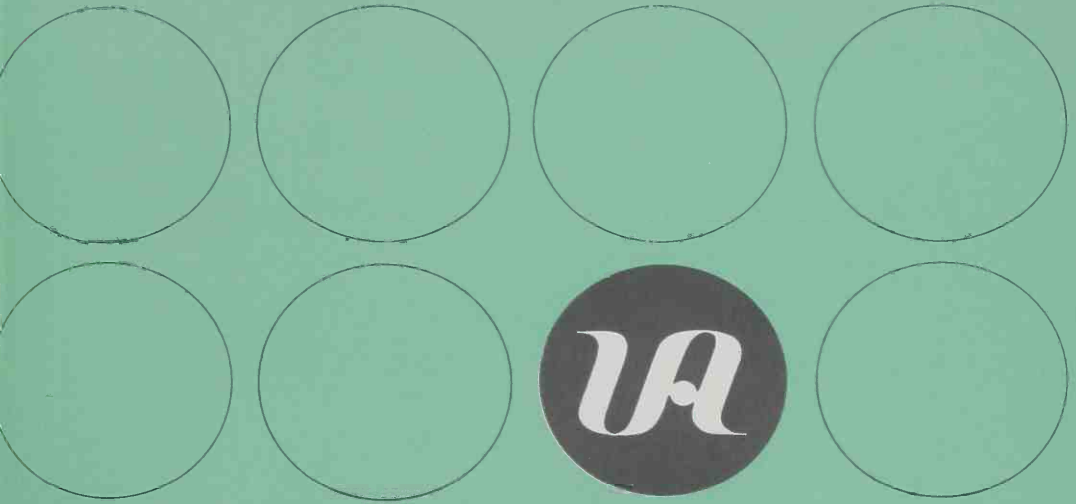


THE UNIVERSITY OF ARIZONA RECORD



College of Medicine

INTRODUCTORY ANNOUNCEMENT

1967 - 1968

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1966

JULY

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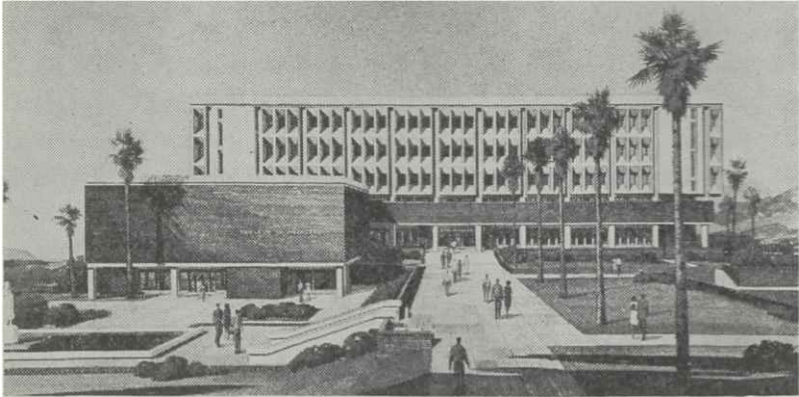
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Introducing . . .



THE COLLEGE OF MEDICINE
1967-1968

THE UNIVERSITY OF ARIZONA
Tucson

THE UNIVERSITY OF ARIZONA RECORD
VOL. LIX No. 6

AUGUST, 1966

CORRESPONDENCE: inquiries, requests for additional information and/or clarification relating to the College of Medicine, The University of Arizona, should be directed to:

The Admissions Office
College of Medicine
The University of Arizona
Tucson, Arizona 85721

STATEMENT OF MAILING PRIVILEGE

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Entered as second-class matter April 28, 1933, at the post office at Tucson, Arizona, under the Act of August 24, 1912.

