opened the first school of osteopathic medicine, the American School of Osteopathy, in 1892 in Kirksville, Missouri. In 1897, students from the school formed the organization now called the American Osteopathic Association (AOA) to enforce educational standards for osteopathic medicine. The AOA was recognized as the accrediting body for osteopathic medical education by the U. S. Department of Health, Education and Welfare in 1952 and by the Council for Higher Education Accreditation in 1967.

PHILOSOPHY OF OSTEOPATHIC MEDICINE

Dr. Andrew Taylor Still, the founder of osteopathic medicine, was a medical reformer. During his practice years at the end of the nineteenth century, almost all medications used were toxic and non-researched. Surgery was incredibly dangerous, as there were no antibiotics and aseptic technique had not been developed. Other methods, such as bleeding and purging, were gradually becoming recognized as damaging to health. As he founded the osteopathic medical profession, Still taught his students to obtain a highly accurate physical diagnosis, then use osteopathic manipulation to optimize the body's own functions and recovery.

As effective medications have been developed and researched, and surgical methods and success increased over the past century, this philosophy has evolved to include all efficacious health care methods supported by sufficient evidence.

The osteopathic medical philosophy embodies four major tenets:

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Osteopathic medicine is described as holistic because it emphasizes working with the whole patient rather than treating specific, isolated symptoms. Using natural treatment methods, like osteopathic manipulative treatment (OMT), rather than drugs or surgery alone, promotes healthy body functions that are designed to battle disease and help repair injury. Preventive medicine, including good nutrition, fitness, and appropriate rest, is emphasized for sustaining healthy body systems. Good mental health practices, such as stress reduction, support the patient's immune system, sense of well being and quality of life. Appropriate treatment stimulates and maximizes the individual's so-called "host response" (innate healing ability).

Having begun by emphasizing osteopathic manipulation, the profession continues to see the neuromusculoskeletal system as a key element in maintaining health. The musculoskeletal system makes up two-thirds of the body's mass and includes the bones, muscles, and connective tissue. It impacts and reflects the condition of all other systems in the body (circulatory, respiratory, nervous, etc.). OMT is a central element of neuromusculoskeletal and total patient care. Doctors of Osteopathic Medicine (DOs) are not only trained to provide standard medical care, but also to use their hands to diagnose problems, relieve pain, restore range of motion, and balance muscles and other tissues in order to promote the body's own natural, healthy state.

The official definition of osteopathic medicine, as developed by the American Association of Colleges of Osteopathic Medicine's (AACOM) Educational Council on Osteopathic Principles, is: a complete system of medical care with a philosophy that combines the needs of the patient with current practice of medicine, surgery and obstetrics; that emphasizes the interrelationship between

structure and function; and that has an appreciation of the body's ability to heal itself.

THE OSTEOPATHIC OATH AND PLEDGE OF COMMITMENT

OATH

I do hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it is asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enumerated by Andrew Taylor Still.

PLEDGE OF COMMITMENT

I pledge to:

- Provide compassionate, quality care to my patients, and partner with them to promote health.
- Display integrity and professionalism throughout my career.
- Advance the philosophy, practice, and science of osteopathic medicine.
- Continue lifelong learning.

- Support my profession with loyalty in action, word, and deed.
- Live each day as an example of what an osteopathic physician should be.

5. Governance of WCUCOM

William Carey University is a nonprofit corporation operating as an institution of higher learning from its domicile in Hattiesburg, Mississippi. The university operates under the governance of a Board of Trustees elected by the Mississippi Baptist Convention.

6. Campus Locations and Facilities

a. Multiple Campuses

William Carey University has three major campuses:

HATTIESBURG is the home of the main campus, founded in 1906 following a move from Poplarville. The Hattiesburg site is the home of the College of Osteopathic Medicine, housed in three buildings: a Medical Arts Building where faculty offices and clinical skills rooms are located, an Academic Building housing state of the art classrooms, clinical, and Gross Anatomy Lab, and an Administration building that houses Deans and other Administrators.

William Carey University on the Coast was relocated to the Tradition Development on Highway 67 in the summer of 2009. Then new campus, known as WILLIAM CAREY UNIVERSITY – TRADITION CAMPUS, is accessible from Highway 49 by taking the Hwy 67 South exit and from Interstate 10 by either taking the Woolmarket exit north or the Lorraine Cowan Road exit north. The campus has two state-of-the-art buildings housing administrative and academic offices and classrooms equipped with the latest technology. The new campus opened for classes in the fall of 2009 with room for expansion as enrollment warrants.

NEW ORLEANS is one of the sites of the School of Nursing. The school is housed in the William Carey Building on the campus of the New Orleans Baptist Theological Seminary. “America’s most unusual city,” historic New Orleans offers the student a rich mosaic of culture and tradition. The nursing program is also offered on the other two Carey campuses.

b. WCUCOM Facilities

COLLEGE OF OSTEOPATHIC MEDICINE FACILITIES

- ACADEMIC BUILDING– Two lecture halls, anatomy lab, clinical skills and Osteopathic Principles and Practice Lab, student lounge, and study areas are located in this building

- ASBURY ADMINISTRATIVE CENTER – Student services offices, Dean's office complex, faculty offices, conference rooms, and admissions are located in this building.

- MEDICAL ARTS BUILDING – Clinical skills area/clinic, two simulator rooms, faculty offices, eight study rooms, student government offices, and a to-be-furnished video production/teleconference studio.

c. Other Facilities on Hattiesburg Campus

- THE DUMAS L. SMITH/I. E. ROUSE LIBRARY—Located across from Tatum Court, the Smith/Rouse Library, which was built in 1957 and renovated in 2002, houses over 110,000 items. These include books, serials, microforms, and audiovisual resources. A computer lab is located within the library to provide access to the Internet. Wireless internet access, as well as 35,000 online e-books and an extensive array of scholarly research databases, is available.

- CAMPUS FACILITIES BUILDING—This building houses the offices and equipment of the physical facilities department.

- CHAIN GARDEN—This area of the campus was originally dedicated in 1992 in honor of Bobby and Betty Chain. In 2006 the garden was completely renovated by the Bobby L. Chain family to include the six foot bronze statue of the Risen Christ.

- CLINTON GYMNASIUM—Constructed in 1961, this building includes a gymnasium, offices, and locker rooms. The roof was replaced in 2004 with a membrane roofing system. Interior renovations, including new office space and heating and air conditioning systems, as well as updating the building exterior, were accomplished in 2006.

- COMMON GROUNDS—Created in 1997 from a former carriage house, this facility houses a student-operated coffee house.

- CRAWFORD HALL—This eight-room structure constructed in 1936 serves as the offices and activities center for the Baptist Student Union. An exterior renovation was completed in 2005.

- DONNELL HALL—Completed in 2006, this building houses the Museum and Research Collection of the Center for Study of the Life and Work of William Carey, D.D. (1761-1834).

- FAIL-ASBURY NURSING BUILDING—Originally completed in 2002, this building contains faculty offices, classrooms, and laboratory facilities for the Joseph and Nancy Fail School of Nursing. An addition to the original building was constructed in 2008 that provides additional faculty offices, classrooms, study rooms, and an elevated lecture hall.

- JOSEPH AND NANCY FAIL SOFTBALL FIELD—Dedicated in 2007, the state-of-the-art field is named to honor the Fails, longtime friends of the university.

- FAIRCHILD HALL—This 1970 facility houses the department of education. The building has office suites for faculty members, four classrooms, and a well-equipped curriculum laboratory.

- GREEN SCIENCE HALL—The one-story portion of Green Science Hall accommodates chemistry and physics curricula. The two-story section houses Ross Lecture Hall, student study and work areas, laboratories, offices, and classrooms for the departments of biology, mathematics, psychology, and social sciences. The building was constructed in 1958 and renovated in 2003 and 2005.

- LAWRENCE HALL—Lawrence Hall, built in 1954, provides offices, classrooms and conference space for the Owen and Elizabeth Cooper School of Missions and Biblical Studies, student government association, student life, and student support services. Exterior renovations were completed in 2005. Student counseling and special testing services for the WCU campus and the WCUCOM are located in this building.

- McMILLAN HALL—Completed in 1964 and renovated in 2004, this building houses the university bookstore, computer services and post office. Exterior renovations were completed in 2005.

- MISSIONS PLAZA AND TOWER—Dedicated in 1994 and prominently located in the front of Wilkes Hall, the Marjorie and Earl Kelly Missions Plaza and the Estelle Willis Missions Tower recall the legacy of William Carey and

honor Southern Baptist missionaries and William Carey University alumni, faculty, staff, and students in foreign missions service. Gifts of Joseph and Nancy Fail made construction possible. The plaza and tower were renovated in 2004.

- MISSISSIPPI WOMAN'S COLLEGE HERITAGE PLAZA—A memorial to Margaret Hemeter Gillespie and Mississippi Woman's College alumnae, the plaza is located between Ross and Johnson Halls. It was dedicated in January 2007.

- LUCILE PARKER GALLERY—Built in 1990 and located in Thomas Fine Arts Center, the Lucile Parker Gallery is named for the late William Carey University professor of art emerita whose work in watercolor brought national acclaim. Exhibitions of artists enjoying national reputations are scheduled September through May. The university's permanent collection is exhibited June through August.

- MARY ROSS BUILDING—An original building constructed in 1920 for a campus hospital, this building now houses faculty offices and conference rooms for the School of Business. The exterior of the building was renovated in 2005.

- THE LORENA ROSEBERRY SMITH HALL—Built in 2004, this education facility contains faculty offices and eight modern classrooms equipped with state-of-the-art technology.

- SOCCER FIELDS—The soccer complex featuring Musco Sports lighting was dedicated in August 2004 and includes an official game field, a practice field, and an intramural field. The soccer program was moved from the Gulfport campus to Hattiesburg campus in 2003. The Jack and Carol Simmons fitness track was added during 2007 to provide a safe area for jogging and walking. The half-mile track encircles all three playing fields.

- STUDENT CENTER—Located in Wilkes Hall (cafeteria) and completed in 2000, the student center provides video games, pool, table tennis, TV, a meeting room, and complete fitness facility for students, faculty, and staff.

- TATUM COURT—Constructed in 1914, this building of colonial design was renovated in 1974 into a facility housing administrative offices, faculty offices, classrooms, and the O. L. Quave Theatre. Additional exterior renovation was completed in 1999 and 2005. A Flemish Master Carillon, donated by Lewis and Margie Myrick to commemorate the Jubilee Celebration of the University, was installed on the rooftop of Tatum Court in 2004.

- THOMAS BUSINESS BUILDING—Completed in 1974, this facility contains the Kresge Lecture Room, the School of Business, classrooms, computer labs, continuing education, workshops, graduate classes, and the Glass Room.

