The Texas Tech University Health Sciences Center School of Medicine reserves the right to change, modify, amend, or rescind, in whole or in part, this Handbook at any time without prior notice. This Handbook supersedes all previous editions. The provisions of this Handbook do not constitute a contract, express or implied, between any student or faculty member and Texas Tech University System, TTUHSC, or the TTUHSC School of Medicine.
## SECTION I. STUDENT AFFAIRS – GENERAL INFORMATION

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MISSION STATEMENT
The mission of the Office of Student Affairs on all campuses is to provide academic support and career guidance for medical students, and to do so in a supportive environment that enables students to have a positive experience at Texas Tech School of Medicine.

The goal of each office is for every medical student to be successful and to develop professional skills and personal relationships that will last a lifetime. As student advocates, the Student Affairs staff work to ensure that the students' rights are protected and that all students are treated fairly.

About This Student Handbook
This handbook contains information that will be helpful to students as they progress through medical school. Students are encouraged to keep this handbook and refer to it often. Students are responsible for being aware of school policies and must agree to abide by them.

The School of Medicine reserves the right to make changes to the information and policies contained herein at such times as it deems appropriate. Students will immediately be informed in writing of any substantive changes in the policies of the School of Medicine.

This School of Medicine Office of Student Affairs Medical Student Handbook and the Texas Tech University Health Sciences Center Student Affairs Handbook can both be found online.

School of Medicine Office of Student Affairs Medical Student Handbook
http://www.ttuhsc.edu/som/studentAffairs/

TTUHSC Student Affairs Handbook (from the TTUHSC Office of Student Services)
http://www.ttuhsc.edu/students/current
# IMPORTANT PHONE NUMBERS

<table>
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<tr>
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<th>TELEPHONE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA Compliance Office</td>
<td>(806) 743-2300</td>
<td>2C400</td>
</tr>
<tr>
<td>Bursar/Accounting Services</td>
<td>(806) 743-7867</td>
<td>Garrison Institute on Aging, Suite H</td>
</tr>
<tr>
<td>Copy / Mail</td>
<td>(806) 743-2021</td>
<td>BA109</td>
</tr>
<tr>
<td>EMERGENCY</td>
<td>9-911</td>
<td></td>
</tr>
<tr>
<td>HSC Financial Aid</td>
<td>(806) 743-3025</td>
<td>2C400</td>
</tr>
<tr>
<td>HSC Student Services</td>
<td>(806) 743-2300</td>
<td>2C400</td>
</tr>
<tr>
<td>Information Technology</td>
<td>(806) 743-1234</td>
<td>Preston Smith Library Room 160</td>
</tr>
<tr>
<td>Legal Assistance (call for appointment)</td>
<td>(806) 742-3289</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>(806) 743-2203</td>
<td></td>
</tr>
<tr>
<td>POLICE (non-emergency)</td>
<td>(806) 743-2000</td>
<td>BA104</td>
</tr>
<tr>
<td>Registrar</td>
<td>(806) 743-2300</td>
<td>2C400</td>
</tr>
<tr>
<td>School of Medicine Curriculum Office</td>
<td>(806) 743-5668</td>
<td>2B131</td>
</tr>
<tr>
<td><strong>School of Medicine Student Affairs</strong></td>
<td><strong>(806) 743-3005</strong></td>
<td><strong>2B130</strong></td>
</tr>
<tr>
<td>Student Health (Family Practice Clinic)</td>
<td>(806) 743-2757</td>
<td>Texas Tech Physicians Medical Pavilion 1st Floor</td>
</tr>
<tr>
<td>Student Pharmacy</td>
<td>(806) 743-2636</td>
<td>Student Health Center</td>
</tr>
<tr>
<td>Traffic and Parking</td>
<td>(806) 743-2557</td>
<td>BB097</td>
</tr>
</tbody>
</table>

## LUBBOCK CAMPUS OFFICE OF STUDENT AFFAIRS STAFF

- **Lauren Cobbs-Tarantola, M.D., M.Ed**  
  Assistant Dean for Student Affairs  
  [lauren.cobbs@ttuhsc.edu](mailto:lauren.cobbs@ttuhsc.edu)
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  Manager, Office of Student Affairs  
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- **Karen Turner**  
  Director, Office of Student Affairs  
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- **Kelley Moss**  
  Senior Administrative Assistant  
  [kelley.moss@ttuhsc.edu](mailto:kelley.moss@ttuhsc.edu)
- **JoAnn Armstrong**  
  Special Projects Coordinator  
  [joann.armstrong@ttuhsc.edu](mailto:joann.armstrong@ttuhsc.edu)
COMMUNICATION
It is the student’s responsibility to respond appropriately and in a timely manner to all school-related notices sent to them by email, regular mail, or other means.

Class Meetings
The Office of Student Affairs on each campus sponsor periodic meetings for each class. These meetings are an opportunity for students to address concerns and questions in a public forum. Important information about USMLE, policy changes, curriculum updates, or other topics is often presented. Students are strongly encouraged to attend in order to keep current with issues that affect them.

Mailing Addresses
Students must keep their local mailing addresses updated with their Student Affairs Office.

Student Email
Students are REQUIRED to use their school-assigned email addresses to receive official communications from the School of Medicine and the Health Sciences Center and are REQUIRED to check their email daily. Students are responsible for responding promptly to any official emails and are also responsible for any information transmitted via official email. Technical questions concerning email may be directed to the Information Technology Help Desk (743-1234). Students may also obtain free dial-up PPP internet access through the Information Technology Department.

Website
Current official announcements for medical students and other information about medical school can be found on the School of Medicine Student Affairs website as well as the HSC Student Services announcement page. Links include:

- Course/electives descriptions
- Study resources for USMLE
- Preparing for residency
- Alumni and faculty mentor lists
- Medical resources
- Links to eRaider log-in, other TTUHSC sites
- Announcements for SOM students
- Links to 4th year visiting student programs (VSAS)/residency programs at other institutions

Current official information regarding class schedules, curriculum changes, and other matters related to ongoing coursework can be found at the School of Medicine Office of Curriculum website.

TTUHSC SERVICES FOR STUDENTS

Computer Services
A number of services for students are available through the HSC Information Technology department, including free Microsoft software downloads, IT training, student web site hosting, and discounts on Dell products. For more information, please visit the IT website at http://www.ttuhsc.edu/IT/.

A Virtual Private Networking (VPN) account is also available for students at no charge. Visit the IT Help Desk web site at http://www.ttuhsc.edu/IT/helpDesk/.

Assistance is available for computer related problems from the IT Help Desk - (806) 743-1234 ithelpdesk@ttuhsc.edu. The Help Desk is available Monday through Friday from 8 a.m. to 6 p.m.
Copy Services
Swift Print
Full copy services
BC351
Phone: 806-743-2094

Copy/Mail
Mail service and limited copy services
BA109
Phone: 806-743-2021

Identification Badge / Name Tag replacements
Lost HSC photo ID badges will be replaced at no charge. Students must first obtain a signed requisition form from the Office of Student Affairs. ID badge photos are made from 8:00 a.m. to 5:00 p.m. in BA104. There is a $10 replacement fee for the red plastic name badges. Orders can be placed with the Student Affairs Office.

Legal Assistance
Legal assistance for students is available through the TTU Student Legal Services. They are located in the Student Union Building, room 307 from 8:00 – 5:00 (closed for lunch at noon) Monday through Friday. They encourage appointments but will see walk-ins. To schedule an appointment, call 742-3289. Student Legal Service provides legal advice, counsel and limited representation for currently enrolled students at TTU/TTUHSC. Services include document preparation, notary, advising, and research. The attorneys can represent students in landlord/tenant disputes, name changes, essential needs licenses, expunctions, some misdemeanors, and small claims consumer disputes. Representation must be in Lubbock County. For more information, visit www.depts.ttu.edu/sls/.

Library
The Preston Smith Library of the Health Sciences maintains libraries on each of its campuses. Specific operating hours can be found in the Campus Directories elsewhere in this handbook. Those persons using the collections and services of the Library of the Health Sciences are reminded that violations of Copyright law (Title 17, United States Code) are criminal activities. This includes the "pirating," or illegal copying of software. Violators run the risk of arrest, substantial fine, and perhaps incarceration. Students discovered engaging in such activities will be reported to their Deans and will be denied library privileges.

Attempts by patrons to coerce or otherwise force library staff to violate copyright law are similarly liable. Any such activities will result in the suspension of library privileges for those involved. This library system strictly adheres to copyright guidelines and is a member of the CCC (Copyright Clearance Center, Inc.). Each of the four campuses of the Health Sciences Center houses a library.