THE ARIZONA BOARD OF REGENTS

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 SARAH FOLSOM, A.B., M.A. *State Superintendent of
 Public Instruction*

Appointed

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George W. Chambers	January, 1969
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ACADEMIC CALENDAR FOR 1967-68, 1968-69

FIRST SEMESTER

1967-68

1968-69

	-----SEPTEMBER-----	
Residence Halls open for New Students (additional rental fee charged for occupancy prior to day preceding opening of Orientation Week)	5 T	3 T
Registration for College of Medicine	8 F	6 F
Orientation for College of Medicine	9 Sa	7 Sa
Classes begin in College of Medicine	11 M	9 M

	-----OCTOBER-----	
Parents' Day (classes are held)	Sa	Sa

	-----NOVEMBER-----	
Homecoming—no classes	Sa	Sa
Veterans' Day—no classes	11 Sa	11 M
Thanksgiving recess	23 Th - 26 Su Incl.	28 Th - Dec 1 Su Incl.

	-----DECEMBER-----	
Christmas recess	20 W - Jan 2 T	22 Su - Jan 5 Su Incl.

	-----JANUARY-----	
Semester examinations end	26 F	24 F

SECOND SEMESTER

1967-68

1968-69

	-----JANUARY-----	
Registration for College of Medicine	27 Sa	25 Sa
Classes begin in College of Medicine	29 M	27 M

	-----FEBRUARY-----	
La Fiesta de los Vaqueros—no classes	22 Th	20 Th

	-----MARCH-----	
Founders' Day—classes are held	12 T	12 W

	-----APRIL-----	
Spring recess	12 F - 15 M Incl.	4 F - 7 M Incl.

	-----MAY-----	
University Commencement	29 W	28 W
Memorial Day—no examinations	30 Th	30 F
Semester examinations end	Jun 1 Sa	31 Sa

The University

THE UNIVERSITY OF ARIZONA, an integral part of the state system of public education, was established in 1885 as a Land Grant College. During the ensuing years it has developed into one of the great educational institutions of the southwestern United States. It is organized into 13 colleges and over 25 divisions of research and special service. The Bachelor's degree is offered in more than 175 fields, the Master's degree in over 75 and the Doctor's degree in over 40. More than 100,000 of its former students now reside in every community of Arizona, in every one of the United States and in many foreign countries. The University is situated in Tucson, a community of approximately 300,000 population which is almost doubling in size every ten years.

The College of Medicine

THERE ARE THREE publicly supported institutions of higher education in Arizona under the jurisdiction of the Arizona Board of Regents. Until 1967, premedical students who were enrolled in these institutions received their medical education outside of Arizona either by individual arrangement or through the cooperative program of the Western Interstate Commission for Higher Education. In 1961, following the publication of a very thorough study of the situation in Arizona with regard to medical education, the Regents voted to grant authorization to the University of Arizona to develop a College of Medicine.

Funding for the design and construction of a Basic Medical Sciences Building was accomplished by means of a private gifts campaign. The funds raised were matched by the U. S. Public Health Service. Ground was broken to start construction of this building in April, 1966. It will be ready for occupancy in time to admit the first class of students in the fall of 1967.

The first, and only, major biomedical library in this part of the United States was started simultaneously with the building program. The Medical Librarian and his staff are seeking to develop a comprehensive collection of the most important of the world's biomedical literature for the use of the students and faculty of the University and of the practicing physicians in Arizona. It will be ready for use in time for the opening of the school.

Physical Plant

THE CAMPUS of the University of Arizona is located approximately one mile east of the center of downtown Tucson. The academic buildings are located along a central core and the supporting and ancillary buildings are on the periphery. Just north of its eastern end is a thirty-acre extension of the campus which, for years, has been known as the "Polo Village," the name having been derived from the reputation earned by Arizona's polo teams several decades ago. Recently, Polo Village has served as a site for married-student housing.

The College of Medicine will be developed at Polo Village. The Basic Medical Sciences Building will face the main University campus. A clinical sciences wing and 300-bed teaching hospital will be attached to the back side of the Basic Sciences Building relative to the main campus. The complete medical complex will include a student wing with multidiscipline laboratories, lecture rooms, snack bar, lounge and supporting facilities. It will also contain centralized animal quarters, the medical library, administrative space, and the academic departments. The latter are stratified horizontally with outpatient and inpatient areas over six floors arising out of a three-story base. The latter incorporates the service-oriented functions such as the emergency room, operating suites, radiology, and clinical pathology laboratories.