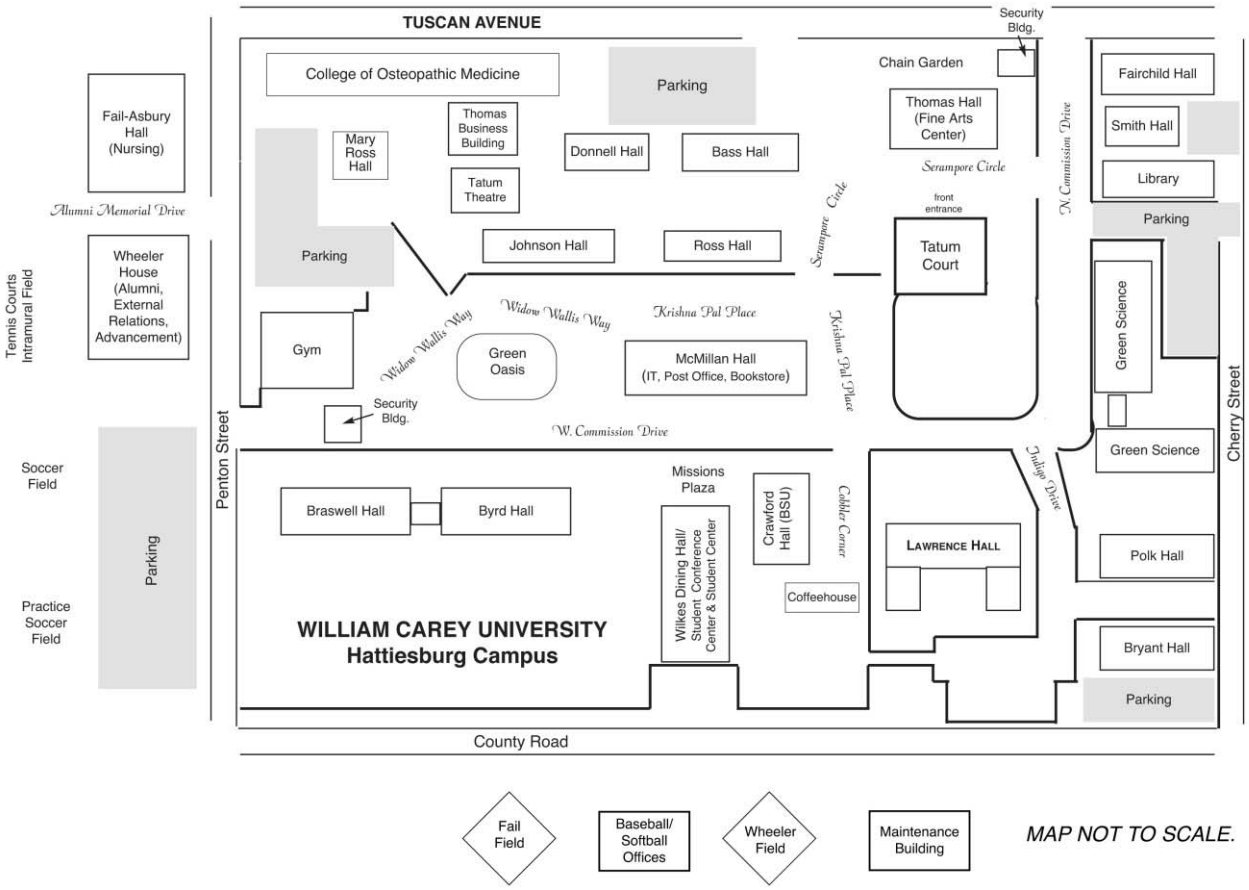
- THOMAS FINE ARTS CENTER—The Fine Arts Center, dedicated in 1966, contains complete facilities for the Donald and Frances Winters School of Music, the Dumas L. Smith Auditorium, and the Lucile Parker Art Gallery.

- DONNA DUCK WHEELER ALUMNI HOUSE—A two-story colonial style residence built in 1962 and formerly named the Bentley-Pope House was renamed in April 2006 to honor Donna Duck Wheeler, alumni director for 17 years. The building houses the offices of external relations, advancement, and alumni relations.

- MILTON WHEELER FIELD—A state-of-the-art baseball field was dedicated in 2006 and named to honor Dr. Milton Wheeler for over four decades of service to the university and as athletic advisor for 30 years.

- WILKES HALL—Built in 1967, this building includes a student dining room, a faculty dining room, the president's dining room, a conference center, and a student center. Exterior renovations were completed in 2005.

d. Map of William Carey University Hattiesburg Campus



7. Accreditation Status WCU and WCUCOM

William Carey University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, specialist, and the doctor of osteopathic medicine 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 William Carey University.

All normal inquiries regarding the operation of the university, including admissions, financial aid, educational programs, and other operational matters should be addressed directly to the university and ***not*** to the Commission. The Commission should be contacted ***only*** if there is evidence of significant non-compliance with the requirements or standards for accreditation.

The Mississippi Council on College Accreditation (MCCA) follows the recommendation of SACS. When SACS approves the Level V designation, the MCCA only requests that it be

informed of the decision. This communication has been completed. The William Carey College of Osteopathic Medicine is provisionally accredited by:

The American Osteopathic Association's (AOA) Commission on Osteopathic College Accreditation (COCA) [142 East Ontario Street, Chicago, IL 60611; Phone 312-202-8264 or e-mail predoc@osteopathic.org] William Carey University College of Osteopathic Medicine was provisionally accredited in 2009 to become the first college of osteopathic medicine in Mississippi; a third accreditation visit was conducted in February of 2012. This is the highest accreditation a college of osteopathic medicine can achieve prior to graduating its first class. The school is expected to be fully accredited by the time the 1st class graduates.

8. Institutional Effectiveness

a. William Carey University

In an effort to engage in an ongoing quest for quality, the university maintains a comprehensive system of planning and evaluation in all major aspects of the institution. The mission statement for the University is used as the foundation for this evaluation. A variety of assessment methods are used, and the results are implemented to improve both the education programs and support activities. Educational quality is determined by how effectively the institution achieves its established goals. The results of the University's assessment procedures are incorporated annually into the University's planning process in order to achieve continual improvement in programs and services.

b. William Carey University College of Osteopathic Medicine

The WCUCOM fulfills its mission by ensuring that the goals and objectives at all levels are consistent with its mission. The American Osteopathic Association Commission on College Accreditation provides accrediting standards that require systematic review of the osteopathic medical education program. Specific assessment procedures appropriate for measuring outcomes have been developed. The results are utilized to implement specific strategies for program enhancement or improvement.

WCUCOM has adopted the WCU's Five-Column Model for institutional effectiveness. The Curriculum Committee has the responsibility for tracking the evaluation process and recommending changes to the Dean.

9. Nondiscrimination Disclaimer Policy and Diversity Statement

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973, William Carey University does not discriminate on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities in admissions or in the administration of its education policies, programs, and activities. In compliance with Title IX of the Education Amendments of 1972, the University does not discriminate on the basis of gender in the administration of its education policies, programs, and activities. The WCU

Board of Trustees has permitted WCUCOM to add non-discrimination on the basis of religion in order for faculty and students to comply with the COCA standards.

The Vice President of Academic Affairs has been designated as the responsible university employee to coordinate efforts to carry out responsibilities and direct the investigation of complaints relating to discrimination.

WCUCOM recognizes that diversity enriches the educational experience, and WCUCOM is committed to facilitating an environment where persons can work together in an atmosphere free of all forms of abusive communication. WCUCOM acknowledges the individual right of expression within the bounds of courtesy, tolerance, and respect.
WCUCOM creates and supports a campus community that educates physicians who value and appreciate the importance of diversity. WCUCOM strives to improve the quality of life by developing and implementing policies and programs that support WCUCOM's philosophy on diversity. WCUCOM hopes to help students learn about different cultures in society, understand diversity, and be able to work with people from varied backgrounds.

The WCUCOM does not discriminate on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities.

10. Admissions

a. General Process of Application for Admissions

WCUCOM participates with other osteopathic colleges in a centralized application processing service called (AACOMAS) American Association of Colleges of Osteopathic Medicine Application Service. The first step in applying to WCUCOM is completing an AACOMAS application. Once AACOMAS has processed the application, they will send the individual's application to the colleges which the applicant designates to receive them. AACOMAS takes no part in the selection or rejection of applicants.

AACOMAS applications can be obtained at www.aacom.org or at:
AACOMAS
5550 Friendship Boulevard – Suite 310
Chevy Chase, MD 20815-7231
Phone: (301) 968-4100

WCUCOM will send the applicant a secondary application if general qualifications are met.

The WCUCOM Admissions Committee will review files only after all the following materials have been received:

1. Completed AACOMAS application and completed WCUCOM secondary application, including official MCAT scores.
2. A nonrefundable secondary application fee of $50 made payable to WCUCOM.
3. A letter of recommendation from each of the following sources:
   - Two letters of recommendation from science faculty members or a pre-medical committee.
   - Letter from an osteopathic physician, preferably a D.O. who is a member of the AOA.

Recommendations must be written within the two years prior to making application and mailed directly to WCUCOM or to the Interfolio or Virtual Evals admission services. Letters of recommendation should not be older than two years. For example, if applying October 2011 through May 2012, letters should be dated no more than.

The WCUCOM Admissions Committee will consider applications from all qualified individuals; however, preference is given to students from Mississippi, other Gulf South regions, and rural, medically underserved areas of the country. The Admissions Committee seeks those individuals who clearly identify with the WCUCOM mission statement.

b. Academic Requirements for Admissions

WCUCOM considers all applicants for admission and financial aid without respect to race, gender, color, religion, creed, national origin, age or disabilities. WCUCOM policies are nondiscriminatory.

The minimum academic requirements for admission are:

1. A baccalaureate degree, or completion of at least three-fourths (90) semester hours or 135 term credit hours) of the required credits for a baccalaureate degree, from a regionally accredited college or university. The baccalaureate degree is preferred and preference is given to those candidates who will have earned the degree prior to matriculation in the medical school program.

2. The Medical College of Admissions Test (MCAT). Students must take the exam and have the official scores sent to ACOMAS. MCAT test scores are valid for three years from the original date.

3. Satisfactory completion of the following college courses, including laboratory work:

English Composition and Literature	6 Semester Hours
General Chemistry	8 Semester Hours
Organic Chemistry	8 Semester Hours
Physics	8 Semester Hours
Biological Sciences	12 Semester Hours

These basic requirements must be passed and taken for credit at an accredited college or university. Online courses are not accepted. Transcripts must be received directly from all colleges and universities attended.

Credit by examination is not available at WCUCOM.

WCUCOM will not accept alternative educational experiences for the required courses for admission (English Composition, Literature, General Chemistry, Organic Chemistry, Physics, and Biological Sciences). Other college credits earned through alternative experiences may be accepted if they have been recognized by a regionally accredited institution in the United States or the equivalent in an international country.

The ability to use a computer is an essential skill that is required to complete WCUCOM course work. Therefore, it is strongly recommended that each entering student have a good working knowledge of computer use and applications. WCUCOM utilizes the latest in Microsoft and Windows/Vista application.

c. Minimal Technical Standards for Admissions

William Carey University College of Osteopathic Medicine (WCUCOM) will attempt to develop creative ways of opening medical school admissions to disabled individuals. In doing so, however, the College must maintain curriculum requirements deemed essential to the education of an osteopathic physician.

It is the policy of WCUCOM that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by WCUCOM because of race, gender, color, religion, creed, national origin, age, or disabilities.

Regarding disabled (or handicapped) individuals, WCUCOM does not discriminate against such individuals who are otherwise qualified but does require applicants and students meet minimal technical standards. These standards identify reasonable expectations of osteopathic medical students, and physicians, in performing common functions.

A candidate for the D.O. degree must have multiple abilities and skills including: observation; communication; conceptual, integrative and quantitative; and behavioral and social. Accommodations can be made for various handicaps, but a candidate must be able to perform in a reasonably independent manner. Those individuals who have disabilities and are otherwise qualified may request accommodation in writing to the Associate Dean, Student Affairs. He/she will talk with the individual, may request documentation, and may refer the student for individual assessment by qualified experts. Self-students will be referred to the office of Disabilities at WCU for evaluation, assessment, and recommendation for accommodation.

- ***Observation*** **-** The candidate must be able to acquire a level of required information as represented through demonstrations and experiences in the basic sciences. This includes but is not limited to information conveyed through physiologic and pharmacological demonstrations in animals, as well as microbiologic cultures and microscopic images of microorganisms and tissues in normal and pathologic states. Furthermore, a candidate must be able to observe a patient accurately, at a distance and close at hand; acquire information from written documents; and see information presented in images on paper, film, slide or video. Observing and acquiring information from these sources usually requires functional visual, auditory and somatic sensation, enhanced by other sensory modalities.

- ***Communication*** **-** The candidate must be able to communicate effectively, efficiently, and sensitively with patients and their families, and with all members of the health care team. A candidate must be able to interpret X-ray and other graphic images and digital or analog representations of physiologic phenomenon (such as EKGs). Assist devices may be used if necessary. Candidates should possess the motor skills necessary to directly perform palpation, percussion, auscultation and other diagnostic maneuver, basic laboratory tests and diagnostic procedures.

- ***Motor*** **-** Candidates and students should have sufficient motor functions to execute movements that are required to provide general care and emergency treatment to patients. Examples include: cardiopulmonary resuscitation; administering intravenous medication; applying pressure to stop bleeding; opening of obstructed airways; suturing of simple wounds; and performing 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.

- ***Sensory*** - Osteopathic candidates need exceptional sensory skills, and it is therefore necessary to evaluate thoroughly individuals who are otherwise qualified but who have significant tactile sensory or proprioceptive disabilities. This would include individuals with significant pervious burns, sensory motor deficits, cicatrix formation and many malformations of the upper extremities.