The Preston Smith Library of the Health Sciences on the Lubbock campus offers many services for students, staff, and faculty, including:

- Learning Resource Center
- Group study rooms
- Interlibrary loans
- Reference services
- Outreach services
Online resources are also available to students including:

- Exam Master (USMLE prep)
- MD Consult
- MICROMEDIX
- National Library of Medicine (NLM) Gateway
- Ovid
- PubMed
- Online journals

Please visit the library’s website at [www.ttuhsclibraries.edu](http://www.ttuhsclibraries.edu) for detailed information about these and other services at each of the HSC’s library sites.

**Lockers**
Lockers in the Academic Classroom Building are available for student use at no charge. Students can contact the Student Affairs Office or the Classroom Support Office (ACB201) for request forms.

**Recreation Center**
Students enrolled in the School of Medicine have full access to the facilities and services at the Texas Tech University Recreation Center. The Robert H. Ewalt Student Recreation Center opened its doors for the first time in the spring of 1980 and is one of the largest campus recreation facilities in the United States. It offers students, faculty, and staff of Texas Tech University and Texas Tech University Health Sciences Center an outstanding opportunity to participate in almost any indoor recreational activity imaginable. There are 242,000 square feet of activity space in the Recreation Center and eight courts multipurpose flooring to accommodate basketball, volleyball and badminton.

Other facilities include a 6,530 square foot free weight room; a circuit training room with selectorized weight equipment; two cardiovascular equipment areas and an Entertainment Exercise Studio with over 120 pieces of cardiovascular equipment total; speed bag room; aerobics/dance studios; large mat room; 12 handball/racquetball courts; elevated 1/8 of mile jogging track; carpeted locker rooms with shower facilities and saunas; and a squash court. Located on the lower level is an Equipment Issue window. The Rec Sports offices, classroom space, and a vending/lounge area with T.V. are housed on the upper level. Located outside the north entrance is the Outdoor Pursuits Center (OPC). The OPC offers students a variety of outdoor activities.

The center is open from 6 a.m. to 10 p.m. Monday through Friday, 10 a.m. to 6 p.m. on Saturday, and 12:00 p.m. to 6:00 p.m. on Sunday. Other features include:

**Aquatics** - The Leisure Pool complex includes a Lazy River, 15 person hot tub, kid's play area, and more. Year round swimming instruction, water fitness class, and life guard instruction is available. Youth swim programs are also offered in the Spring and Summer.

**Fitness/Wellness Center** - Wellness is a style of living that encourages you to achieve your highest potential. It is a continuing process that ties together the physical, emotional, intellectual, social, spiritual and occupational well-being. It encourages you to make positive choices and eliminate destructive behaviors. The Fitness/Wellness center offers group exercise classes, massage therapy, personal training and year-round services and special events.

**Intramurals** - The Intramural Program offers sporting competitions throughout the year. Individual sports fans should note that tennis, bowling and golf are also among the selections. Most team sports are conducted in six separate divisions: (1) Greek, (2) Club, (3) Residence Hall, (4) Open, (5) Campus Community, and (6) Co-Rec.
**Outdoor Pursuits Center** - The Recreational Sports Outdoor Pursuits Center is specifically designed to provide the university community opportunities to enjoy and create both recreational and learning experiences within the natural environment. These opportunities are provided through workshops and clinics on outdoor topics, cooperative off-campus adventure trips, the outdoor equipment rental shop and the indoor rock climbing center.

**Sports Clubs** - A sports club is a registered student organization assisted by the Recreational Sports Department, formed by individuals motivated by a common interest and desire to participate in a specific sport activity. The club exists to promote and develop skills, engage in competition, encourage peer leadership, and enjoy the recreational and social fellowship of a specific sport. Generally, clubs are open to all individuals interested in a sport from novice to extremely skilled.

**Security**
The Texas Tech University Police Department is responsible for maintaining 24-hour security on all of the campuses of the Health Sciences Center. Students are encouraged to request escorts to parking areas at night.

**Study Space**
A large number of individual and group study rooms can be found in the library on the Lubbock campus. These library study spaces are equipped to accommodate laptop computers. Students may also use the F. Marie Hall Student Synergistic Center and areas in the Academic Classroom Building. Students can also reserve rooms in the Academic Classroom Building by contacting the Classroom Support Office at 743-2288 or visiting the office (room 201 in the ACB).

**Synergistic Center**
The Student Synergistic Center is located across from the HSC Student Services Suite and is accessed using the students' HSC ID badge. Amenities include foosball and pool tables, refrigerator and microwave ovens, big screen TV, computers, restrooms, and a weight room.

**Traffic and Parking**
Students, staff, and faculty on the Lubbock campus are required to have valid parking stickers on their vehicles and must park in the appropriately designated areas. Violators will be ticketed. Students should remember that one of the Health Sciences Center's primary purposes is to provide health care. Many patients who visit the HSC clinics are unable to walk long distances. It is very important that the parking areas designated for patient parking remain available for patients.

**FINANCING MEDICAL SCHOOL**
Student indebtedness is an area of increasing concern for medical educators. Over 80% of medical students will graduate in debt. According to the AAMC students in the Class of 2010 graduated with an average debt of $158,000. Almost 1/3 of students owed more than $200,000. Students are encouraged to borrow only what money is necessary and to budget carefully to avoid accumulating high debt loads during medical school.

**Resources:** Below are some sources of information about debt management as well as some resources for loans, scholarships and stipends.

- The AAMC’s program “FIRST for Medical Education” (Financial Information, Resources, Services and Tools) is an excellent resource for information about managing money during and after medical school. This online program can be accessed at [www.aamc.org/services/first/](http://www.aamc.org/services/first/).

- The HSC Office of Financial Aid’s professional staff can guide you through the process of applying for financial aid. Visit their website at [www.ttuhsc.edu/FinancialAid/](http://www.ttuhsc.edu/FinancialAid/).
• The Office of Student Affairs has a list of sources of financial assistance for medical students, from loans to scholarships, at www.ttuhs.edu/som/studentaffairs/sitelist/medicalschoolfinancialaid.aspx.

STUDENT HEALTH ISSUES

Health Insurance
All students enrolled in the School of Medicine must have personal health insurance while they are enrolled. The School of Medicine does not provide health insurance for its students or their dependents. Students will be denied access to clinical experiences if not covered by health insurance. Students are free to purchase health insurance from any health insurance provider. The HSC Office of Student Services (2BC400) can provide information on insurance resources for students.

Immunizations
All students are required to be current with the following immunizations and/or documentation of immune status before having any kind of patient contact. Required immunizations include:
- Tetanus/diphtheria within 10 years of matriculation
- Tdap (tetanus, diphtheria, and pertussis), one time dose as an adult
- Measles-Mumps-Rubella (MMR), 2 doses at least 30 days apart OR protective antibody titer
- Hepatitis B series OR protective antibody titer
- 2-step Tuberculin skin test (PPD) within the past year OR documented physician diagnosis of disease OR chest X-ray within the past year following prior positive skin test
- Varicella (Chicken Pox), 2 doses OR protective antibody titer
- Meningococcal (MCV), within the last 5 years – required for adults 29 years of age or younger

Student immunization records are kept on file in the Office of Student Affairs. Copies of these records are forwarded to the students’ clinical campuses. As immunizations are updated, students must provide written documentation to the Student Affairs Office. Records are not automatically forwarded to the Student Affairs Office even if they are done in the TTUHSC Family Medicine Clinic. Students must request a copy from their physician and forward the documentation to the Student Affairs Office.

Medical Care
A limited number of health services are covered by Student Health fees and are available to students in the Department of Family and Community Medicine on each campus. Spouses or other dependents are not covered by student health fees. These covered services are discussed in detail in a separate brochure. The pharmacy at Thompson Hall on the TTU campus can fill prescriptions for students at a discounted rate. The pharmacy located on the first floor of the Health Sciences Center belongs to University Medical Center; students are not eligible to have prescriptions filled there.

Personal / Psychological Counseling
The Health Sciences Center provides FREE, CONFIDENTIAL COUNSELING through the Program of Assistance for Students. Students in Lubbock may self-refer to this program by calling (806) 743-1327. Please identify yourself as a medical student at the start of the call. Walk-in appointments can also be made through the University Counseling Center on the TTU campus (806) 742-3674. Students in Amarillo, El Paso and Permian Basin have access to confidential counseling by community providers. A list of providers and how to contact them is provided to students at third year orientation.

NOTE: Consistent with LCME standard MS-27-A – Any faculty member, resident, or fellow who provides psychiatric/psychological counseling or other sensitive health services to a medical student will have no involvement in the academic evaluation or promotion of a student who receives from them such services. In such an instance, students may expect that the faculty member, resident, or fellow will recuse themselves from such decision making. Students who have any questions or concerns regarding the implementation of this policy should feel free to contact their campus Student Affairs Office.
WHAT THE SOM OFFICE OF STUDENT AFFAIRS DOES...