The Medical Center will be essentially self-sufficient and will contain all teaching, research, and service components that are required for educational and graduate training programs in all of the traditional, health-related fields.

The Medical Center -- Objectives

THE AIM of the University of Arizona Medical Center, which includes the College of Medicine, is to provide an organization for coordinating all of the intellectual resources in the total spectrum of health services in a manner that is consistent with the aspirations and expectations of the people of the state. It is intended to serve, in the broadest sense, as an educational institution for the people of Arizona and beyond.

The Medical Center faculty and staff are familiar with the fundamental problems in medical science and medical care which are of national and worldwide significance. They are also engaged in a consideration of the health problems of Arizona and the various factors — biological, sociological, cultural, and economic — which may cause or contribute to them. Through cooperative efforts with other units of the University, and jointly with governmental and private agencies, hospitals, professional and lay groups, the Medical Center staff will actively pursue appropriate solutions to these health problems.

Through such consultative efforts, the Medical Center will contribute to the expansion and improvement of health resources, raise standards of health care, and help meet the health needs of the state. For this purpose, a variety of educational activities of the highest quality will be developed. This will involve the recruitment of an outstanding faculty, the selection of the best student body obtainable, and the creation of an environment which will foster scholarship.

Medicine is the study of human growth, development, and illness. It includes the biological, mental, emotional, and cultural factors that bear upon normal human development and its aberrations. The teaching of modern medicine requires an integrative approach which minimizes or even abolishes the artificial separation which has previously existed between the traditional basic and clinical sciences and between undergraduate, professional, and post-graduate education. The education of a physician must also be shifted toward the techniques of problem solving rather than continuing to emphasize encyclopedic knowledge. No longer is the individual physician, with his personal armamentarium of knowledge and skills, the patient's sole resource. Instead, the physician is assuming the role of a team leader who has the breadth and competence to marshal the additional resources his patients may require. The ability to mobilize and utilize technical assistance and to work cooperatively in a team,

especially in an era of intense specialization, should be the essence of professionalism.

The specific educational programs are designed to meet the interests and needs of the individual student, whether undergraduate or postgraduate, and the faculty and administration will always be available to help any student with a special problem, whether it be academic, economic, social, or personal in character.

The undergraduate medical curriculum should be viewed essentially as a "liberal arts" of medical education. The student will be encouraged to develop an interest in the comprehensive care of patients. The curriculum is intentionally structured so that the student will face problems similar to those seen in the practice of medicine and he will participate in their resolution. Basic to this approach are: continuity of care during periods of health as well as illness, and an understanding of the role of the family physician as he renders those services which are within his competence.

The faculty of the College of Medicine believes that all students should understand the philosophy which underlies family practice since many future physicians will serve as personal physicians and family health advisors. As a part of this effort, the faculty will draw upon the resources of many disciplines — medical practice, economics, business administration, sociology, psychology, education, engineering, and others — to study the ways in which comprehensive health care is delivered to patients. The problem of how such health care can best be made available, including how medicine can best be practiced, is one of the major areas of concern to the profession today. Findings produced by such studies will be translated into the curriculum at all levels.

At graduation, the medical student will have been broadly educated in the sciences of medicine and will be ready for the final training period necessary to prepare him either for the general practice of medicine or any of its specialties, or to enter academic or research medicine or the field of medical administration. The graduate training period will be no less rigorous and demanding than that of the undergraduate. Opportunities will be provided in the Medical Center for high-quality hospital training programs in preparation for practice, teaching, research, or administration.

The physician can no longer consider his education adequate with graduation from medical school and completion of house staff training. He must now accept continuous education, and re-education, in order to keep abreast of recent advances. The University of Arizona Medical Center will provide programs by means of which practitioners can avail themselves of continuous educational renewal and life-long learning.