- ***Strength and Mobility*** **-** Osteopathic treatment often requires upright posture with sufficient lower extremity and body strength. Therefore, individuals with significant limitations in these areas would be unlikely to successfully complete the requirements for a D.O. degree. Mobility required for emergency codes and CPR is also required.

- ***Intellectual, Conceptual, Integrative, and Quantitative Abilities*** **-** The candidate must be able to measure, calculate, reason, analyze and synthesize in a timely fashion. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structure.

- ***Behavioral and Social Attributes*** **-** Candidates must possess the emotional health required to use fully their intellectual abilities, to responsibly attend to the diagnosis and care of a patient, and to develop mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

d. Health Issues, Services, and Insurance of Applicants for Admissions

Requirements apply to first-year osteopathic medical students (OMS1), OMS2, OMS3, and OMS4.

Applicants accepted for admission are required to submit medical history and physical examination information on a form that has been completed and signed by a licensed physician prior to matriculation. Also, they must have their own health insurance policy and provide evidence of such.

WCUCOM, in conjunction with requirements of all hospitals accredited by the Joint Commission on Accreditation of Healthcare (JCAHO) and/or Healthcare Facilities Accreditation Program (HFAP), requires the following immunizations:

1. Annual TB test
2. Chest radiography (every three years, if the TB test is considered positive)
3. Hepatitis B immunization (established by three reported dates of immunization or by documented testing of antibody titer)
4. Tetanus toxoid immunization (every ten years)
5. Rubella immunity (established by two reported dates of vaccination or documented antibody titer).

Failure to provide completed documentation will prevent the student from participating in any clinical rotations for the following year.

The Associate Dean, Clinical Sciences will ask for verification of health requirements from the Associate Dean, Student Affairs prior to students participating in any clinical activities.

WCUCOM students must present proof of health insurance at registration. Students are solely responsible for their medical bills. WCUCOM assumes no responsibility to seek reductions or waivers. Students must be free from any outstanding medical debts from the COM's affiliated hospitals or clinics prior to receiving a diploma.

Students are encouraged to engage a family physician or other primary care provider as the optimal source of healthcare while at WCUCOM. Students with healthcare needs who do not have a provider will be referred to:
The Family Practice / After Hours Clinic (110 Millsaps Drive, Hattiesburg, MS, 39402; 601-261-5710; http://familypracticeafterhoursclinic.com/)

Available Campus and Community Counseling Services

Free and confidential counseling services are available for enrolled students through a local professional counseling service which is under contract to the university. WCUCOM students are provided this information in writing at the beginning of each academic year.

Confidential counseling services are also available through the Sexual Assault Crisis Center in Hattiesburg (264-7777) and the Gulf Coast Women's Center in Tradition (435-1968) or toll free 1-800-800-1396.

"COM students may anonymously contact the Wesley Behavioral Health Counseling Service directly at (601-268-5026) or 239 Methodist Blvd. After regular hours COM students are directed to the Wesley Medical Center emergency room."

Refer to "The Red Book" (WCU Student Handbook) published annually by William Carey University for further details.

e. International Student Admissions

The following admissions guidelines apply to international student:

1. International students must meet all general requirements for admission as stated in this catalog and admissions publications.

2. Proficiency in the English language, both written and spoken is required. TOEFL scores may be required. For registration information for TOEFL contact:

TOEFL Services
Educational Testing Service
P.O. Box 615
Princeton, NJ *08541-6151,* U.S.A.
1.817.863.3546 or 609.771.7100
toet1@ets.org
http://www.ets.org/toefl/

3. All academic course requirements and minimum GPA requirements must be met. All course work taken at the foreign institution must be evaluated for American institution equivalence by one of the following services:

American Association of Collegiate Registrars &. Admissions Officers
One·Dupont Circle, N.W., Suite 520
Washington, DC 20036-1135
202.296.3359
www.aacrao.org /credential/individual.htm

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee WI 53203-3470
414.289.3400 www.eee.org

International Education Research Foundation, Inc.
P.O. Box 3665
Culver City, CA 90231-3665
310.258.9451
www.ierf.org

Josef Silny &, Associates, Inc...
International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173
305.273.1616
www.jsilny.com

World Education Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113.-0745
212.966.6:311
www.wes.org

1. A minimum of one year undergraduate or graduate training should have been completed in the United States prior to consideration for admission to WCUCOM.

2. Credit for advanced standing will not be given for any work completed in foreign graduate or·medica1 schools. All students must apply for first-year status.

3. International students must have permanent residency status (green card) to be eligible to receive any type of federal financial assistance.

4. International students not having permanent residency status must provide written proof of ability to finance their medical education prior to matriculation.

5. International students seeking to enter a program of study at WCUCOM must obtain an appropriate visa issued by the U.S. Government. WCUCOM is

approved to issue a U.S. Department of Homeland Security Form I-20. Upon receiving the completed Form I-20 from WCUCOM, you will be able to apply for an F-1 (student) visa.

6. Specific consideration will be given to whether the international student's country of residence fully recognizes osteopathic physicians and therefore authorizes practice rights comparable to those of allopathic physicians.

f. Review of Student Records, Interview, and Notification of Admission Status

The major criteria for rating applicants are academic excellence, commitment to osteopathic primary care, commitment to practice medicine in an underserved area and personal characteristics. Academic excellence is measured by assessing results of the Medical College Admissions Test, grades, and grade-point averages. The degree of difficulty of the program which the applicant studied is also considered. No interview is involved in this assessment.

After the initial assessment, selected applicants are invited to visit the campus for a formal personal interview. After the interview, the Admissions Committee reviews the applicants' files and applicants are notified as soon as a final admissions decision has been made. Matriculation deposit is required from successful applicants. Acceptance is conditional until all required documentation is received from schools attended. Transcripts must be on file prior to matriculation.

WCUCOM is a private institution and encourages applications from all qualified students who are interested in pursuing a career in osteopathic medicine. However, qualified applicants from Mississippi and the targeted regions of the Gulf South will be given preference for admission to WCUCOM.

Prior to matriculation each student must undergo a criminal background check and urine drug screen that is accepted by WCUCOM. Any positive results will be reviewed by the Admissions Committee and their recommendation will be forwarded to the Dean of WCUCOM for final decision.

Note: Intentional misrepresentation or omission of information relative to scholastic records or test records will subject the student to dismissal. The College reserves the right to deny admission to any applicant for any reason it deems sufficient. Matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and personal conduct between the time of their acceptance and their matriculation at the College.

g. Transfer and Waiver of Students for Admissions

WCUCOM does not encourage transfers: however, in special circumstances transfers will be considered from American Osteopathic Association/Commission on College

Accreditation (AOA/COCA) accredited colleges or schools. LCME transfers are not accepted (Allopathic Medical School).

In accordance with the AOA/COCA and Southern Association of Colleges and Schools (SACS) standards, the transfer student must matriculate at WCUCOM for at least two academic years.

The policy for acceptance of transfer students is as follows:

- Applicants for transfer must be in good standing at a college or school of osteopathic medicine approved by the AOA/COCA. Transfer students will be required to agree to successfully pass all osteopathic principles and practices (OPP) courses prior to going on rotations.

- Applicants must have notified the Dean of WCUCOM they are transferring from and submit a formal letter of release from that dean.

- Each applicant will be reviewed by the Admissions Committee and interviewed prior to the approval to transfer.

WCUCOM will have the right to require additional courses be taken or rotations added if deemed necessary to ensure that the potential graduate will be of the highest quality and contribute to WCUCOM successfully meeting its mission.

11. Privacy of Student Records (FERPA)/Drug Free Workplace

a. FERPA

Under the "Family Educational Rights and Privacy Act (FERPA) of 1974 As Amended," William Carey University (WCU) accords all rights to students who are declared independent. No one outside the institution (other than those exceptions permitted under the Act) shall have access to, nor will the institution disclose any information from, students' education records without the written consent of students. Students wishing to give their parents or a third party access to their academic and financial records should complete the disclosure form located in the Registrar's Office, the Business Office, or on the WCU website. This release will remain in effect until rescinded by the student.

At its discretion, WCUCOM will release “directory information” in accordance with the provisions of the Act. This information includes name, address, e-mail address, telephone number, date and place of birth, fields of study, dates of attendance, academic level, degrees and awards received (including dates), most recent educational institution(s) attended, participation in officially recognized activities and sports, full-time/part-time status, and photographs. Students may withhold directory information by notifying the Registrar’s Office in writing on or before the first day of classes. Forms for this purpose are available in the Registrar’s Office. In the event a refusal is not filed, WCUCOM assumes that a student does not object to the release of the directory

information designated. Request for non-disclosure will be honored by WCUCOM for only one academic year; therefore, authorization to withhold directory information must be filed annually.

The law provides students the right to inspect and review information contained in their education records. Students have the right to seek to have corrected any parts of the education record believed to be inaccurate, misleading, or a violation of their rights. This right includes the right to a hearing to present evidence that the record should be changed if this institution decides not to alter the education records according to request. Students have the right to file a complaint with the FERPA Office, Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Students have the right to obtain a copy of the written institutional policy adopted by this institution in compliance with FERPA. A copy may be obtained in person or by mail from: Registrar, William Carey University, WCU Box 4, 498 Tuscan Avenue, Hattiesburg, MS 39401.

b. Drug Free Workplace

DRUG-FREE WORKPLACE ACT OF 1988 AND THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989 WCU-COM complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. *See the WCUCOM student handbook for details.*

12. Library System

a. WCU Library System

The mission of the William Carey University (WCU) Libraries is to provide a learning environment that meets the information needs of the university's students, faculty, and staff. This mission is accomplished through the provision of information resources and services that support the teaching, learning, research, and service needs of the university community.

WCU Library resources are available to the university's students, faculty, and staff, as well as to sanctioned visitors and guests. Sanctioned visitors and quests may include members of the local clergy or staff of a local church, special guests of the WCU president or board of trustees, and alumni of WCU. Upon registration with the WCU Library, sanctioned visitors and guests may check out books and may use WCU Library facilities and may use online resources while they are in the library.

The WCU Library's online collections include over 50,000 electronic books, and 60,000 electronic journals and other online materials accessible through more than 50 licensed databases. These online collections are accessible through the library's website from any WCU campus connected computer.

WCU students, faculty, and staff can also access online collections from any off campus location by logging in through the WCU Library's website using WCU email addresses and passwords as logins. Licenses for databases, electronic books and journals, and other online materials prohibit off campus access to these materials by individuals who are not WCU students, faculty, or staff.

The library's graduate research collections are located at the Dumas L. Smith/I.E. Rouse Library on the Hattiesburg campus, and at the Tradition Campus Library. Library collections include 115,000 items, including books, journals, media items, scores, children's books, and materials in micro format. An online catalog, accessible through the library's website, provides information about the library's holding, including the location of physical items. All circulating items in the collection are available for checkout at any WCU Library. Requests for items from another library location can be made by emailing askalibrarian@wmcarey.edu by filling out the Interlibrary Loan form on the library's website http://library.wmcarey.edu or calling 601-318-6169.

The WCU Library develops and maintains services that support the missions of the library and the university. Library hours at each facility are available on the library's website at http://library.wmcarey.edu Regular hours for fall, winter, and spring trimesters and summer session are posted on the website. Special hours for trimester breaks, holidays and mini-sessions are also available on the website. Other services available at all library locations include interlibrary loan for requesting materials that are not owned by the WCU Library, reference and information services provided by experienced library staff, workshops in the use of library and information resources, and email reference services at askalibrarian@wmcarey.edu.

The Dumas L. Smith/I.E. Rouse Library

The Smith/Rouse Library on the Hattiesburg campus houses books, periodicals, music scores, microforms, and other library materials that support the university's curriculum. The Smith/Rouse Library also holds medical and other health science collections to support students and faculty in the College of Osteopathic Medicine. The library provides a significant collection of online books, periodicals, and databases in the health sciences. A computer lab is available in the library, with access to the Internet as well as to word processing, spreadsheet, and presentation software. Printing and photocopying services are provided, as well as a microform reader/printer. Group study rooms are available on a first come first served basis, and a classroom equipped with student computers is available to faculty and staff by reservation.