The School of Medicine Office of Student Affairs provides a number of services for medical students. The Lubbock SOM Student Affairs Office is located in room 2B130 and is open from 7:30 a.m. to 5:30 p.m. Monday through Friday. Among the functions of the Student Affairs Office:

- serve as a student advocate and act as a liaison between students and faculty
- ensure that students are treated fairly and in accordance with institutional policies
- maintain immunization records
- administer NBME subject examinations
- provide individual career counseling and present career workshops
- handle ERAS (Electronic Residency Application Services)
- handle NRMP (National Resident Match Program)
- present residency workshops
- write Medical Student Performance Evaluations (also known as Dean’s letters) for MSIV students
- schedule MSIII clerkships and administer MSIV elective/selective program
- facilitate activities of the Student Promotions and Professional Conduct Committee and the Student Affairs Committee
- handle requests for leaves of absence
- provide personal counseling and/or refer to outside resources
- carry out MSI and MSIII orientation, Match Day activities, Convocation and Graduation
- hold informational class meetings
- work with class officers in meeting needs of students
- monitor academic performance and provide academic assistance
- hold workshops for improving academic performance
- hold workshops for preparing for USMLE Step 1
- authorize USMLE Step applications
- maintain library of review books for student check-out
- provide beverages, snacks and a place for students to relax

Career Planning Services

Choosing a medical specialty is a critical but often difficult decision for students to make. Although many students enter medical school with ideas about their future specialty, studies show that 70% of those students will change their minds before graduation.

We have a number of resources available to you to help you make the best decisions possible based on your interests, aptitudes, and competiveness. Students often don’t know where to start, but the AAMC has developed a self-paced program to guide students through the process. The Careers in Medicine Program is a key component in our school’s career advising program.

Career Planning Resources

- Membership in the Student Specialty Clubs is open to all students in Lubbock.
The Student Affairs Officers on each campus also serve as career advisors. In addition to working with clinical faculty acting as advisors, students are also strongly encouraged to meet with Student Affairs officers to discuss career plans. Third year students are required to meet regularly with the Student Affairs Director and/or Assistant Deans on each campus for career advising. Student Affairs holds special meetings to provide information and instruction to students about the residency application process including the National Resident Matching Program (NRMP) and the Electronic Residency Application Service (ERAS).

A clinical faculty mentor is assigned to each third and fourth year medical student. Students are required to meet with their mentors several times per semester.

Faculty facilitators in the Early Clinical Experiences courses also serve as career advisors. One small group session each semester is devoted to career planning discussions.

Residency Planning Workshops are held for MSIII students starting in July. These workshops will include a panel of SOM residency program directors as well as tips on writing personal statements and curriculum vitae, and preparing for interviews.

The Student Affairs Office website contains numerous links to resources for career planning advice and information on choosing a medical specialty.

The Careers in Medicine program sponsored by the AAMC is a longitudinal program of career exploration and decision-making that spans all four years of the medical curriculum. The program is designed for students to be able to use it on their own but is enhanced by students working with faculty advisors and Student Affairs officers.

Students are given access to the Careers in Medicine website that includes sections entitled Understanding Yourself, Exploring Options, Choosing a Specialty, and Getting into a Residency. Below is a Careers in Medicine timeline that shows you what you should be doing at each step of the way.
### Careers in Medicine Timeline

<table>
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<th>Class Year</th>
<th>Careers in Medicine Phase</th>
<th>Suggested Activities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td>Orientation to Careers in Medicine, Seek out an advisor or mentor</td>
</tr>
<tr>
<td></td>
<td><strong>Understanding Yourself</strong></td>
<td>Attend CiM workshops, Begin completing self-assessment exercises</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>Continue self-assessment, Complete self-assessment exercises, Review completed Personal Profile with advisor</td>
</tr>
<tr>
<td></td>
<td><strong>Exploring Options</strong></td>
<td>Begin gathering basic information about specialties of interest through CiM Specialty Pages, other online sites, and library research, Attend Specialty Panel and Information Group sessions provided by your school, Compare your self-assessment information to the information you have gathered about specialties. Narrow down your specialty interests to 3-4 top choices, Plan your 3rd year schedule, Take USMLE Step 1</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>Begin clinical rotations, Review the &quot;Charting Outcomes in the Match&quot; report to assess qualifications and competitiveness for different specialties, Conduct informational interviews and/or participate in preceptorships, Contact associations and specialty organizations</td>
</tr>
<tr>
<td></td>
<td><strong>Choosing a Specialty</strong></td>
<td>Meet with your advisor to discuss your top choices, Complete the &quot;Choosing Your Specialty&quot; exercise, Research residency training programs through the ACGME website or the AMA's <em>Graduate Medical Education Directory</em> Begin reviewing and comparing residency programs</td>
</tr>
<tr>
<td>Year 4</td>
<td><strong>Getting into Residency</strong></td>
<td>Register with ERAS and begin preparing residency applications (CV, letters of recommendation, personal statements, etc), Register with the NRMP for the Main Residency Match, Register for the early Match, if applicable, Complete applications and designate programs to which your materials will be submitted, Take USMLE Step 2, MSPE released November 1, Interview with residency programs, Early match deadline early-mid January, Rank-order your selections in the NRMP Match, Match Day - third Thursday in March</td>
</tr>
</tbody>
</table>

[www.aamc.org/students/cim/start.htm](http://www.aamc.org/students/cim/start.htm)
Moving Reimbursement
Limited funds are available to help students assigned to the Amarillo and El Paso campuses defray the cost of moving prior to the beginning of third year. This assistance is in the form of reimbursement and cannot exceed the maximum amount allowed for each student. Current reimbursement rates are:

<table>
<thead>
<tr>
<th>Moving Rates</th>
<th>Amarillo</th>
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<tr>
<td>Single/married w/children</td>
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</table>

Guidelines for reimbursement:

- **You must submit original receipts in order to be reimbursed.**

- Two or more students moving together: Please provide the names of all students who moved together. The maximum allowable moving expenses for each student will be combined. Moving receipts from all parties must be submitted as a unit.

- **Reasonable moving expenses:**
  - Moving van rental cost, minus refund of deposit
  - Fuel and motor oil for moving van and personal vehicle
  - Storage rental unit
  - Moving supplies (boxes, tape, rope, etc.)
  - Rental of appliance dolly and furniture pads
  - Payment of fees for crews loading and unloading moving van
  - Telephone installation fees (listed as one time only charge on phone bill)
  - NON-refundable utility hook-up fees (electricity, water, gas) – the receipt must indicate NON-REFUNDABLE

- The following items will **NOT** be reimbursed:
  - Cable hook-up fees
  - Prorated rent on old or new apartment
  - Damage/breakage to furniture or belongings
  - Any moving equipment permanently attached to personal vehicle (trailer hitch)
  - Purchase of equipment or tools
  - Payment for cleaning service to clean apartment at move out
  - Non-refundable pet deposit

Academic Assistance
A major function of the Office of Student Affairs & Medical Education is promoting academic success by helping students maximize their academic potential. There are a number of resources that are available for medical students experiencing academic difficulty or wishing to improve their academic performance. Some of the resources include:

- Confidential, individual academic advising. Advising may include identification of factors negatively impacting academic performance, assessment of learning style, and assistance with practical learning strategies such as time management, test-taking skills, and active learning techniques. Karen Turner, M.Ed, Director of Student Affairs, (806) 743-3005 is available for individual consultation by appointment.

- Workshops aimed at identification of individual learning style and development of integrative learning skills are presented during new student orientation and early in the first year curriculum.
• The Learning and Study Skills Assessment (LASSI) is administered to all incoming first year medical students to assess awareness and use of learning and study strategies.
• Library of a variety of review books and study guides for basic and clinical science courses and resources for USMLE Step 1 and Step 2 preparation. The library is located in 2B131 and books are available for check-out.
• Workshops and individual advising for USMLE Step 1 preparation.

USMLE Preparation
The best time to begin preparing for Step 1 is the first day of class in Year 1. The number one comment from students who took Step 1 is “I should have studied more during the first 2 years – tell MSIs to start studying during first year.” Questions on the USMLE Step 1 exam have evolved from mainly recall type questions to vignette style questions that require critical thinking and integration of several different topics. The new more integrative systems-based curriculum will require students to approach learning in much the same fashion, so the curriculum delivery system in itself will help prepare students for Step 1. Other resources include:

- Workshops to identify study resources
- Small group study and question analysis
- NBME Comprehensive Basic Sciences Examination
- Student Affairs library
- Individual counseling sessions
- Information about outside prep courses and reviews

STUDENT ORGANIZATIONS
The School of Medicine and the TTU Health Sciences Center have numerous organizations in which students may participate. All student organizations are supervised by the HSC Office of Student Services. The School of Medicine Office of Student Affairs officers are also available to provide assistance and guidance to any of the medical student organizations.