Requirements for Admission

Premedical:

STUDENTS must arrange to take the Medical College Admission Test and meet the minimum requirements of three years of college in a program leading to the Bachelor's degree from an accredited college of arts and sciences. However, only an occasional student is accepted without the full four years. The following list of minimum subject requirements will be found helpful:

	<i>Semester Hours</i>
Chemistry, including laboratory	16
Inorganic	8
Organic	8
Physics, including laboratory	8
General Biology or Zoology, including laboratory	8
English	6

The subjects listed above are considered minimal. Any of the following electives will be especially helpful as background in the language and understanding of science and human biology: analytical geometry and calculus; quantitative analysis and physical chemistry; and genetics. Psychology and the social sciences have particular value in the understanding of human behavior.

Selection Factors:

THE MEDICAL STUDENT must exhibit character qualities of the highest order — integrity, intellectual honesty, responsibility, maturity, initiative, and aptitude — in order to strengthen the interpersonal relationships which he will develop with his patients as a result of the requirements of the practice of medicine.

The quality of the academic background from which he comes, the evidence of ability which he has demonstrated, and the recognition paid him by his peers through the assumption of extra-curricular responsibilities will be the hallmarks of the strong candidate for the study of medicine.

In evaluating candidates, attention will be given to the entire academic record, both high school and college, and the results of aptitude and achievement performances, college preprofessional committee evaluations, letters of recommendation, and personal interviews. Preference will be given residents of Arizona and residents of western states applying through the Western Interstate Commission for Higher Education. Applicants are encouraged to apply in the summer or early fall of 1966 and, following a preliminary screening by the Admissions Committee, those who will be considered further will be required to appear for a personal interview.

The Honor System

A STUDENT who enters the College of Medicine finds himself in a company of scholars, each one in his field of endeavor working to deepen his own knowledge, to extend the boundaries of human knowledge, and to apply his knowledge in service to his fellow man. The faculty and students of the College of Medicine require that a man or woman shall act honorably in all the relations and phases of student life. All work is conducted under an honor system. The essence of the system is that a student's word as a member of the College can be accepted without question as truth and that any violation of a student's word is an offense against the entire student body. The fundamental demand that the honor code makes on the individual is that he resist the easy temptation to use shoddy means to attain a desired end. The code is not an end in itself but a focal point for an honorable way of life and a means of inculcating a spirit of integrity which should sustain the student throughout his lifetime.

Suspension, Enforced Withdrawal, Expulsion, or Dismissal

THE FACULTY of the College of Medicine reserves the right to suspend, enforce the withdrawal of, or expel a student whose academic standing or conduct is in its judgment unsatisfactory. The student is also subject to all other University rules and regulations.

Timetable for 1967-1968

Filing of formal application by applicant
Earliest date 1 July 1966
Latest date 1 February 1967
Application fee \$10 (non-resident)

Notification of acceptance by school
Earliest date September 1966
Latest date none
Usual time from receipt of application to acceptance notice varies.
May give early decision to applicant accepted elsewhere but preferring this school.

Applicant response to acceptance offer
Preferred time for response 2 weeks
Maximum time for response 2 weeks
Deposit fee to hold place in class (applies to tuition): amount \$50.00
due with acceptance

Deadline for cancellation of acceptance
(deposit refundable prior to this date)
15 January 1967

Other information on 1967-68 1st-year class
Starting date 11 September 1967
Estimated size of class 32

Expenses

Tuition and fees per academic year
(1967-68)
Resident \$ 600.00
Nonresident \$1200.00

Estimated expenses per academic year
(1967-68)
Room and board (minimum) \$1200.00
Books and supplies \$ 300.00
Microscopes will be provided.
Miscellaneous \$ 500.00

Housing

MEDICAL STUDENTS assume the responsibility for their own living arrangements; however, they may seek assistance in finding accommodations from the Department of Student Housing. Rooms in the residence halls for unmarried students are available if there are vacancies after applications from undergraduates have been processed.

The University has a limited number of married-student rental units, furnished and unfurnished, available but the demand is such that students must place their name on a waiting list in order to obtain these accommodations.