The Smith/Rouse Library houses the Clarence Dickinson Collection, which contains over 5,000 books, including many rare hymnals and psalters, scores, manuscripts, recordings, an antique piano, paintings, and memorabilia relating to the history of hymnology. Additionally, Smith/Rouse Library is the home of the WCU archives, which documents and reserves materials relating to the history of the institution.

Tradition Campus Library

The library collection on the Tradition campus includes books, serials, and audiovisual resources. Library computers provide access to the Internet, as well as providing an extensive array of online research databases with thousands of journal articles. Quiet study areas, as well as photocopying services, are available for students and faculty.

New Orleans Learning Resource Center

A collection of nursing materials is available in the Learning Resource Center to support WCU Nursing students on the campus of the New Orleans Baptist Theological Seminary. Computers are available for students, and printing and photocopying services are also provided

b. WCU Library Collections and Services for Medicine/Nursing

Health science collections are located at all three campus libraries; with the primary collections for College of Osteopathic Medicine students are located in the Dumas L. Smith/ I. E. Rouse Library on the Hattiesburg campus. The medicine and nursing collections include over 3,200 book titles in print, and more than 3,000 eBooks. Access to approximately 6,300 health science journals is provided.

Specialized medicine and nursing databases are provided, including Access Medicine, Health and Psychosocial Instruments, Medline Full Text, PsycARTICLES, PsycINFO, R2, Science Direct, CINAHL, and the Nursing Reference Center. Additionally, the library also provides a significant collection of interdisciplinary databases with health sciences content. The National Library of Medicine database, PubMed, provides links to electronic content in the WCU library system.

Librarians with American Library Association accredited degrees are available at all campus locations to provide reference and research assistance. Librarians may be reached by email or phone, and an email reference service is also provided. Personal research consultations are available by appointment, and workshops in the use of library materials are scheduled regularly. Special workshop sessions for College of Osteopathic Medicine students are scheduled at the beginning of each fall term.

A Medical Resources page on the library's website provides information on health science collections and services. Medical Research Guides, which have been produced by WCU librarians and which list specific services and resources offered by the WCU library system, may be found on the Medical Resources website.

c. Vital Source Technology

All required textbooks for students are available to faculty and students through a software technology Vital source. This program allows students access to all of their

textbooks online for the entire 4 years of their education at WCUCOM. Faculty members have access to all of the online textbooks to use in their teaching.

13. Vehicle Registration

Registration of motor vehicles is a part of the academic registration procedure at the beginning of each year for all students who are permitted to bring cars on the campus. Students who bring unregistered vehicles on campus after any registration period must register them immediately after arrival on the campus. All university employees and students shall register their vehicles and secure a registration decal from the Office of Student Services. Failure to register a vehicle, to use the proper decal, or to observe all traffic regulations will constitute a violation and subject the violator to certain penalties. Lawrence Hall is the location on Campus for vehicle registration for all students and faculty.

14. Campus Safety and Security

Campus security personnel are located at two stations on the Hattiesburg campus and are available 24 hours a day. Any crime or suspicious activity should be reported promptly to campus security: Hattiesburg 601-318-6300 (after 4:00 p.m.). See student WCUCOM handbook for more detailed information.

15. WCUCOM Student Organizations, Policies, and Faculty Mentoring

a. Student Rights and Responsibilities

Every student is expected to display proper conduct. Violations of the student code of conduct will be dealt with according to the policies and procedures outlined in the *WCUCOM Student Handbook*. The WCUCOM reserves the right to require at any time the withdrawal of a student whose conduct or academic work does not meet WCUCOM standards. Students have the right to appeal decisions through appropriate channels as outlined in the *WCUCOM Student Handbook*.

b. Student Government

Students have the opportunity to consult with members of the administration through representatives of the Student Government Association (SGA). The SGA will be organized when the first class is enrolled and each fall thereafter. The Associate Dean, Student Affairs will be responsible for making sure that students are represented and have input regarding their osteopathic medical education. He/she will also serve as the advisor to the SGA.

In consultation with the Associate Dean, Student Affairs, the SGA has developed bylaws which include the process for organizing other student organizations and guidelines for securing approval through the administration. All recognized COM student organizations must have a faculty sponsor. Student officers must not be on academic probation. Clinical organizations must have a D.O. faculty sponsor.

c. Faculty Advisors

All students are assigned a faculty advisor who provides assistance, advice, and counsel as needed and who serves as a liaison between the student and the academic and administrative communities. Based upon students' needs and requests, faculty advisors are available to monitor academic achievement and provide guidance and assistance in meeting academic requirements, serve as mentors to students with study and coping skills, and inform appropriate departments of student concerns.

16. Student Related Academic Standing and Promotion and Matriculation Committee (P&M)

a. P&M Committee Makeup and Overview of Responsibilities

The Promotion and Matriculation Committee consists of voting faculty members divided between the biomedical and clinical sciences. Non-voting advisory members of P&M include the Associate Dean of Student Affairs, the Associate Dean of Biomedical Sciences, the Associate Dean of Academic Affairs and the Associate Dean of Clinical Sciences. The Associate Dean of Student Affairs will review the records of students who are in academic or professional difficulty. The Associate Dean of Student Affairs in consultation with the Associate Dean of Academic Affairs will refer these students to the Promotion and Matriculation committee as necessary. The P&M committee will determine whether these students have fulfilled all of their academic requirements and have maintained the standards of ethical, moral, personal and professional conduct in order to remain in their educational endeavor in the WCUCOM. If necessary the committee may refer students to the counseling and support services of WCU for a determination of their mental and emotional fitness to become a physician.

b. Campus Technology Related to Student Grading

WCU provides a variety of technology resources to support student learning. These resources include the Indigo Student Self Service Portal, the Desire2Learn (D2L) learning management system, student e-mail accounts, remote access to library database resources, and "Carey Air" a university-wide unified wireless network.

The Indigo Portal allows students to access their campus information including course registration, course offerings, unofficial transcripts, job searches, billing information, schedules, financial aid information, and grades. The portal also allows students to pay tuition and fees online. WCU does not mail individual grade reports.

Many courses incorporate information technology both within the classroom and remotely through the internet. The university uses D2L for communicating vital course information to students, including course content, assignments, discussions, and more. **Students are required to access their WCU email and D2L accounts as quickly as possible so that faculty and administrative offices will have a reliable means of communication with the student.**

A student technology guide is available for download at http://indigo.wmcarey.edu/help/guide. This guide is constantly updated to reflect any changes as the office of information technology is constantly working to bring new and improved services.

c. Grades

WCU and WCUCOM use the following grading system:

A. is reserved for work which is definitely superior in quality.

B. is given for work which is consistently good and would be considered above average.

C. is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for medical students.

F. is given when the student has failed the course.

I. A grade of "I" (incomplete), will be assigned only when unavoidable circumstances prevent completion of the work of the course on schedule and must be approved by the course director and the Associate Dean of Academic Affairs and the Dean of WCUCOM. In order to be eligible for a grade of "I", a student must be doing passing work, must have completed 80% of the required work for the class, and must provide appropriate documentation for requesting the incomplete. Requests are made using the Incomplete Grade Request Form obtained from the registrar's office. When the work is completed satisfactorily, the "I" may be changed to any grade assigned by the instructor. If the grade of "I" is not changed to a passing grade by the beginning of the next semester, it will automatically be changed to an "F."

Grade Appeal

a. Meeting with the course director. A student who seeks appeal of a particular grade must first speak with the specific course director. The involved faculty member(s) will then discuss the situation with the student and make a decision.
b. Meeting with the Associate Dean, Academic Affairs. If the student disagrees with the faculty member(s), then he/she may appeal and discuss the situation with the Associate Dean, Academic Affairs. After hearing from the student and the faculty member(s), the Associate Dean will make a decision.
c. Meeting with the Promotion and Matriculation Committee. If the student still seeks appeal, he/she may request a hearing before the Promotion and Matriculation Committee. A faculty member who disagrees with the decision of the Associate Dean, Academic Affairs also may request a hearing before the Promotion and Matriculation Committee. After hearing and evaluating all of the information, the Committee will

deliberate and recommend an action to the Dean, who will then make the final decision regarding the matter.

d. Academic Standing is Determined by the P&M Committee and Recommended to Faculty Congress and Dean of WCUCOM

1. Certification of Grades

Students are considered for promotion one academic year at a time. Eligibility for promotion to the next higher academic year (or to start clinical rotations) is determined by the student's successful completion of the appropriate academic, professional, and financial requirements of WCUCOM each academic year. Students with failures or incompletes for whatever reason will be considered for appropriate remediation. Students may also be subject to dismissal.

2. P&M Recommendation of WCUCOM Students for Promotion

Students who have successfully completed all requirements will be recommended to the Faculty Congress for promotion to the next year.

3. Examinations and Reporting of Grades

Students are evaluated on the basis of their performance on assignments as well as on their achievements on regularly scheduled written and practical examinations. Individual course directors in years 1 and 2 will review these grades, counsel the students in academic difficulty and will send the grades of failing students to the Associate Dean of Student Affairs with a copy to the Associate Dean of Academic Affairs. The Associate Dean of Student Affairs may convene a meeting of the Promotion and Matriculation Committee if necessary to counsel the student in academic difficulty. Letters to the student in academic difficulty will be sent by the Associate Dean of Academic Affairs.

4. Percentage Grades, Failing, and Probation

Less than 69.5 is a failing grade. Percentage grades between 69.5 to 70 will be rounded to 70%. Incompletes due to the fault of the student may be made up at the Course Director's discretion. The student may not earn score above 70% on makeup work. Incompletes under extenuating circumstances beyond the student's control may be made up with the actual earned percentage score on makeup work.

The <u>final grade in a specific course in the WCUCOM</u> is based on the results of

examinations, their performance on assignments, and reports concerning attendance, conduct, and potential professional attributes. These results are kept by each Course Director and unsatisfactory performance of any student is submitted in writing to the Associate Dean of Student Affairs (years 1-2). The grades of unsatisfactory performances may be submitted to the Promotion and Matriculation Committee by the Dean of Student Affairs if he deems the situation necessary.

A student who has failed a course at the close of any term is automatically placed on probation. Course failure is only one criterion for academic probationary status. The P&M Committee may recommend probationary status even though a student's average is above 70% in certain circumstances. A student who has been placed on probation is precluded from active participation in college-sponsored extracurricular events or organizations and may not hold the position of class officer or club officer. The record of each student in each course will be reviewed after each testing period by the Course Director in consultation with appropriate faculty in that course. The Course Director will submit the names and numerical grade(s) of students who are in academic difficulty to the Associate Dean of Student Affairs (years 1-4) with copies to the Associate Dean of Academic Affairs. The Associate Dean of Clinical Affairs will serve as a “Super” Course Director for Clinical Rotations. He will be responsible for forwarding grades of students in difficulty on their clinical rotations to the Associate Dean of Student Affairs and the Associate Dean of Academic Affairs (years 3-4).

The Associate Dean of Student Affairs, the Associate Dean of Clinical Sciences, and the Associate Dean of Biomedical Sciences will be in communication with the Associate Dean of Academic Affairs regarding students in academic difficulty in years 1-4 of the curriculum. Written communications to the students regarding their academic deficiencies will be provided by the Associate Dean of Academic Affairs. If the situation of academic difficulty puts the student’s promotion in jeopardy then a meeting with this student and the P&M Committee may be deemed necessary by the Associate Deans. This will be decided by the Associate Deans and the Chairman of the P&M Committee. At the end of the academic year, the P&M Committee may recommend promotion to the following year, repetition of the year just completed, repetition of specific courses, makeup examinations, or dismissal based upon the summary of academic information provided by the Associate Dean of Student Affairs and the Associate Dean of Academic Affairs. Course directors will have specific input into the selection or provision of a remedial course for a student who has failed their course. The P&M Committee will certify the plan for student remediation provided by the course director. All final recommendations regarding student academic performance, remediation, or probationary status will be submitted

in writing by the P&M chairman to the Dean of the COM with a copy to the Associate Dean of Academic Affairs.

If the student is not in agreement with the remediation or dismissal recommendation of the P&M Committee, he/she will have ten (10) calendar days to appeal the decision in writing to the Dean of WCUCOM. The student will be considered enrolled at WCUCOM until the appeal is acted upon.