Alpha Omega Alpha
Alpha Omega Alpha (AΩA) is a national academic medical honor society. As stated in the society's constitution, “Alpha Omega Alpha is organized for educational purposes exclusively and not for profit, and its aims shall be the promotion of scholarship and research in medical schools, the encouragement of a high standard of character and conduct among medical students and graduates, and recognition of high attainment in medical science, practice, and related fields.” Criteria for consideration for membership in AΩA includes academic achievement, leadership/community service record, research, personal statement, USMLE Step 1 score, and professionalism/overall performance since entering medical school. As per national guidelines, no more than one-sixth of a class may be elected to AΩA. The top 15% of the class are eligible for AΩA in the third year with half of those eligible being inducted as Juniors. The remaining one-sixth of the class are elected as Seniors. For more information regarding the AΩA selection process, please see the Office of Student website at www.ttuhsc.edu/som/studentAffairs/.

The Gold Humanism Honor Society
The Gold Humanism Honor Society (GHHS) honors senior medical students, residents, role-model physician teachers and other exemplars recognized for “demonstrated excellence in clinical care, leadership, compassion, and dedication to service.” The Society encourages and nurtures the values of humanistic medical care to include integrity and sound moral reasoning, respect for others, a willingness to engage in patient advocacy, and the ability to provide compassionate, respectful and holistic medical care. Formal recognition of individuals who have developed these values creates an environment that demonstrates to our patients, community, students, and faculty that humanism is a major component of the educational philosophy and culture at TTUHSC School of Medicine. Approximately 15% of the medical school class will be selected for membership. Selection takes place in the Spring of year three to allow members to conduct a community service project during their Senior year. For more information about GHHS, see the Society’s website at www.humanism-in-medicine.org/index.php/ghhs.
HSC Student Senate
An HSC Student Senate was formed in the Fall of 1987 "to organize and direct the affairs of the Health Sciences Center schools and to provide a source of communication among the students, faculty, alumni, professional organizations, and all other bodies, should such communication be necessary." (Constitution, adopted April, 1987). This student-governing group is composed of elected representatives from the schools of Medicine, Nursing, Pharmacy, and Allied Health who meet bi-monthly to discuss and vote on policies that affect all students at the HSC. HSC Senators represent the interests of their schools as well as student interests at large. The HSC Senate submits a comprehensive budget proposal to the TTU Student Senate budget committee each year for funding. The HSC Senate also hosts school wide events and gives back to the community through volunteer activities. As a reward for their time and service, student senators receive a medal to wear at graduation.

Medical Student Government
The Medical Student Government (MSG) is regarded by faculty and administration as the official voice of the student body. It appoints members to the faculty committees which have student members and it is advisory on an ad hoc basis to the Dean and the various Associate and Assistant Deans. The membership of this group comes from each of the four classes. Each class is represented by its elected president, vice president, secretary/treasurer and two elected, at-large members for a total of 20 student representatives.

In the MSG Constitution, duties and responsibilities of the officers are mandated and defined. Likewise, the formation of committees is discussed. Also contained within the Constitution are the mechanisms by which proposals and petitions are handled when they are brought before the Student Government.

OTHER MEDICAL STUDENT ORGANIZATIONS

AMA/TMA (American Medical Association/Texas Medical Association): The Texas Medical Association Medical Student Section Chapter of Texas Tech University School of Medicine is organized to communicate more thoroughly all information about the federation and especially that which is of specific interest to medical students; to encourage Medical Student Section (MSS) leadership at the local level; to promote greater retention of members and to provide a forum for the establishment of programs; to strengthen the concept of “federation” (County Medical Society, TMA and AMA) membership early and the idea of working within the structure of organized medicine to achieve MSS objectives; and to increase the communication between medical students and county medical societies.

AMWA (American Medical Women’s Association): The objectives of the AMWA are to bring together women medical students and physicians; to promote their education and training; to educate them and the public on the health issues of women; to encourage women to study and practice medicine; to ensure them equal opportunity to do so; to cooperate with other organizations having comparable interests; and to support medical relief services.

AMSA (American Medical Student Association): The objectives of this organization shall be to: to promote the purposes and principles of the American Medical Student Association (AMSA) at the Texas Tech University School of Medicine (TTUSM) and the areas served by it; to provide a forum for participation in and input into the national AMSA by students at TTUMS; to promote the active improvement of health care and health care delivery to all people, especially in the areas served by TTUSM; to work for the enhancement of the quality of life and education of all TTUSM students; to involve its members in the social, moral, and ethical obligations of the profession of medicine; to assist in the improvement and understanding of local, national, and world health problems; and to advance the profession of medicine.

Anesthesia Club: The purpose of this organization is to promote interest in Anesthesiology as a medical profession, and prepare students to enter into this field. Members participate in lectures by faculty and local professionals as well as hands-on practice clinics.
Christian Medical and Dental Association: To aid Christian physicians, dentists, medical and dental students and others in the medical and dental professions to gain mutual strength, encouragement, and blessings to be attained in meeting one another, to present a positive witness of God our Father and our Savior Jesus Christ to the medical and dental professions, and to emphasize the essential duty and privilege of every Christian to take a definite interest and share in world-wide evangelism.

Dermatology Interest Group: Provide a forum for communication between students, residents, and faculty physicians on topics pertinent to a career in dermatology, build a network for collaboration on projects and service activities related to dermatology, and foster a supportive environment for students considering a career in dermatology.

Emergency Medicine Club: The purpose of this organization shall be to promote and enhance the knowledge and understanding of current and future topics and procedures in emergency medicine via lecture, hands on experience, open forum discussion, and newsletters.

Family Medicine Interest Group (FMIG): The Family Medicine Interest Group (FMIG) exists: a) to give medical students exposure to the diverse field of family medicine early on in their training; b) to encourage interested students to consider a career in family medicine; c) to educate students about family medicine; and d) to provide more information about the innovative FMAT (Family Medicine Accelerated Tract) program available at TTUHSC School Of Medicine.

Innovations in Science, Arts, Medicine and Society (iSAMs): This is a group of individuals who are interested in gathering together for a multitude of reasons ranging from social networking to sharing of ideas and interests to innovation and commercialization. In gathering like minded people of different walks of life together, we believe this helps harbor great brainstorming. With the sharing of fresh ideas, it is possible to bring a thought to reality. Our goals are multifaceted and include but are not limited to: Bridging the gap between TTU and TTUHSC, connecting art and medicine, sharing ideas, and helping to build the Lubbock community through service.

Internal Medicine Club: The purpose of this organization is to provide a lecture series to its members in order to educate them about the field of Internal Medicine and its subspecialties, utilizing local and area physicians who speak about their practice.

International Medicine Club: The purpose of this organization is to provide education about and access to opportunities for medical students and residents to study and work in cultures outside their own.

Medical Ethics and Humanities Society (MEHS): The purpose of the Medical Ethics and Humanities Society is to enlighten medical students on issues in the arts, ethics, humanities and spirituality. MEHS now offers a four year ethics, humanities, and spirituality certificate program to allow students to explore other non-scientific areas of medicine in addition to their four year medical degree. In addition to the four year certificate program, individual annual certificates can be earned in ethics, humanities, and spirituality which consist of attending monthly meetings given by guest lecturers from TTU and TTUHSC faculty on various topics. MEHS is part of the TTUHSC Center for Ethics, Humanities and Spirituality which also includes such groups as Music Care and encourages partnerships with other TTUHSC organizations.

Medical Student Service Organization: The MSSO will organize community service opportunities for health science students; help support and coordinate existing community service projects of other organizations; encourage communication among the individual organizations that have a volunteer committee or chair; promote volunteerism and camaraderie and spread awareness of the medical school to the community.

OB/GYN (Obstetrics/Gynecology Club): The OB/Gyn Club exists: a) to give medical students exposure to the field of obstetrics and gynecology in the early years of their training; b) to encourage interested students to consider a career in OB/GYN; and c) to educate all students about obstetrics and gynecology.
**Ophthalmology Club:** The purpose of this organization is three-fold: 1) to cultivate an encouraging atmosphere and effective network for students interested in a career in Ophthalmology; 2) to facilitate communication between students and physicians (both residents and faculty) for shadowing, mentoring and other instructive opportunities; 3) to provide a forum of discussion on matters related to medical practice and research in the field of Ophthalmology.

**Orthopaedics Club:** The purpose is to educate its members about the field of orthopaedic surgery through interaction with physicians and residents during club meetings.

**Otolaryngology Club:** The Otolaryngology Club are a group of medical students who have assembled with an interest in ears, nose, and throat (ENT). We seek to provide an introduction to the field of Otolaryngology and its associated subspecialties to students within the TTUHSC community. This includes: 1) an introduction to the field of otolaryngology providing students with the knowledge and power to attain summer research internships in otolaryngology 2) to help match students with Otolaryngology staff physicians to work in the clinic, operating room, and on rounds and 3) to educate students on basic head and neck examination techniques.