Scholarships and Loans

FOR THE STUDENT who may require financial assistance in medical school, it will be helpful to know that there are several existing sources of help. Generally, financial aid is available under three categories: (1) tuition-free scholarships or awards granted by the University; (2) non-refundable scholarships, awards or grants-in-aid; and (3) loans. At the University of Arizona, tuition-free scholarships will not be available during 1967-68 except under unusual circumstances. There are, however, several non-refundable scholarships and grants-in-aid under development at this time for medical students. A brief listing of those which are currently available follows:

Scholarships and Grants-In-Aid

FOLKLANDERS AND ORCHESIS MEDICAL SCHOLARSHIP

Source: The Folk Dance Club and Modern Dance Honorary of the University of Arizona.

Eligibility: Deserving and needy students enrolled in the College of Medicine.

Value: One at \$300.00; and one at \$350.00

THE DR. SAMUEL HUMES WATSON FINANCIAL SCHOLARSHIP

Source: Mrs. Jane Watson Lyman

Eligibility: Deserving students (male or female) enrolled in the College of Medicine upon recommendations of the Dean of the College to the Faculty Scholarship and Awards Committee, in such amounts as are available from current earnings.

Value: Varies

HERMAN E. DEMUND MEMORIAL SCHOLARSHIP

Source: The Herman E. DeMund Foundation

Eligibility: Worthy and promising students selected on the basis of scholastic ability and need and without restriction as to race, religion, or sex.

Value: \$1500.00

Recently, several excellent loan funds have become available. For example, both the Arizona Medical Association and the American Medical Association Education and Research Foundation have made available loans in amounts up to \$1500 annually to deserving students. The U. S. Public Health Service is now also making loans available up to \$2000 annually with a very generous repayment schedule. For additional information or assistance related to these loan funds, contact the Office of the Dean, College of Medicine.

NUMBER INDEX TO CAMPUS BUILDINGS

1. Architecture
2. Art Building and Gallery
3. Drama Building and Theater
4. Music Building
5. Coconino Hall
6. Pima Hall
7. Manzanita Hall
8. Gila Hall
9. Maricopa Hall
10. Yuma Hall
11. Geology Building
12. Mines and Metallurgy Building
13. Engineering Material Laboratories
14. Engineering Research Laboratories
15. Student Union Annex
16. Aeronautical Building
17. Student Union Building
18. Reservoir
19. Bookstore
20. Engineering Building
21. Old Main
22. Memorial Fountain
23. Old Business and Public Administration Building
24. Humanities Building
25. Liberal Arts Annex
26. Library
27. Liberal Arts Building
28. Psychology Building
29. Auditorium
30. Museum and Anthropology Building
31. Cochise Hall
32. South Hall
33. Home Economics Building
34. Yavapai Hall
35. Herring Hall (Radio and TV Bureau)
36. Agriculture Building
38. Agricultural Sciences Building
39. Pharmacy Animal Shelter and Greenhouses
40. Administration Building
41. Chemistry and Pharmacy Building
42. Greenhouses
43. Biological Sciences Building
44. Physical Plant Warehouses
45. General Stores (1966)
46. Power Plant
47. General Stores
48. Garage.
49. Physical Plant
50. Santa Cruz Hall
- 50-1. Apache Hall
51. Papago Hall
52. Greenlee Hall
53. Graham Hall
54. Science Library
56. Men's Gym, Military, and Pool
57. Hopi Lodge
58. West Stadium (1965)
59. Pinal Hall
60. Navajo Hall
61. East Stadium
62. Baseball Stadium
63. Student Health Center
64. Nursery and Home Management House
65. Steward Observatory
66. Administration Building (1966)
67. Modern Languages Building (1966)
69. Education Building
70. Ruth Stephan Poetry Center
71. New Business and Public Administration Building
72. Civil Engineering Building (1965)
75. Architecture Building (1966)
76. Architecture & Art Annex
77. Park Avenue Annex
78. Art Studio Annex
79. Huachuca Hall
- 79-1. Kaibab Hall
80. Law Building
81. Physics-Mathematics-Meteorology Building
82. Audiovisual Aids
83. Sonora Hall
84. Arizona Hall
87. Food Services Building (1966)
90. Pharmacy-Microbiology Building (1965)
91. Medical Education Building
92. Space Science Building
93. New Women's Physical Education Building



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