5. Remediation of Failing Grades

Students must remediate all failures or incompletes (F's or I's) prior to progressing to the next level in the program. The student is placed on probation until the failures/incompletes are successfully remediated in a timely manner. The P&M committee in consultation with course directors, and Associate Deans will review remediation options of the student before final approval. If remediation is approved by P&M, then the student will work with the course director and Associate Dean of Academic Affairs in completing the final remediation process. Copies of this recommendation will be forwarded by the Associate Dean of Academic Affairs to the Dean of WCUCOM. A student who has an incomplete (I) on his or her record due to an excused absence may make arrangements with the appropriate departmental course director without any action by the P&M Committee.

Upon final recommendation of P&M Committee, failures may be removed by passing a remedial course or examination at the WCUCOM or by earning a 70% grade or better at another college acceptable to the appropriate course director. This final passing grade will be recorded on the student's transcript. The grade recorded from the remediated course in no case can be greater than 70%, and 70% will be used to determine the student's class ranking for the class that is being remediated. Remediation is possible for failure of one major course or no more than two minor courses, however a repeat of the year may be recommended by the P&M Committee for failure of two major courses. Three or more failures are grounds for dismissal from the WCUCOM.

If the "remediating student" fails the makeup course or examination given at the end of the remediation process then that student's case will have to be considered again by the P&M committee for a proper recommendation and resolution for the failing grade.

Students who fail remediation of a major course (> 5 credit hours) are subject to dismissal. If a student fails remediation of a minor course (<5 credit hours), he/she may be eligible to repeat the academic year at the discretion of the P&M Committee. One clinical rotation may be remediated with the written approval of the Associate Dean, Clinical Sciences. Failure of a second clinical rotation, even if the

prior failed clinical rotation was successfully remediated, will be referred to the P&M Committee with a recommendation for dismissal.

6. National Board of Osteopathic Medical Examiners (NBOME)—COMLEX

Students must schedule the COMLEX Levels 1 and 2 exams as soon as they are eligible to do so. For students who complete the OMS 2 year on schedule the COMLEX 1 must be taken before September 1. For students who do not complete the OMS 2 year on schedule the COMLEX 1 must be taken within sixty (60) days of being certified to do so. Multiple dates exist for these exams; however, the exam sites fill up rapidly. WCUCOM will provide a list of students who meet the qualifications to schedule and access COMLEX Level 1, COMLEX Level 2 Comprehensive Exam (CE), and COMLEX Level 2 Physical Exam (PE) exams at the appropriate times delineated by the NBOME. It is the student's responsibility to schedule and complete the required examinations. **Students are responsible for any examination fee, travel, or other accommodations required for each examination administration.**

WCUCOM will offer a COMLEX review course in Year 2. This course will be available to all OMS-2 students at no cost. If the student wishes to take another course, he/she may do so at his/her own expense.

COMLEX Level 1 Failure Policy

Students who have just completed the 2nd academic year should take the COMLEX Level 1 exam as soon as possible after completing Year 2. Eligibility to take the COMLEX exam is contingent on successful completion of year two. Beginning with the class of 2016 students will be required to complete a standardized examination in order to assist the WCUCOM administration's ability to evaluate a student's readiness to take the COMLEX Level 1 exam. Selection of the examination will be the responsibility of the Dean of WCUCOM. Based upon the results of this examination, WCUCOM administration may advise that a student conduct further preparation prior to taking COMLEX Level 1.

Students learning of a failing score on COMLEX Level 1 after the beginning of his/her fall rotation will be allowed to complete that rotation. After the completion of the initial rotation, the student will be withdrawn from clinical rotations until a passing score is made on the COMLEX Level 1 exam. The student will be allowed to participate in an independent study program in order to make a passing score on COMLEX Level 1. During this period of independent study, the student will be relieved of all clinical rotation responsibilities. The student will be allowed to return to clinical rotations only after a passing score has been received by WCUCOM for COMLEX Level 1. The student will make up the clinical rotations missed while pursuing independent study for a passing grade on COMLEX Level 1 before they are allowed to enter the fourth academic year (OMS4 year). Exact placement in missed clinical rotations will be determined by the Associate Dean, Clinical Sciences, in order that each student will meet the graduation and curricular requirements of WCUCOM. Students receiving a 3rd failing score

on COMLEX Level 1 may be dismissed from WCUCOM. All COMLEX failures will be referred to the Promotion and Matriculation Committee for review and further disposition. Tuition will be required, on a prorated basis, for rotations that extend beyond the projected class graduation date at the time of initial matriculation.

COMLEX Level 2 Failure Policy

Students must pass both COMLEX Level 1 and sit for COMLEX Level 2 CE and PE exams as a requirement for graduation. The Dean of the WCUCOM gives his approval for year 4 students to register for COMLEX level 2 Comprehensive Exam (CE) and Physical Exam (PE). Year 4 students will need to register for COMLEX Level 2 CE and PE in a timely manner. All 4th year students are encouraged to take Part Two of the COMLEX Level 2 as soon as they are eligible to do so. There may be some students who can take the exam before the above date; however, this requires special approval of the Dean of WCUCOM if the exam is taken earlier than the acceptable date for taking this exam. Any student who chooses not to take the exam at the first eligible opportunity must take COMLEX Level 2 at the next scheduled date of the exam (CE is offered multiple times; PE is more infrequent). These exams fill up quickly with candidates; therefore, students are encouraged to register for the exam as soon as feasible for them to do so in the 4th year.

Students failing to achieve a passing score on COMLEX Level 2 CE and PE will be permitted to remain on clinical rotations, but will be required to pass COMLEX Level 2 CE and PE prior to May 1 of the fourth academic year. Failure to achieve a passing score prior to May 1 of the fourth academic year will result in the student being removed from any incomplete clinical rotations by the Associate Deans, Clinical and Academic Affairs, and placed on an independent study program until COMLEX Level 2 CE and PE are satisfactorily completed. The student will be allowed to complete any clinical rotations only after a passing score has been received by WCUCOM for COMLEX Level 2 CE and PE. Exact placement on missed clinical rotations will be determined by the Associate Dean, Clinical Sciences.

students who do not pass the COMLEX Level 1, COMLEX Level 2, PE and/or CE Exams and are placed on leave of absence are considered not to be making satisfactory academic progress. These students are not eligible for types of financial assistance that require that a student be enrolled full-time. Such types of financial aid would include federal funds and particular private loan funds.

7. Graduation Requirements for WCUCOM Students

A student who has fulfilled all the academic requirements may be granted the degree doctor of osteopathic medicine provided the student:

a. Has complied with all the curricular, legal, and financial requirements of the College.
b. Attends, in person, the ceremony at which time the degree is conferred.
c. Passes COMLEX Level I, COMLEX Level 2 CE and COMLEX Level 2 PE.
d. Is at least 21 years of age.

e. Has demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine.
f. Has demonstrated suitability for the practice of medicine as evidenced by the assumption of responsibility for patient care and integrity in the conduct of clinical activities.

ALL GRADUATION REQUIREMENTS MUST BE COMPLETED IN NO MORE THAN SIX (6) ACADEMIC YEARS. Time missed for approved leaves of absence in good standing will not be counted in this six year time frame.

e. Leave of Absence

All leaves of absence must be requested in writing to the Associate Dean of Student Affairs. This office will review the request and make a recommendation to the Dean of the WCUCOM. All leaves of absences must be ultimately approved by the Dean. Students requesting a return from leave of absence must be able to comply with the Minimal Technical Standards and submit and pass a Criminal Background Check and Urine Drug Screen (UDS) before being readmitted. A leave of absence may be granted to a WCUCOM student who is in unacceptable academic standing. One or more failures or incompletes on a transcript places a student in unacceptable academic standing. A student in unacceptable academic standing must meet with and be approved by the P&M Committee in order to be readmitted.

f. Probation and Suspension of WCUCOM Students

The College, upon the recommendation of the P&M Committee and action of the Dean, reserves the right to require at any time that a student be placed on probation or be suspended who has failed to maintain acceptable standards of academic performance as specified in the *WCUCOM Student Handbook*. Probation or suspension may also be required by the College for any student who fails to maintain ethical, moral, personal, or professional conduct; who fails to abide by WCUCOM policies, rules and regulations, has failed to fulfill legal or financial obligations; or is considered to be mentally or emotionally unfit or impaired.

g. P&M Recommendation of WCUCOM Students for Graduation

At a Faculty Congress meeting preceding commencement, the P&M Committee certifies to the faculty the names of those students eligible for the degree Doctor of Osteopathic Medicine, contingent upon the successful completion of all academic, professional and financial requirements of the College. The faculty will entertain a motion to approve the candidates and submit the list, through the Dean and Registrar's Office to the President of the University for approval.

17. Financial Aid, Tuition, and Fees

a. Tuition

Tuition and fees are due and payable in full at registration unless special arrangements have been made with the Associate Dean, Student Affairs. The Board of Trustees of William Carey University reserves the right to change the schedule of tuition and fees, without advance notice, and to make such changes applicable to present as well as future students of the WCUCOM, and to establish additional fees or charges for special services whenever, in their opinion, such actions are deemed advisable.

The tuition for 2012-2013 is $38,000. Tuition includes dues for membership in the Mississippi Osteopathic Medical Association (MOMA), as well as the costs of taking Parts 1 and 2 of the COMLEX (first time only).

b. Application Fee

A nonrefundable fee of $50 is payable upon submission of application for admission. Please make fees payable to WCUCOM Treasurer and note on the check "application fee for WCUCOM."

c. Tuition Deposit

A nonrefundable fee of $3,000 is payable after a student has been accepted to the WCUCOM. Those accepted on or after October 15 will have until December 14 (or 30 days after they have received an offer of admission, whichever date is later); those accepted on or after December 15 will have 30 days; those accepted on or after January 15 will have 14 days; and those accepted on or after June 15 may be asked for an immediate deposit. Payment is credited toward the tuition fee upon matriculation.

No course, clerkship, or rotation will be credited toward promotion, graduation or subsequent credit if a student has not paid the required tuition and fees.

All inquiries concerning the above policies and all requests for refunds should be directed to the Office of Student Services or the Business Office.

d. Financial Aid, Tuition, and Satisfactory Academic Progress

The Financial Aid Office at WCUCOM provides counseling and assistance to students regarding securing funding for their osteopathic medical education. Although the WCUCOM Financial Aid Office assists students with funding, it is the student's primary responsibility to secure this financing. This means that such things as supplying personal documentation, supplying family documentation, ensuring that he/she qualifies for loans by having a favorable credit report and providing money for prior commitments are the student's obligations. All documents

requested must be received before financial assistance will be processed.

Medical education is expensive. The average osteopathic physician is approximately $150,000 in debt by the time he/she graduates from a college or school of osteopathic medicine. During schooling, most students are required to live at a modest level. The primary obligation for financing a medical education lies with the student, the student's parents, or the student's spouse. The federal and private agencies that make funds available for borrowing do so with the understanding that a student must sacrifice in order to achieve a medical degree.

Every student that has been accepted by WCUCOM must file the Free Application for Federal Aid (FAFSA) with the appropriate federal processor to assess aid eligibility. www.fafsa.gov

The needs analysis system set by the federal government ensure equity of treatment among all applicants. The College uses this needs analysis system to determine the amount of need-based financial assistance, loan amounts, and scholarship awards for which a student is eligible. Every student must also file a WCUCOM Financial Aid Form. Students may file loan applications and check the status of those loans with help from the Financial Aid Office.

Financial aid, as awarded or borrowed under the federal or private programs, cannot exceed the WCUCOM standardized budget. There is money available for a student's direct educational cost, and there is money available to support a student while he or she receives an education, but the student must be frugal and a good money manager to make it work comfortably. Students must carefully monitor their budgets.

e. General Policies on Financial Aid

1. Financial aid applicants must be accepted for admission to WCU before financial assistance can be awarded.
2. In order to receive financial aid, students must maintain “Standards of Satisfactory Academic Progress” toward their degrees and remain in good standing. Financial aid may also be withdrawn from students who are penalized by WCUCOM for serious breaches of discipline. The Financial Aid Office reserves the right to withhold further assistance at the time it becomes evident that a student has abused or is abusing the financial aid programs.
3. Students receiving financial aid from sources other than WCUCOM must advise the Student Financial Aid Officer of the amount and source of such aid.
4. An application for financial aid must be completed annually. Financial aid is NOT automatically renewed.