**Pediatrics Club:** To familiarize the students with the specialty of pediatrics and opportunities in the field, to provide information from professionals in the field of pediatrics on current issues and topics, such as diseases, treatments, problems, and new procedures; to provide opportunities to gain first-hand experience by spending time with physicians in various areas and work situations, such as work rounds and on-call duties; to share and gain information with other representatives of the Pediatric Club in other parts of the country by attending meetings, conferences and workshops; to provide information and recommendations for preceptorships in pediatrics; to help prepare for residency by gaining exposure to the field and becoming acquainted with the faculty; to sponsor a yearly seminar on recent advances in pediatrics, which will be open to all medical students, academic and community physicians, and allied health personnel; to provide a support group for students attending this medical school; to provide a learning opportunity for students to interact with other professionals in a professional manner; and to represent TTUHSC School of Medicine as an active, informative, professional organization, dedicated to the field of pediatrics.

**Psychiatry Club:** The purpose of the organization is to promote interest in the discipline of psychiatry by providing exposure to various aspects of this field.

**Road Raiders:** The purpose of this organization is to provide medical students and faculty an opportunity to spend time running outdoors. In addition, this organization’s purpose is to promote camaraderie, good exercise habits, and to support the Lubbock community.

**SIGN (Student Interest Group in Neurology):** The purpose of SIGN is to foster medical student interest in Neurology by providing opportunities to participate in clinical, research, and service activities in Neurology, increasing the student’s knowledge of Neurology, and creating an interest in the American Academy of Neurology.

**SNMA (Student National Medical Association):** The purposes of the Student National Medical Association are: 1) to create an atmosphere wherein professional excellence and moral principles can find fullest expression; 2) to promote the dissemination of information relative to minority issues in the field of medical education; 3) to take necessary and proper steps to eradicate practices in the field of health professions education that compromise the goal of providing a quality education to minorities and women; 4) to promote the development of workable programs for the implementation of better urban and rural health care; 5) to provide national leadership in the promulgation of legislative policies for the provision of enhanced access to better health care; 6) to promote the sponsorship of programs for minority youth to encourage their entrance into the health professions; 7) to promote increases in the levels of minority student recruitment, admissions, and retention in schools training health professionals; 8) to encourage and promote the development of minority faculty in order to increase the presence of minority mentors and biomedical researchers in academic health centers.
Surgery Club: The purpose of the Surgery Club is to provide a lecture series to its members in order to educate them about various surgical specialties, utilizing local and area surgeons who speak about their personal specialty.

Unity Among Us: The purpose of Unity Among Us is to coordinate extracurricular activities and provide a social communication network that includes participation from all schools in the TTUHSC.

WTMSC (West Texas Medical Students for Choice): To promote campus awareness of women’s health issues, specifically the need for reproductive health freedom.

SPECIAL EVENTS

THE WHITE COAT CEREMONY
The White Coat Ceremony owes its beginnings to the Arnold P. Gold Foundation, whose mission is to foster humanism in medicine. The Foundation is a public, not-for-profit organization established in 1988 by Drs. Arnold and Sandra Gold, their colleagues at the Columbia University College of Physicians & Surgeons in New York City, and dedicated community leaders and philanthropists.

The White Coat Ceremony is designed to clarify for students, prior to their entrance into the medical community, that a physician’s responsibility is to both take care of patients and also to care about patients. In other words, doctors should “care” as well as “cure”. It was initiated for the entering class of the College of Physicians & Surgeons of Columbia University in New York City on August 20, 1993.

In the presence of family members and friends, students are welcomed into medical school by their Deans, faculty, and medical school colleagues. They hear an address by a physician role-model; are “cloaked” with their first white coats by distinguished faculty and administrators of the medical school; and recite a revised form of the ancient Oath of Hippocrates, in which they swear to lead lives of compassion, “uprightness and honor.”

The White Coat Ceremony is planned to be the highlight of Orientation for first year medical students. The event is designed to capture the students’ attention at a strategic and impressionable moment; at the very beginning of medical studies. The ceremony stresses the importance of the doctor-patient relationship and fosters a psychological contract in which the student accepts responsibility to be technically excellent, committed to the profession and compassionate with patients.

The first White Coat Ceremony at Texas Tech School of Medicine was held in August, 1997, for the class that would graduate in 2001. Since that time, the ceremony has become an integral part of Orientation and a vital element in the students’ introduction into the community of medicine.

MATCH DAY
Senior medical students secure residency positions for post-graduate training through a process called the Match. Students enroll in the National Resident Match Program (NRMP), a program that is similar to the match students participate in for admission to medical school.

Through the Electronic Residency Application Service (ERAS), students apply to various residency programs in the fall of Year IV. Residencies invite students for interviews and in February, students and residency programs submit their rank order lists to the NRMP. Results of the Match are released the mid-March.

The Student Affairs Offices and the students on each of the Texas Tech campuses plan “envelope opening” events on Match Day, and students celebrate that evening at activities sponsored by the medical school.
GOLD-HEADED CANE AWARD
The Gold-Headed Cane Award is a long-standing tradition in medicine begun by the Royal College of Physicians in London. The College selected a physician they deemed to be an outstanding practitioner to carry the cane. Dr. John Radcliffe was the first documented physician to carry the Gold-Headed Cane in England from 1689 to 1714. Between 1689 and 1825, the cane was presented to five distinguished British physicians: Radcliffe, Mead, Askew, Pitcairn, and Baille. None of these men made contributions to the medical literature, but all were outstanding clinicians, who exemplified the ultimate in consideration for patient care. The Gold Headed Cane carried by these men now rests in the Museum of the Royal College of Physicians in London.

The American Association of Pathologists and Bacteriologists brought the tradition to America in 1919, presenting the award to Dr. Harold Ernst, Professor of Pathology at Harvard. Soon the Cane tradition was adopted by medical societies in California, Pennsylvania, and Texas. Dr. William J. Kerr, who initiated the awarding of the Gold-Headed Cane at the University of California in 1939, felt that while the science of medicine had been appropriately recognized and rewarded, the art of medicine “should be more forcibly brought to the attention of students, faculty, and to all those concerned with the care of patients.” A number of medical schools in the United States have since adopted the symbol to recognize excellence in clinical medicine.

The Gold-Headed Cane was first presented at the Texas Tech University Health Sciences Center School of Medicine in 1977. The recipient is selected jointly by students and faculty as the individual who best exemplifies those attributes that are most desirable in the competent and caring physician. A gold band with the recipient’s name is added each year to the shaft of the cane which is kept on display in the Preston Smith Library of the Health Sciences.

The recipient will carry the School of Medicine’s ceremonial cane and lead the other medical school graduates in the procession at the graduation ceremony. This ceremonial cane was a gift to the school from Dr. George Tyner, the second Dean of Texas Tech School of Medicine. The cane was presented to Dr. Tyner’s father, a physician, by the grateful townspeople he served for many years.

CONVOCATION and GRADUATION
Each school in the Health Sciences Center holds separate Convocation ceremonies for their students as part of the activities surrounding graduation. There is also a combined graduation ceremony for all five schools of the Health Sciences Center. The School of Medicine typically holds its Convocation ceremony the day before the combined graduation ceremony.

Convocation provides a setting for comments from the school administration, the class officers, and a speaker selected and invited by the graduating students. The student with the most outstanding academic record is given the Dean’s Highest Academic Achievement Award. It is during the Convocation ceremony that the Gold-Headed Cane nominees and recipient are announced and recognized. Students are also hooded at this ceremony. A reception for the students, their family and friends, and faculty and staff follows.

The Doctor of Medicine degree is officially conferred the following day at the graduation ceremony. Students also receive their diplomas at that time.

Summer Opportunities
Summer preceptorships in Family Medicine, Internal Medicine, and Pediatrics are available through statewide programs. Information about these programs will be made available in the Spring by the Family Medicine, Internal Medicine, and Pediatrics departments. The Office of Student Affairs does not have information about these programs. Students are covered by malpractice insurance if participating in one of these state-sponsored programs. Students are not covered during out-of-state or other individually arranged preceptorships.
Summer research opportunities are also available at TTUHSC SOM. For more information, you can contact Dr. Simon Williams, the Associate Dean for Academic Affairs, at simon.williams@ttuhsc.edu. The Office of Student Affairs also maintains a website of extramural research opportunities.
## SECTION II. OFFICIAL STUDENT POLICIES

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SOMOP: 40.01: Campus Assignment Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to describe procedures for the assignment of students to campuses for the completion of Years 3 and 4 of the medical school curriculum.

COMMITTEE ASSIGNMENT: This policy covers activities managed by the Student Affairs Committee.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Student Affairs Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   This policy is intended to describe procedures for assignment of clinical campuses for students in the SOM, including procedures for requesting changes in campus assignment.