5. The WCUCOM is in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and does not discriminate based on race, gender, color, religion, creed, national origin, age, or disabilities in admissions or in the administration of its education policies, programs, and activities.

The Student Financial Aid Officer and appropriate staff members are available to provide additional information regarding the financial aid program of WCUCOM as required by the Student Information Requirements as stated in Title I of the Education Amendments of 1976. For further assistance, please call (601) 318-6009. WCUCOM participates in all programs of the Veterans' Administration. Information and assistance with applications may be secured from the V.A. certifying officials located in the Business Office or the Registrar's Office.

Federal law requires that all students receiving financial assistance from Title IV and Title VII funds maintain satisfactory academic progress. WCUCOM policy follows the academic standards that apply to all students receiving financial aid.

The academic progress of each student in individual courses is monitored and evaluated at the end of each exam by the Course Directors. After Course Directors have met with the students in academic difficulty and have counseled them, they will inform the Associate Dean of Student Affairs and the Dean of Academic Affairs of students who are in academic difficulty (who have made a failing grade on an exam). The Associate Dean of Student Affairs will be in communication with the Associate Dean of Academic affairs regarding these students. Official letters will be sent to the student regarding unsatisfactory progress by the Associate Dean of Academic Affairs. The P&M Committee will be convened by the Associate Dean of Student Affairs as the situation necessitates. It is the function of this committee to review the records provided by the Associate Dean of Student Affairs (year 1&2), the Associate Dean of Clinical Affairs (year 3&4) to see if the student has fulfilled all academic requirements and has maintained the standards of ethical, moral, personal, and professional conduct required for continued study of osteopathic medicine.
A student failing to meet one or more of the standards of progress may be placed on probation. While on probation, the student may receive financial aid for one enrollment period. At the end of that period, the student must be in good academic or probationary standing, or financial aid eligibility will be denied. Good academic standing is defined as successfully passing or passing by remediation of all failing grades before moving to the next academic level in the WCUCOM.

For example, a student must be in good academic standing at the end of the summer term of the second year in order to receive financial aid while on clinical rotations. Financial aid will be withheld until the student is in good standing! The Financial Aid office will notify students who are ineligible for continued assistance and will provide them with information regarding their probationary status.

f. Scholarships

Scholarships, grants, and other forms of financial assistance are available from many and diverse sources to aid your career in osteopathic medicine. Assistance is available from federal institutions, individual states, local medical societies, and from a variety of special interest groups.

The following list of financial aid sources is meant only as a preliminary guideline. Note also, that particular internet links, contact information, and the availability of the different forms of aid will likely change from year to year. The Office of Student Affairs will be able to provide information regarding scholarship and grant opportunities and whether updated information is available.

Sherry R. Arnstein Minority Student Scholarship
http://www.aacom.org

Student Osteopathic Surgical Association Scholarship
http://www.facos.org

American Osteopathic Association Research Grants and Fellowships
http://www.do-online.org

American Osteopathic Foundation Scholarships and Grants
http://www.aof-foundation.org/index.cfm?fa=grants.home

SOMA Foundation Scholarships and Grants
http://www.somafoundation.org

National Health Service Corps Scholarships (NHSC)
http://nhsc.hrsa.gov/scholarship

Other Federal Sources
http://ihs.gov
http://hrsa.gov/help/healthprofessions.htm
http://fafsa.gov

Individual State Scholarship Sources
http://www.collegescholarships.org/states
http://www.moneymatters101.com

Local, Private Interest, and Special Interest Scholarship Sources
http://www.fastweb.com/scholarships-directory
http://www.camsociety.org
http://www.vamausa.org/cms2/index.php/scholarships

Note: Many additional funding sources exist. Note also that the listed sources and their provided contact information may change periodically. Contact the WCUCOM Office of Student Affairs for further information and assistance. See WCUCOM handbook for more detailed information regarding scholarships.

g. Loans and Student Employment

Loans

As a medical student, certain special loan programs are available, the primary sources being the Stafford Loan Programs. Borrowing limits as follows:

- Federal Stafford Loans:
  Subsidized: $8,500
  Unsubsidized: $30,000

- Federal Graduate PLUS Loan for students: Cost of Education less any other estimated financial assistance

- Private Medical Loan: (depends on lender)

A student may not be eligible for the full amount based on his/her federal needs analysis and the WCUCOM standardized budget. The amount a student can borrow is based on the cost of his/her education and potential personal contributions, not on the student's desire for capital.

The Subsidized Stafford Loan is a low-interest program, and the government pays the interest while the student borrower is in school. It is the loan of first choice. The Unsubsidized Stafford accrues interest from disbursement date. Borrowers must consider the repayment implications and avoid excessive borrowing. WCUCOM has a federally mandated obligation to keep a student's indebtedness to a minimum. A student will frequently receive counseling through the Office of Financial Aid many times while in school about the nature of his or her debt and the projected payment schedule.

Borrowing money from these programs is a privilege, not a right; regulations controlling these programs change periodically. Students must remember that a loan is not a gift or grant; it must be repaid. Student loans are only to be used for related educational expenses and personal living expenses.

Default is the failure of a borrower to make an installment payment when due or to meet other terms of the promissory note. If this happens, it is reasonable to conclude that the borrower no longer intends to honor the obligation to repay. Defaulted loans are reported

to national credit agencies, thus affecting credit ratings and future ability to borrow money. Over-borrowing can cause defaulting on a student loan.

This is why educational debt management is essential. WCUCOM encourages students to learn some basic budgeting techniques, to learn to cut costs, and possibly to learn to live with less.

If a student's loan goes into default, the University, the organization that holds the loan, the state, and the federal government can all take action to recover the money. The federal government and the loan agencies can deny a school's participation in the student loan programs or charge a school or its students a higher origination fee if the school's default rate is too high. The University will withhold the transcript of any individual if that individual is in arrears or in default under any loan or loan program, where such arrears or default adversely affects the University in any way.

Employment

The curriculum content and time required for completion of the osteopathic medical program is such that any outside employment by the student is strongly discouraged.

18. Terms of Payment of Tuition

Tuition is due before the beginning of the academic year; sources of financial aid will make two disbursements. Half of the $38,000 is due for the fall term and half is due starting in January. Tuition is divided into two equal parts even though some WCUCOM courses cross over fall and spring terms. Registration, by telephone or in person, obligates students for payment of all tuition and fees. If tuition is not paid by the due date, students will be assessed a $50 late fee and be liable for any other reasonable collection costs and charges.

19. Withdrawal and Drop/Add Refund Policy

Students desiring to withdraw from the WCUCOM for whatever reason must do so formally in order to avoid academic and financial penalties. These students should contact the office of the Dean of the WCUCOM for the proper procedure for withdrawal.

No part of the tuition fee will be refunded to a student who withdraws for any reason after the third week from the first day of the academic schedule for first year, second year, third year, or fourth year.

A request for a tuition fee refund requires written notification to the Associate Dean, Student Affairs and must be received before the close of business during the week in

which the refund is requested. The request for a tuition fee refund requires prior written notification of withdrawal from the College.

20. Student Credit Balance Refund Policy

The tuition fee refund for the WCUCOM shall be prorated as follows:

- 75 percent during the first week.
- 50 percent during the second week.
- 25 percent during the third week.

Refund Checks will no longer be available for pick-up on campus. Refunds for students with credit balances are now issued through **Sallie Mae Bank.** Financial aid, payments, or adjustments must be received in the Hattiesburg business office by the cut-off date to be considered for refunds the following week. Refunds for amounts under $10 will be issued only on request.

Student refunds for credit balances will be disbursed each semester. The first disbursement will be in August and the second disbursement will be in January. Refunds take at least one week to process; therefore, after the first refund date, refunds will be disbursed every Friday for financial aid or payments that have been received in the Hattiesburg business office by the previous Friday.

PLEASE NOTE: If you do not enroll in one of the options below two weeks before your refund is due, you will receive a paper check from us via Sallie Mae Services. Your check will be mailed on the due date and may take TEN or more business days to reach your address. Please sign up for one of the options below in order to avoid a delay in receiving your refund:

Please login to the Indigo Portal to enroll in one of the refund options below:

1. Sallie Mae No Fee Student Checking Account with Debit Mastercard or
2. Direct Deposit into your checking or saving account

http:/indigo.wmcarey.edu

21. General Policies for Matriculating WCUCOM Students

a. Attendance Regulations and Professional Meetings

WCUCOM medical students are expected to attend all class meetings. However, an

absence may be granted in case of emergency. It is the student's responsibility to contact the instructor regarding the absence, and the student is responsible for all work missed. Individual Course Directors set their own attendance regulations for their classes and inform their students in a written syllabus. WCUCOM requires that students attend a minimum of 80% of class meetings for the year. The total number of absences should be recorded for each course. Students who have less than 80% attendance for the years coursework will not receive credit for the year. The total number of absences for each student shall be reported for each class at the time of filing of grades with the Associate Dean of Academic Affairs.

Students who are class officers may attend professional Osteopathic meetings. Course directors should recognize the diligence of such students and should work with them to make up class assignments missed while at the meeting. These students should also inform the Associate Dean of Student Affairs and the Associate Dean of Academic Affairs of their official absence in writing. The Associate Dean of Academic Affairs should then send an official letter to all course Directors officially excusing these students. It will be the responsibility of the students to make arrangement with their classmates to cover notes and other information that the student will miss. Most all instructors place their power-point presentations and other course related material on D2L so this should not be a problem for the student opting to attend a professional meeting. If an exam is missed then it will be up to the student to make arrangements with the course director before they attend the meeting to take care of this missed exam. Other students, who are not class officers, desiring to attend meetings that occur on class days may do so but course directors and instructors are under no obligation to make special arrangements for them.

b. Students with Disabilities

Every reasonable effort will be made to meet the special needs of students who qualify under Section 504 and ADA disability criteria. Eligibility for special accommodations will be available to students who are officially enrolled at WCUCOM, who meet all university program requirements, and who meet the definition of disability as defined by the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The definition of disability includes any person who ". . . has a physical, emotional, or mental impairment which substantially limits one or more of life' s major activities, has a record of disability, or is regarded as having a disability" (P. L. 101-336). The Office of Student Services (601-318-6779) can provide more information and some service for testing for students with disabilities. A student who requires an accommodation must make it known to the WCUCOM administration in a reasonable time <u>before</u> the accommodation is needed. Progress monitoring will be coordinated through regular meetings with the Associate Dean of Student Affairs. For more detailed information, see WCUCOM student handbook.

c. Campus Housing

WCUCOM students are responsible for their living accommodations. Some dormitory rooms may be available for WCUCOM students. WCUCOM students desiring to live on campus should contact the director of housing on the Hattiesburg campus for information and fee schedules.

d. WCU Transcripts Required for WCUCOM Students for Residency and Training Programs

Transcripts are issued by the Registrar of WCU. An official transcript is one bearing the signature of the registrar and the seal of the university and is mailed directly to whatever program may be designated by the student. When a transcript bearing the stamp "Issued to Student" is given to the person whose credits are transcribed thereon, the university assumes no responsibility for its accuracy after it leaves the registrar's office. Transcripts of credit will not be issued for students who have any type of administrative holds on their records. It is therefore the responsibility of the student to make sure that all outstanding fees and other issues are settled with the financial aid and other official offices of WCU before they leave.

e. Miscellaneous Campus Facilities, Services, Athletic Events, and Clubs

1. BOOKSTORE AND SUPPLIES

The university maintains a bookstore in McMillan Hall where books, class supplies, gift items, clothing, and other items may be purchased.

2. INTERCOLLEGIATE ATHLETICS (Undergraduate) for Campus

The William Carey University intercollegiate athletic program has a rich tradition of excellence and is a member of the National Association of Intercollegiate Athletics (NAIA) and the Gulf Coast Athletic Conference (GCAC). The Lady Saders and Crusaders compete in women's basketball, women's soccer, fast pitch softball, men's basketball, men's soccer, men's golf, and baseball. All William Carey students with a valid ID are admitted free to regular season home events.

3. STUDENT PUBLICATIONS

The Cobbler, the student newspaper, is a publication of Carey's journalism program designed to report on current and future campus events and is produced by a staff of students under the direction of a faculty advisor. *The Cobbler* is supplemented by an online version, *Cobbler Online.*

The Crusader, the university yearbook, is an annual publication of Carey's journalism program that depicts and preserves the events that influence and shape the lives of the students during the course of a year. It is produced by a staff of students under the direction of a faculty advisor. For more information, contact the chair of the Department of Theatre and Communication.

4. WCUCOM CLUBS AND ORGANIZATIONS

Student Government Association (SGA). The purpose of the SGA is to act as the official representation to voice the concerns and opinions of WCUCOM students to the WCUCOM Administration and Faculty, the Council of Osteopathic Student Government Presidents (COSGP), and all Standing and Ad Hoc Committees of the above organizations; to provide a means of expression for student opinions; to prepare a budget for student activities which the Student Government believes most clearly approaches the desires and needs of all students; to discuss the conduct of campus organizations that seem to be operating in a manner prejudicial to the welfare of the profession, college, or other students; to make recommendations to the appropriate body when requested and/or necessary; to oversee the establishment of new student organizations and to promote communication and cooperation among all student organization; and to assist with and/or supplement extracurricular education and social events for WCUCOM students.

Student Osteopathic Medical Association (SOMA). The SOMA exists as the student affiliate organization of the American Osteopathic Association (AAOA). SOMA's purpose is to promote osteopathic ideals and unity within the profession, to educate future osteopathic physicians, and to establish and to maintain lines of communication among health care professionals in an ongoing effort to improve the quality of health care.

The Mississippi Osteopathic Medical Association (MOMA). MOMA has a student member on its Board of Trustees. A WCUCOM student will be elected annually by the student body as the MOMA representative.

Other state osteopathic medical associations may be formed by interested students under the guidelines of the SGA. Students may sign a waiver to release personal contact information to be released to any state association or specialty if they wish.

Christian Medical and Dental Association (CMDA. CMDA exists to motivate, educate, and equip Christian physicians and dentists to glorify God

Student Advocates Association (SAA). SAA is a local chapter of the national Advocates for the AAOA. The membership includes spouses and significant others of WCUCOM students. It may have faculty/staff as associate members.

Student organizations related to specialty colleges may be formed by students under the guidelines of the SGA.

Examples are

- ACOEP (American College of Osteopathic Emergency Physicians)
- ACOFP (American College of Osteopathic Family Physicians)
- ACOI (American College of Osteopathic Internists)
- ACOOG (American College of Osteopathic Obstetricians & Gynecologists)
- ACOP (American College of Osteopathic Pediatricians)
- AMOPS (Association of Military Osteopathic Physicians and Surgeons)
- AOCA (American Osteopathic College of Anesthesiologists)
- CMDA (Christian Medical and Dental Association)
- MAFP (Mississippi Association of Family Practitioners)
- SAA (Student Advocate Association)
- SAAO (Student Association of Military Osteopathic Physicians & Surgeons)
- SAMOPS (Student American Academy of Osteopathy)
- SAOASM (Student American Osteopathic Academy of Sports Medicine)
- SGA (Student Government Association) (Executive Officers and &Class Officers)
- SOMA (Student Osteopathic Medical Association)
- SOSA (Student Osteopathic Surgical Association)

For more details see WCUCOM student handbook.

22. Curriculum for the WCUCOM

a. Core Competencies

The WCUCOM curriculum is discipline-based and is structured around the Core Competencies of the osteopathic profession in order to maximize the student's opportunity to train for a career in Osteopathic Primary Care. The first competency, Osteopathic Philosophy and Practice (OP&P), is the lynchpin competency that holds the other six competencies together and is integrated across the competencies noted below:

1. Medical Knowledge: The osteopathic physician demonstrates and applies knowledge of accepted standards of clinical medicine in the respective specialty area, remains current with new developments in medicine, and participates in lifelong learning activities, including research.

2. Patient Care: The osteopathic physician demonstrates the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine, and health promotion.

3. Interpersonal and Communication Skills: The osteopathic physician demonstrates interpersonal and communication skills that enable him/her to establish and maintain professional relationships with patients, families, and other members of health care teams.

4. Professionalism: The osteopathic physician upholds the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, lifelong learning, and sensitivity to a diverse patient population. Physicians should be cognizant of their own physical and mental health in order to care effectively for patients.

5. Practice-Based Learning and Improvement: The osteopathic physician demonstrates the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.

6. System-Based Practice: The osteopathic physician demonstrates an understanding of health care delivery systems, provides effective and quality patient care within the system, and practices cost-effective medicine.

b. Credit Hours (See Appendix 13, Student Handbook p. 36))

A credit hour is defined by the regulations of the U.S. Secretary of Education at 34 CFR 600.2 except as provided in 34 CFR 668.8(k) and (l). Based upon these regulations, credit hours are assigned to courses as follows:

1- For each 15 hours of didactic lecture contact, 1 (one) credit is assigned.
2- For each 30 hours of laboratory contact, 1 (one) credit hour is assigned.

Credit Hours Assigned to Rotations

Credit hours assigned to clinical rotations have been calculated as follows: A total of 60 hours of effort per week has been assumed. These hours will consist of diverse efforts including both didactic and non-didactic work as described in this Handbook. Therefore, 1 credit hour has been assigned for each actual 30 hours of effort. This yields a total of two credit hours per week, resulting in 8 total credit hours for a normal four week rotation.

c. Osteopathic Medical School OMS1 and OMS2 Credits

OMS1
CURRICULUM 2012-2013

Course	Course Number	Credit Hours
Medical Embryology / Genetics	6110	4
Medical Histology	6120	7
Human Gross Anatomy	6130	12
Neuroscience I	6141	3
Medical Physiology	6150	9
Medical Immunology	6160	3
Medical Biochemistry	6170	8

Physical Diagnosis I		7111		2
Physical Diagnosis II		7112		3
Doctoring Skills I		7121		1
Doctoring Skills II		7122		3
Osteopathic Principles & Practice I		7151		3
Osteopathic Principles & Practice II		7152		4
TOTAL				62

For federal financial aid purposes 20 to 45 hours per semester is considered full time.

OMS2
CURRICULUM 2012-2013
*Clinical Correlations Not Included

Course		Course Number		Credit Hours
General Pathology		6221		2
Systemic Pathology I		6222		3
Systemic Pathology II		6223		3
Neuroscience II		6241		6
Medical Microbiology		6260		6
Medical Pharmacology I		6271		3
Medical Pharmacology II		6271		5
Clinical Science I		7291		11
Clinical Science II		7292		14
Osteopathic Principles & Practice II		7253		3
Osteopathic Principles & Practice IV		7254		4
TOTAL				60

*(See explanation of * Clinical Science I and II courses on page 63)*

For federal financial aid purposes 20 to 45 hours per semester is considered full time.

d. Basic Sciences

Specific course outlines, learning objectives, and syllabi will be provided at the beginning of each term.

Human Gross Anatomy
This clinically oriented course introduces the student to the macroscopic structure of the human body using a regional approach. Emphasis is placed on the correlation between anatomical structure and function, clinical application, and usage of correct anatomical terminology. Resources used during the laboratory portion include cadaver dissection, radiographs, MRIs, CT scans, Osteopathic Principles and Practice (OP&P) and orthopedic clinical correlation.

Medical Embryology/Genetics
Principles, mechanisms, and major events of human development are the focus of

this course. Principles through which molecular and cellular processes give rise to diverse tissue types are discussed. The means through which genetic and extrinsic factors give rise to developmental abnormalities also are explored. Study of the emergence of human form is oriented towards its relation to gross anatomy on the one hand and to pathological conditions that have a developmental basis on the other.

Histology

This combined lecture and laboratory course explores functional anatomy principally at the light and electron microscopic levels. Study of basic cell structure, the functions of cellular organelles, and the relationship between ultrastructure and cellular function provide foundations for further study of the basic sciences. This course further highlights the intimate relationship between structure and function through the study of the functional morphology of diverse cell types, their organization into tissues, and the properties of these tissues. In addition, this course examines contributions made by coherent organization of tissues into organs to human form (gross anatomy) and function (physiology) and provides a foundation for how its distortion correlates with disease (pathology).

Neuroscience I

Neuroscience I is a didactic course using a series of lectures in an interactive environment. Knowledge of the structure and function of the nervous system is crucial for all disciplines whose ultimate goal is to diagnose and treat ailments of the human nervous system, such as neurology and psychiatry. The course examines the: (a) basic structure of the nervous system, (b) major neural structures, pathways that participate in sensing the world, (c) voluntary and involuntary motor control, and (d)basis of human behavior. Neurological disease processes will also be addressed, where appropriate, to highlight the basis of normal function.

Neuroscience II

Continuing on the foundations of basic medical sciences provided by the first year curriculum, Neuroscience II is designed to further develop the students' knowledge in advanced topics of nervous system structure and function as well as relevant disease models and elements of Neurology. The method of instruction is a series of lectures by a multidisciplinary team of basic and clinical science educators. The integrative aspect of the course introduces the students to the foundations of Neurology and Psychiatry as addressed in the highlighted disease conditions. Neuroscience II will review and deepen the students' knowledge of the basic science of the nervous system while correlating the mechanistic aspects involved in disorders, all of which will facilitate COMLEX preparation as well as the development of the students' diagnostic ability in community-based, clinical-training environments in the third and fourth years of the curriculum.

Medical Biochemistry
Human biochemistry is the study of the human body at the molecular level. Both normal and aberrant process will be studied to better obtain a grasp of the diseased state. The core portion of this course will stress the fundamentals of biochemistry and will be categorized into seven major functions. The sections include: (1) the structure and function of protein, (2) intermediary metabolism, (3) the storage and expression of genetic information, (4) carbohydrate metabolism, (5) lipid metabolism, (6) nitrogen metabolism, and (7) the integration of the above metabolic processes. Dispersed among the above lectures will be clinically relevant material (case histories) to aid in the understanding of both normal and pathological biochemical processes.

Medical Immunology
This course will cover all of the major topics in both basic and clinical immunology. Topics include cells and organs of the immune system, B cell development and activation, T cell development and activation, major histocompatibility complex, antigen processing and presentation, antibody diversity, tolerance, complement, cytokines, inflammation, hypersensitivity, vaccination, autoimmunity and immunodeficiency diseases, and host pathogen interactions. Case presentations will be discussed.

Medical Microbiology
This course presents virology, bacteriology, mycology, and parasitology from a medical standpoint, emphasizing morphology, physiology, life history, pathogenicity, epidemiology, diagnosis, therapy, and prevention. A case history/problem-solving approach to infectious diseases will be incorporated into the last part of the course and will emphasize such clinical aspects as etiology, patient management, specimen collection, laboratory tests, pathologic findings, and prognosis.

General Pathology
General Pathology is the first of a series of three courses comprising education in the discipline of pathology in the 2nd year curriculum. It is a lecture course which focuses on the basic causes, mechanisms, and consequences of disease processes. Emphasis will be placed on the relevancy of these parameters to clinical medicine. The majority of the course will be devoted to a study of basic pathologic processes which affect all systems of the body. The remainder of the course will consist of a presentation of the disease processes which affect specific organ systems of the body. The body's ability to self-regulate, self-heal, and maintain itself is stressed throughout the course. Acquisition of this knowledge will enhance the student's understanding and application of osteopathic practices and principles. Each class meeting consists of a lecture session(s) in which subject material is presented. Students are responsible for the assigned text and handout (D2L) materials, not specifically discussed in class.

Systemic Pathology I
Pathology is a lecture course which focuses on the basic causes, mechanisms, and consequences of disease processes. Emphasis will be placed on the relevancy of these parameters to clinical medicine. The first portion of the course will be devoted to a study of basic pathologic processes which affect all systems of the body. The remainder of the

course will consist of a presentation of the disease processes which affect specific organ systems of the body. The body's ability to self-regulate, self-heal, and maintain itself is stressed throughout the course. Each class meeting consists of a lecture session(s) in which subject material is presented. Students are responsible for the assigned text and handout (D2L) materials, not specifically discussed in class.

Systemic Pathology II
Systemic Pathology II is the continuation of System Pathology I consisting of a presentations of the disease processes which affect specific organ systems of the body. The body's ability to self-regulate, self-heal, and maintain itself is stressed throughout the course. Each class meeting consists of a lecture session(s) in which subject material is presented. Students are responsible for the assigned text and handout (D2L) materials, not specifically discussed in class.