2. Initial Campus Assignment
   Students are initially assigned to a clinical campus prior to matriculation based on stated preference and campus availability. Each accepted student will be asked to rank the three available campuses from 1-3 and to write a narrative rationale of no more than 300 words for their choice of campus. Student letters will be reviewed by the Assistant Dean for Student Affairs and an initial campus assignment roster generated with the assistance of the Student Affairs Committee. Campus rosters should reflect (as much as possible) the balance of gender and ethnicity present in the class as a whole.

3. Effect of Leave of Absence
   A student who takes a protracted leave of absence or who has to repeat a year for any other reason may be re-assigned to another campus if this is necessary to maintain the balance in student numbers, gender and/or ethnicity between the campuses. If the student is re-assigned, the student may apply for transfer in the same fashion as any other student.

4. Requests for Campus Assignment Change
   Students may submit requests for campus reassignment during the Fall semester of the second academic year. The Assistant Dean for Student Affairs will communicate instructions about requesting reassignment to the members of the MSII class. An online system for submitting requests will be employed until replaced by the Student Affairs Committee. Campus reassignment requests will include the following information: currently assigned campus; requested campus for reassignment; and rationale for request (up to 300 words).
4.1 Valid reasons for requesting a campus assignment/reassignment include:
- Spouse or partner employment
- School age children
- Illness requiring ongoing care with an established healthcare provider
- Need for continuing educational accommodation that cannot be addressed at currently assigned campus
- Active participation in ongoing meaningful research
- Other requests will be considered at the discretion of the Assistant Dean for Student Affairs and Student Affairs Committee

4.2 Ranking of Campus Reassignment Requests
1. Each request will be assigned a random number and any identifying data will be removed. The Chair of the Student Affairs Committee along with the Assistant Dean for Student Affairs and the Associate Dean for Academic Affairs will attempt to identify requests that can be approved while maintaining expected class numbers on each campus.

2. In cases when all requests for reassignment between a pair of campuses cannot be approved, the members of the Student Affairs Committee will individually review each request and, using the list of valid reasons above, assign a priority rating for each request based on a five-point scale (High Priority, Medium High Priority, Medium Priority, Low Priority and No Priority). Rating lists, average scores and standard deviation will be calculated (High Priority = 5 points and No Priority = 1 point).

3. Reassignment requests will be approved based on their rank on the priority list (highest to lowest) until all positions on each campus have been filled.

4. Supporting documentation may be requested if deemed necessary by any member of the Student Affairs Committee.

5. It is expected that the requesting student will accept all reassignments.

6. Students whose requests cannot be approved will be placed on a waiting list for their requested campus and informed of their position on the list. If a position becomes available, it will be filled by the next student on the waiting list. Positions may become available at the very end of the academic year once final grades are determined. Any position that becomes available at this late date will be offered to the next student on the waiting list. Reassignment requests approved and offered after the end of the last block of Year 2, however, may be refused by the student.

7. Unsuccessful campus reassignment requests can be appealed to the Assistant Dean for Student Affairs/Student Affairs Committee.
8. Any student attempting to influence a Student Affairs Committee member will be automatically disqualified for transfer. Such action is subject to review and disciplinary action under the Code of Personal/Professional and Academic Conduct.

5. **Transfer to Another TTUHSC Campus**
   It is expected that a student assigned to a clinical campus will complete all third year clerkships on that campus. Campus transfers will not be approved during the MSIII year except under extenuating circumstances. A request for change in campus assignment for all or a portion of the MSIII year must be submitted in writing to the Assistant Dean for Student Affairs with justification for the request. The Assistant Dean will review the request with the Assistant Academic Dean of the regional campus and with the Chair of the Student Affairs Committee. A transfer may be approved if the reason for the request is deemed appropriate and the receiving campus can accommodate an additional student. The student may appeal in writing to the Dean of the School of Medicine if a request for transfer in campus or in clerkships is denied.

6. **Campus Reassignments for Year 4**
   In general, campus transfers will not be approved during Year 4. However, the curriculum is designed such that most of the 4th year requirements may be completed on a different TTUHSC campus.

   It is expected that each student will complete the Geriatrics Rotation and a single Selective Rotation (Ambulatory, Critical Care, SubInternship) on his/her third year campus. The remaining Selectives may be completed on any TTUHSC campus, including the student’s home campus. Exceptions must be approved by the appropriate clerkship directors on both affected campuses. The fourth year elective proposal for a student requesting transfer must be approved by the clerkship directors of the student's third year campus.
SOMOP: 40.02: Student Attendance Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to explain attendance expectations for students in the School of Medicine.

COMMITTEE ASSIGNMENT: This policy covers activities managed by the Student Affairs Committee.

REVIEW: This SOM Policy and Procedure will be reviewed on or before November 1 of each odd-numbered year by the Student Affairs Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. **General**
   This policy is intended to address questions about student attendance in courses throughout the medical school curriculum.

2. **Attendance in Years 1 and 2**
   Attendance is not mandatory except as specified for certain components of individual blocks. Attendance is strongly encouraged, however. In addition to scheduled examinations, unannounced quizzes or other graded exercises may occur during the course of formal educational activities.

3. **Attendance in Year 3**
   Students are required to be present each day and for all exams and to be present to carry out all clerkship duties and responsibilities as scheduled except as allowed under the excused absence policy.

   3.1 **Excused absences**
      Students may be granted up to 12 excused absences within the third year.

      1. Any absence for any reason must be reported to the Clerkship Director. If an absence for illness is for more than one day, documentation of the illness and/or a diagnosis from the student's physician must be given to the Clerkship Director/Preceptor and forwarded to the student's campus Student Affairs Office for inclusion in the student's file.

   3.2 **Personal days**
      Up to four of the 12 excused absence days may be taken as “personal days”. The Clerkship Director must approve personal day absences at least 30 days in advance.
1. “Personal days” would include any absence not otherwise defined as a sick day, observance of a religious holiday, or attendance at a professional meeting. Examples of personal day absences include, but are not limited to, attending family events (e.g., weddings, graduations, birthdays) and addressing personal business needs.

2. “Personal day” absences will not be granted during mandatory attendance activities. Mandatory attendance activities in Year 3 are MSIII Orientation, all graded activities (e.g., NBME exams), Integration Seminar, class meetings, and the all-campus OSCE. Additional “mandatory attendance” activities may be designated at the start of each clerkship.

3. “Personal day” absences, once approved by the Clerkship Director, must be reported by the student directly to their home campus Student Affairs Office.

4. Students may appeal to their home campus Student Affairs office for approval of up to two additional (beyond the allowable four) personal days during the Spring semester of the academic year.
   a. One additional “personal day” may be requested during January – March and a one additional “personal day” may be requested during April – June.
   b. Approval of either of these additional personal days must be agreed upon by both the student’s home Student Affairs Office and supervising Clerkship Director.
   c. If allowed, these two additional personal days would equal up to a maximum of six of the twelve excused absence days during Year 3.

3.3 Sick days/leave
Sick leave is intended for use only in the event of personal illness or to assist a member of the immediate family who is actually ill. For purposes related to sick leave “immediate family” is defined as:
   • Individuals who reside in the student’s household and are related by kinship, adoption, or marriage
   • Foster children certified by the Texas Department of Protective and Regulatory Services who reside in the student’s household; or
   • Minor children, whether or not living in the student’s household.

1. Use of sick leave for family members not residing in the student’s household is strictly limited to the time necessary to provide care and assistance to a spouse, child (minor or adult), or parent of the student who
needs such care and assistance as a direct result of a documented medical condition.

2. The use of sick leave for any reason other than due to personal illness or family health needs as detailed above will be considered misconduct and subject to referral to the Student Conduct Administrator on the student’s home campus and/or disciplinary action through the Student Promotions and Professional Conduct Committee Year 3/Year 4 Subcommittee.

3.4 Absence to attend professional meetings during Year 3
Approved absences to attend professional meetings will not be classified as “personal days”. Depending on the student’s level of participation in the professional meeting, the missed work days may be:

1. Excused with no expectation to make up missed work days;
   a. This option can be used only once per academic year for up to maximum of three work days
   b. Excused absence must be approved by both the student’s home Student Affairs office and Clerkship Director

2. Subtracted from the total of 12 allowable excused absences per academic year; or

3. Made up by the student through arrangement with the Clerkship Director
   (see Attendance at Professional Meetings)

3.5 Absence to observe a religious holiday
Requests for an excused absence in observance of recognized holy days and/or religious observances must be submitted to a student’s home campus Student Affairs office no later than 30 days in advance of the request for the excused absence.

1. Absences for observance of religious holidays will be reviewed/approved on an individual basis by the Academic Dean responsible for Student Affairs on a student’s home campus.

2. If approved, any missed work days in observance of a religious holiday will be subtracted from the total of 12 allowable excused absences per academic year.
3.6 Tracking of student absences in Year 3

Absences will be reported on the clerkship grading form and documented in the student’s home campus Student Affairs Office for inclusion in the student's file.

1. All student absences will be centrally tracked through each regional Student Affairs Office. Once a student reaches a total of 8 absences during the third year (for whatever reasons) notices will be sent to all remaining clerkship coordinators noting the exact number of absences the student has already accrued.

2. Any student who misses more than 4 working days in an eight-week clerkship will be referred to the Student Conduct Administrator and may be referred to the SPPCC Yr3_4. Additionally, any student who is absent for more than 12 working days during the six clerkship periods that constitute the MSIII curriculum will be referred to the Student Conduct Administrator and may be referred to the SPPCC Yr3_4. The student will be given the opportunity to explain the circumstances resulting in the missed days. As a result of this discussion, it is possible that a student could:

   • be required to repeat a clerkship or elective; OR
   • be required to repeat the year; OR
   • be dismissed.

3.7 Appealing an absence in Year 3

If a student disagrees with a decision regarding absences or missed days, he/she may appeal in writing to the Academic Dean responsible for Student Affairs on their home campus who will convene the Student Affairs Committee to hear the grievance and to make a determination. If the student disagrees with the Student Affairs Committee’s decision, the student may appeal in writing to the Dean who will make a final determination.

3.8 Excused absence for Integration Seminar

All students in Year 3 will be excused from regular clerkship duties for the presentation of Integration Seminar (Student Grand Rounds). Students will also be excused for 1-2 planning sessions for the Integration Seminar as described in the syllabus for this course. Students on night float will be excused at midnight prior to the seminar presentation.

3.9 Unexcused absences in Year 3

Unexcused absences are not permitted in clerkships and may result in disciplinary action.

4. Attendance in Year 4

Students must be present for at least 90% of all required rotations, selective rotations and elective rotations. Thus, students may be excused for 1 day in a two week rotation and 2 days in a four week rotation. The Year 4 Director or rotation director will
determine whether a student should make up absences and the format and timing of the make-up.

5. **Absence Due to Personal Emergency on Exam Days or During Clinical Duties**
   In the event of an emergency that will result in an absence, the student must contact the campus Student Affairs Office as soon as possible.

   5.1 **Inability to take an exam/perform clinical duties**
   If a student is unable to perform his/her clinical duties, take an exam, or other graded activity at the scheduled time due to illness or a personal emergency, the student must contact the Office of Student Affairs prior to the exam so that appropriate notice can be given to the Course/Clerkship Director. Email is acceptable. If extreme circumstances such as severe illness or the need to leave town immediately prevent the student from contacting the Student Affairs Office personally, a classmate or immediate family member may contact Student Affairs on the student’s behalf as soon as is realistically possible. In either case, it is necessary to leave a telephone number where the student can be contacted.

   1. If an absence from a scheduled exam is due to illness and the student has not yet seen a physician, the student will be directed to proceed to the Department of Family Medicine or the Emergency Center to ensure that appropriate health care is delivered and to provide documentation regarding illness as the basis for the missed exam.

   2. If a student reports for clinical duties but is sent home by a supervising physician due to illness, this will be considered an acceptable alternative to acquiring a physician’s note verifying illness in order to have an excused absence.

6. **Absence for Residency Interviews**
   Occasionally seniors on electives will need a day for an interview that cannot be scheduled at another time. In that case, the student should make the request directly to the rotation/Year 4 Director responsible for the rotation. It remains the prerogative of the rotation/Year 4 Director to grant or to deny the request for absence and to set the conditions for making up work that is missed.

7. **Attendance at Graded Activities**
   No credit will be given for any graded activity missed without a valid excuse.

8. **Appealing an Absence**
   If a student wants to appeal the classification of an absence, they may do so in writing to the Academic Dean responsible for Student Affairs on their home campus who will consult with the Assistant Dean for Student Affairs, the involved Course or Clerkship Director, one other Course or Clerkship Director from that year (and the Student Affairs
Committee if needed) to determine if the prescribed course of action is appropriate. If the student disagrees with this decision, he/she may appeal in writing to the Dean who will make a final determination.

9. **Attendance at Professional Meetings**

If a student wishes to be excused from class or clerkship responsibility to attend a professional meeting he/she must first obtain permission from their Student Affairs Office as far in advance of that anticipated absence as possible. The Academic Dean responsible for Student Affairs on the student’s home campus will determine whether the meeting/function merits an excused absence and may consult with the Associate Dean for Academic Affairs when necessary. If permission for an absence is granted, one of the following options is then available to the student regarding the missed days:

9.1. **Presenting original scholarly work/Representing TTUHSC SOM**

Student is presenting original scholarly work, invited to speak based on “expertise” in a specific area, and/or is representing the School of Medicine in an official capacity at a recognized professional meeting:

1. Absence(s) may be excused with no expectation to make up missed class work/clinical duties

   a. Option should be used only once per academic year for up to maximum of three work days.

   b. Appeals can be made to the Academic Dean responsible for Student Affairs on the student’s home campus for additional absences in this category.

9.2. **Attending professional meeting as a participant**

Missed work days will be subtracted from the total of 12 allowable excused absences per academic year (specific to Year 3); or made up by the student through arrangement with the Course/Clerkship Director (if possible).

9.3. **Communication regarding absences to attend professional meetings**

The Student Affairs Office will inform the Course/Clerkship Director of the decision regarding a student’s absence to attend a professional meeting and the student will then directly contact the Course/Clerkship Director to arrange for making up missed work (if needed). A student must be in “good academic standing” in order to be granted permission to attend a professional meeting or other SOM-related activity.

9.4. **Appeals for absences related to attending professional meetings**

Appeals for absences related to attending professional meetings can be made directly to the Academic Dean responsible for Student Affairs on the student’s home campus.
SOMOP 40.03: Student Conduct Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to define expectations of student conduct when enrolled in the School of Medicine.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Student Promotions and Professional Conduct Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   This policy is intended to provide guidelines to students, faculty, administrators and others relative to expectations about student conduct. This policy is not limited to the time that students are engaged in educational activities but should be considered to be in force at all times from matriculation to graduation.

2. Standards of Behavior in the Learning Environment
   The medical learning environment should facilitate students' adoption of the professional and collegial attitudes necessary for effective, caring and compassionate health care. The development and nurturing of these attitudes is enhanced and, indeed, is based on the presence of mutual respect between teacher and learner. Characteristic of this respect is the expectation that all participants in the educational program assume their responsibilities in a manner that enriches the quality of the learning process.

   While these goals are primary to a school's educational mission, it must be acknowledged that the social and behavioral diversity of students, faculty, residents, and staff, combined with the intensity of the interactions between them, will, from time to time, lead to alleged, perceived or real incidents of inappropriate behavior or mistreatment of individuals. Examples of mistreatment may include but are not limited to sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender, sexual orientation, physical disability or age; humiliation, psychological or physical punishment and the use of grading and other forms of assessment in a punitive manner.

   The occurrence, either intentional or unintentional, of such incidents results in a disruption of the spirit of learning and a breach in the integrity and trust between teacher and learner. Further, TTUHSC has a policy of zero tolerance for any type of discrimination or harassment. A student who feels that he/she has been the object of inappropriate behavior on the part of a faculty member, a resident, a staff person, or other student, shall report such behavior in a timely fashion to the Associate Dean for Academic Affairs or the Assistant Dean for Student Affairs.
The School of Medicine has adopted a Code of Personal/Professional and Academic Conduct that governs the behavior of medical students. The purpose of this Code is to reaffirm the importance of appropriate professional behavior on the part of students and to establish guidelines for dealing with inappropriate behavior.

When an incident is reported, the Associate Dean and/or the Assistant Dean for Admissions will coordinate with the student as his/her advocate to ensure that the appropriate policies and procedures of the Health Sciences Center and the School of Medicine are invoked in the student's behalf (see Policy on Student-Faculty Disputes). The procedures of the Code of Personal/Professional and Academic Conduct will also be followed as necessary in this process.

3. Medical Student Honor Code and Code of Professional and Academic Conduct
Medical professionals are expected, not only by patients but also by society as a whole, to possess certain attributes, which include, but are not limited to:

- Altruism, whereby they subordinate their own interests to take care of their patients
- High ethical and moral standards
- Honesty, integrity, trustworthiness, caring, compassion and respect in their interactions with patients, colleagues and others.
- Accountability, not only for their own actions, but also for those of their colleagues, which is the basis for the autonomy of the profession.
- Maintaining confidentiality concerning the patient and the patient’s records.

The School of Medicine TTUHSC expects medical students to exhibit these attributes.

3.1 Medical Student Honor Code
In my capacity as a Texas Tech University Health Sciences Center School of Medicine medical student, I will uphold the dignity of the medical profession. I will, to the best of my ability, avoid actions which might result in harm to my patients. I will protect the dignity of my patients and the deceased, and will protect their confidential information in accordance with the prevailing standards of medical practice. I will not lie, cheat, or steal. I will enter into professional relationships with my colleagues, teachers, and other health care professionals in a manner that is respectful and reflective of the high standards and expectations of my profession. I will not tolerate violations of this code by others and will report such violations to the appropriate authorities.