Medical Pharmacology I
Pharmacology is the study of the nature and property of drugs, how drugs interact with living organisms, and the therapeutic (and also toxic) effects drugs have on the body. As a physician, it is critical that you have a thorough knowledge of basic pharmacological principles and their therapeutic applications. Medical Pharmacology is designed to provide such a foundation on which to build your clinical skills and education. This course will emphasize applied clinical therapeutics, and each major drug class relevant to today's physician will be presented and discussed. The basic mechanism of action(s), therapeutic application, adverse effect(s), and drug-drug interactions of prototypical drugs for each drug class will be studied in detail. When applicable, clinical case studies will be utilized to illustrate and facilitate the learning of important pharmacological principles. The rational use of drug therapy in the prevention, diagnosis, and treatment of disease will also be addressed in order to promote appropriate therapeutic decisions in patient management. In keeping with the four tenets of osteopathic medicine, this course will emphasize that: (1) the body is an integrated unit of body, mind, and spirit; (2) the body possesses self-regulatory mechanisms, having the inherent capacity to defend, repair, and remodel itself; (3) structure and function are reciprocally inter-related; and (4) rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Medical Pharmacology II
Medical Pharmacology II is a continuation of Medical Pharmacology I both of which address the application of clinical therapeutics, and each major drug class relevant to today's physician and the practice of medicine. The basic mechanism of action(s), therapeutic application, adverse effect(s), and drug-drug interactions of prototypical drugs for each drug class will be studied in detail. When applicable, clinical case studies will be utilized to illustrate and facilitate the learning of important pharmacological principles. The rational use of drug therapy in the prevention, diagnosis, and treatment of disease will also be addressed in order to promote appropriate therapeutic decisions in patient management. In keeping with the four tenets of osteopathic medicine, this course will emphasize that: (1) the body is an integrated unit of body, mind, and spirit; (2) the body possesses self-regulatory mechanisms, having the inherent capacity to defend, repair, and remodel itself; (3) structure and function are reciprocally inter-related; and (4)

rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Medical Physiology
This course is a comprehensive study of normal human physiology. It will focus on the properties of living cells and tissues and the structure and function of organ systems with an emphasis on integration and control. Introductory concepts of pathophysiology will also be included. The course also includes a comprehensive study of normal and pathological physiology of the human nervous system as it relates to perception, behavior, and the control of bodily functions. The course focuses specifically on neuroscience knowledge that contributes to an understanding of the diagnosis and treatment of neurological disorders.

e. Clinical Sciences

Osteopathic Principles & Practice (OP&P)
This series of four courses is divided by osteopathic medical student year (OMS).

Osteopathic Medical Student Year 1 (OMS1) OP&P
The OMS1 OP&P curriculum consists of lectures and 1, two-hour lab each week. The course will familiarize the students with the history of osteopathy, the research contribution, the future projections for the profession, and the anatomical and physiological basis of osteopathic medicine. The students will also understand the biomechanics of the various joints of the musculoskeletal system and how to manage them, utilizing muscle energy techniques. The students will understand how to integrate osteopathic principles with clinical medicine, surgery, pediatrics and gynecology/obstetrics. The course will correlate clinically the material presented in human anatomy and physiology.

Osteopathic Medical Student Year 2 (OMS2) OP&P (OMS 7253 and 7254)
The OMS2 OP&P curriculum continues the discussion of function and dysfunction of the body as it relates to the appendages and the cranium. Management of clinical problems including short lower extremity, lift treatment, headache, cervical, shoulder and low back pain are presented. Additionally, management of children, geriatric patients, pregnancy, and other problems common to different systems will be covered. The laboratory will continue to develop osteopathic diagnosis and treatment skills using the models presented in the first year and also introduce the student to myofascial release and craniosacral treatment models. A thorough review of the entire body from a clinical perspective utilizing the different osteopathic manipulative treatment techniques will be done.

Osteopathic Medical Student Year 3 & 4 (OMS3/4) OP&P
The OMS3/4 OP&P curriculum provides the opportunity to put into practice the knowledge and skill learned during the first two years. Students are required to complete a one-month rotation in Osteopathic Principles and Practice at WCUCOM or at a site approved by the Chair, Osteopathic Principles and Practice and the Associate Dean, Clinical Sciences.

Each of the clinical rotations during the OMS3 and OMS4 years will be managed through

WCU's Desire2Learn course management program.

Osteopathic readings, videos, and conferences will be included in each rotation's required assignments list. Additionally, students will be expected to attend the live quarterly OMM video conference offered by the Appalachian Osteopathic Postgraduate Training Institute Consortium (A-OPTIC).

Physical Diagnosis Didactic *

The course focuses on the examination of the human body. Emphasis is placed on understanding the importance of the history and physical examination for detecting a healthy normal state as the basis for recognizing pathology and pathophysiology. The student will learn to make a differential diagnosis, leading to the selection of "definitive" laboratory studies and then ultimately to diagnosis and treatment.

Physical Diagnosis Practicum I and II *

These courses are designed for the OMS student to learn how to apply the knowledge taught in the Physical Diagnosis Lecture course through the use of Objective Structured Clinical Examinations (OSCEs) and simulators. The OMS will be assessed on knowledge and skills related to (1) interviewing and history-taking, (2) performing the physical examination, (3) integrating OP&P, and (4) making clinical judgments.

Introduction to Clinical, Community, and Behavioral Medicine *

This course is designed as a serial course of instruction with the most intensive portions presented during years one and two. Special topics are delivered in a technology enhanced format during years three and four. The course introduces the foundations of clinical, community, and behavioral medicine with emphasis on developing student awareness of the bio-psycho-social dimensions of medical practice. Through exploration of basic and essential clinical topics integrated with numerous cases studies and common special topics, the course highlights the benefits (for physician and patient) of adopting an integrated biological-behavioral medicine orientation. Topics include the mind-body connection, personality styles, chronic illness, patient motivation and behavior, physician roles and effective behaviors, patient-physician interactions, effective communication, ethical decision-making and medical jurisprudence, professionalism and effective leadership, career development, and sociopolitical/demographic factors that impact on health and healthcare delivery, self-care, medical student success strategies, impaired physician warning signs, medical licensing procedure, and COMLEX preparation. Other special topics such as intimate partner violence, alcohol/substance abuse, obesity, smoking cessation, death/dying, psychological resilience, family/community resources, motivational interviewing, mistakes in medical practice, and duty to protect are also explored.

Ophthalmology *

This course is designed to teach the OMS2 student knowledge, anatomical abnormalities,

and thorough examination and treatment options of various ophthalmological diseases. Both acute and chronic conditions will be included.

Otolaryngology*
This course is designed to familiarize the OMS2 student with the proper examination, acute and chronic disease states, and treatment options of the ear, nose, and throat.

Women's Health *
This is a course that introduces gynecological disorders and their treatment, including malignancies, family planning, diseases, infections, obstetrics, and preventive care.

Pediatrics *
This is a course that introduces the diagnosis and treatment of diseases in infants and children, including immunizations, nutrition, and neonatology.

Medicine *
This is a clinical course that introduces the topics of general medicine and medical subspecialties in preparation for OMS3 and OMS4 clinical rotations. This course will have a primary care emphasis and will incorporate osteopathic principles and practice.

Surgery *
This is a clinical course that introduces the topics of general surgery and surgery subspecialties in preparation for OMS3 and OMS4 clinical rotations. This course will have a primary care emphasis and will incorporate osteopathic principles and practice.

Oral Health*
This course is designed to familiarize the OMS2 student with the proper examination, acute and chronic disease states, and treatment options of the teeth, gums, and oral mucosa. Additionally, the course will emphasize how oral health affects the general health of the patients and other morbid conditions.

Disaster Medicine *
This is a course presented over all four years and reinforces students' knowledge and prepares them for actions needed when man-made or natural disasters take place. Additionally, topics, such as epidemiology, medial statistics, and public health issues, will be covered.

Epidemiology *
Epidemiology is a course designed to introduce the student to the causes and distribution of diseases and events in human populations, emphasizing the historical importance, relevant data and biostatistics, study designs, investigation procedures, and applications. This course will focus on the holistic, population-based approach to identification, treatment, and prevention of diseases, which is in keeping with the osteopathic

philosophy that: (1) the body is a unit, the person is a unit of body, mind, and spirit; (2) the body is capable of self-regulation, self-healing, and health maintenance; (3) structure and function are reciprocally related; and (4) rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

* **Clinical Science I and II** will house the following didactic clinical content during the two semesters of the second year.
    - Physical Diagnosis III and IV
    - Introduction to Clinical, Community and Behavioral Medicine I and II
    - Pediatrics
    - Women's Health
    - Ophthalmology
    - Surgery I and II
    -Medicine I and II
    - ENT
    - Oral Health
    - Epidemiology
    - Disaster Medicine

Basic Life Support (BLS)/Advanced Life Support (ALS)

Basic Life Support (BLS for Healthcare Providers) and Advanced Cardiac Life Support (ACLS Provider course) are courses established by the American Heart Association and are designed to educate students to recognize and respond to life-threatening emergencies. Students must pass a proficiency in these two courses prior to being allowed to matriculate to the third and fourth years.

23. Curriculum for Clinical Rotations

a. Rotation Requirements

Rotations are on a monthly basis, starting the first day of each calendar month and ending on the last day of the month, regardless of the number of days. Any time off of a rotation will be at the discretion of the preceptor with the approval of the Department of Family Medicine. This includes holidays and weekends.

b. Required and Assigned Rotations

Family Medicine	two-month block
Emergency Medicine	two-month block
General Internal Medicine	two-month block

Pediatrics–General & Neonate	two-month block
General Surgery	two-month block
Osteopathic Principles and Practice	one-month block
Women's Health	one-month block
Mental Health	one-month block
Clinical Medical/Surgical Subspecialty	three one-month rotations

c. Elective Rotations

There are four, one-month elective rotations to be selected by the student and approved by the WCUCOM Associate Dean, Clinical Sciences. These elective rotations are restricted as follows:

- One month must be a medicine elective.
- One month must be a surgical elective.
- Two months are unrestricted electives with WCUCOM approval.

24. Research and Scholarly Activity

WCUCOM encourages biomedical, clinical, and academic research. Efforts will be made to assist students and faculty in the development and funding of research programs which are of interest to faculty and students. Research projects must be submitted for approval through the Research Committee and the Dean.

A research agreement has been reached with the University of Southern Mississippi for possible use of research space and for collaboration with scientist at that institution.

25. Contact Information

a. Contact information for WCUCOM

COM Web Site: http://www.wmcarey.edu/COM/Home/1722/CollegeofOsteopathic.shtm
Dean of College of Osteopathic Medicine…….(601) 318-6610
Associate Dean of Clinical Sciences…….….(601) 318-6250
Associate Dean of Biomedical Sciences…….…...(601) 318-6250
Associate Dean of Admissions……...(601) 318-6316
Associate Dean of Academic Affairs…….(601) 318-6470
Associate Dean of Student Affairs…….....(601) 318-6316

b. Staff for WCUCOM

Administrative Assistant to the Dean…….(601) 318-6610
Administrative Assistant to the Associate Deans……...(601) 318-6250
Administrative Assistant Director of Student Affairs……..……..(601) 318-6235
Secretary to Associate Dean of Student Affairs…….(601) 318-6316
Faculty Secretary and Grades Coordinator……..601) 318-6788
Director of Clinical Rotations……(601) 318-6018

c. WCU General Contacts

William Carey Web Site: http://www.wmcarey.edu/
Main Switch Board ……..(601) 318-6051
Office of President…….……...(601) 318-6495
Housing…….……....(601) 318-6102
Disability-Student Services…….……..(601) 318-6209
Financial Aid…….(601) 318-6153
COM Financial Aid……..…….(601) 318-6009
Veterans' Program…….(601) 318-6195
Medical Librarian……..(601) 318-6236

d. Other

American Association of Colleges of Osteopathic Medicine Application Services (AACOMAS)……(301) 968-4100
City of Hattiesburg, MS…….…….. http://www.hattiesburgms.com/
Hattiesburg, MS Chamber of Commerce……. http://www.theadp.com/ or (601) 296-7500

9/12/2011