The TTUHSC Code of Professional and Academic conduct can be found in its entirety on the TTUHSC Office of Student Services website at www.ttuhsc.edu/studentservices/. All School of Medicine students should read and be familiar with the contents.
4. Compact Between Teachers and Learners of Medicine

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor-patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values. This Compact was developed by the American Association of Medical Colleges and has been endorsed by the Educational Policy Committee, the Faculty Executive Council, and the faculty of TTUHSC School of Medicine.

4.1 Guiding Principles

Duty
Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care but also to inculcate the values and attitudes required for preserving the medical profession’s social contract across generations.

Integrity
The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

Respect
Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher-learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

4.2 Commitments of Faculty
We pledge our utmost effort to ensure that all components of the educational program for students and residents are of high quality.

As mentors for our student and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff. We respect all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student or resident.
We pledge that students and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for "call" on clinical rotations, to ensure students' and residents' well-being.

In nurturing both the intellectual and the personal development of students and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.

We do not tolerate any abuse or exploitation of students or residents. We encourage any student or resident who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

4.3 Commitments of Students and Residents
We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.

We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
We pledge to respect all faculty members and all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.

As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents in meeting their professional obligations, as well.
SOMOP: 40.04: Student Promotion Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to describe policies and procedures related to student promotion and progress through the School of Medicine curriculum.

REVIEW: This SOM Policy and Procedure will be reviewed on or before November 1 of each odd-numbered year by the Student Promotions and Professional Conduct Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   This policy is intended to provide guidelines for faculty and administrators on procedures that should be used in determining the status of students relevant to promotion through the curriculum. The information should be used by the Student Promotions and Professional Conduct Committee to identify and evaluate students deemed to be in academic difficulty.

2. Introduction
   The responsibility for evaluation of students rests with the faculty of the Texas Tech University Health Sciences Center School of Medicine. Faculty have an obligation to the students, to the school, and to the larger society to award passing grades only to those students who have demonstrated mastery of the course material. For purposes of this policy, the term “course” includes the basic sciences blocks, clinical clerkships, and other clinical rotations (selectives, electives) which must be successfully completed for promotion and graduation. In addition to evaluation of students' knowledge and skills, the faculty has the obligation to determine whether students' behavior or conduct is suitable for the practice of medicine. It is inappropriate to give a passing grade to a student when unacceptable behavior or conduct in the treatment and care of patients and/or in relationships with staff and peers have been established, even if grades on tests or other forms of evaluation have been satisfactory. Expectations for student behavior are described in the SOM Student Handbook (available at www.ttuhsc.edu/som/studentaffairs/) and encompass the following documents:
   a. Student Honor Code
   b. Compact between Teachers and Learners of Medicine
   c. TTUHSC Code of Professional and Academic Conduct

   The faculty of the School of Medicine has the responsibility for recommending students for promotion and graduation. This responsibility is administered through the Student Promotions and Professional Conduct Committee (SPPCC) that represents the faculty at large. Every attempt will be made to apply principles of fairness and due process when considering actions of the faculty or administration that might adversely affect the students. Comments, questions, and concerns should be directed to the Office of Student Affairs.

2.1 Students covered by this policy
   These promotions policies apply to students enrolled in the courses necessary to complete the requirements for the Doctor of Medicine degree in the TTUHSC School of Medicine. These policies do not cover the course work done for the other degree
programs in which the student is enrolled, for instance the joint degree programs with
the TTUHSC Graduate School of Biomedical Sciences (MD/PhD program), Texas Tech
University (TTU) Rawls College of Business Administration (MD/MBA program), or TTU
School of Law (MD/JD program).

2.2 Responsibilities of the SPPCC
The SPPCC is appointed by the Faculty Council Executive Committee. The SPPCC is
charged with the following responsibilities:
a. formulate and modify promotions policies
b. review and evaluate the academic and behavioral progress of each medical student
enrolled at TTUHSC School of Medicine
c. determine the conditions for promotion, reinstatement, or dismissal for each student in
accordance with the policies and procedures described herein.

All policies of the SPPCC are subject to approval by the Executive Committee of the
Faculty Council and referred to the Dean of the School of Medicine for final approval.

2.3 Responsibilities of the Office of Student Affairs
The Office of Student Affairs is responsible for monitoring the progress of medical
students during their course of study in order to provide or refer students to the
appropriate academic or personal counseling services, if applicable. It will provide staff
support to the SPPCC and will maintain permanent minutes of SPPCC actions. The
Assistant Dean for Student Affairs serves as advocate for due process for students.

2.4 Responsibilities of the Dean
The Dean, as the Chief Academic Officer, has the final responsibility for actions taken
regarding a student. The initial recommendation and subsequent action for each student
are delegated to the SPPCC. However, the Dean is responsible for executing the appeals
process in which a final decision is made.

3. Curricular Progression and Length
3.1 Normal progression through the School of Medicine curriculum requires that a student
demonstrate a consistently satisfactory level of performance. Course grades generally
serve as indicators of performance. Students will be expected to complete the medical
school curriculum within four (4) years of the initial date of matriculation. This does not
include time spent in course work for other degree programs, for example the joint
degree programs with the TTUHSC Graduate School of Biomedical Sciences (MD/PhD
program), the TTU Rawls College of Business Administration (MD/MBA program), or the
TTU College of Law (MD/JD program).

3.2 The curriculum may be extended due to 1) a leave of absence, 2) academic difficulty
requiring repetition of an academic year as per this policy, or 3) request for
decompression of the medical school curriculum related to an established disability as
noted in the Standards for Curricular Completion. However, inability to complete Years 1
and 2 of the curriculum in three years or Years 3 and 4 of the curriculum in three years
will result in a recommendation from the SPPCC for automatic dismissal.
3.3 The completion of the medical school curriculum and the approval of overall performance by the SPPCC are required for graduation. The Office of Student Affairs will annually present to the Dean and HSC Registrar a list of candidates for receipt of the Doctor of Medicine Degree based on the policies described herein.

4. Grade Assignment and Tracking of Student Progress
4.1 Grades are assigned as described in SOM OP 30.01 Grading Policies

4.2 The Office of Student Affairs is responsible for maintaining a comprehensive database of student grades.

4.3 The progress of each student enrolled in the School of Medicine will be reviewed by the SPPCC on an annual basis, based on data provided by the Office of Student Affairs. Prescribed courses of action and decisions by the SPPCC will be based on the cumulative performance of the student.

5. Notification of Students with Satisfactory Progress
5.1 The Office of Student Affairs will notify students in both Year 1 and Year 2, in writing, regarding satisfactory progress and promotion to the next academic year.

5.2 Promotion from Year 1 to 2 requires satisfactory performance in all blocks that constitute the Year 1 curriculum (see Table 1).

5.3 Promotion from Year 2 to 3 requires satisfactory performance in all blocks that constitute the Year 2 curriculum (see Table 2). In addition, students must achieve a minimum score on the NBME Comprehensive Basic Sciences Exam (CBSE) that is predictive of the passing score on USMLE Step 1. This minimum score established by the Office of Curriculum, is equivalent to the passing score on USMLE Step One plus the Standard Error of Measurement (SEM) of the CBSE. For example, if a CBSE score of 65 is equivalent to a passing score on USMLE Step One and the SEM of the exam is 4, then students would have to post a score of 69 to satisfy this requirement. The CBSE is administered at least three times and the dates of administration are determined by the Office of Curriculum.

5.4 Students in Year Three and Year Four are evaluated on a continuous basis. Unless problems arise, students will proceed through the clinical curriculum with no formal notice of promotion.

6. Notification of Students with Unsatisfactory Progress
6.1 The Office of Student Affairs will identify students with unsatisfactory academic performance on a continuing basis. Specifically, the Office of Student Affairs will identify students who obtain grades of Marginal or Fail in blocks, or who obtain a grade of Fail (or, more frequently, PR (grade in progress)) in clinical activities. These students will be reviewed by the SPPCC Executive Committee, which will determine the appropriate action for each student based on these policies.

6.2 The SPPCC Executive Committee will use the guidelines presented in Tables 1 and 2 below to determine the appropriate action step for each student and will prepare documentation for each student whose academic performance warrants a meeting with the SPPCC. The office of Student Affairs will provide this information to each identified
student and will arrange for them to attend a meeting of the appropriate subcommittee of the SPPCC (see SPPCC Bylaws).

6.3 Students reviewed by the SPPCC will be notified in writing of the SPPCC decision and informed of stipulations for continuation in the curriculum.

7. **USMLE Step Exams**

In order to become fully licensed to practice medicine in the United States, individuals must have passed all 4 USMLE Step exams – Step 1, Step 2 Clinical Knowledge, Step 2 Clinical Skills, and Step 3. Each state’s medical licensing board determines the number of attempts individuals may make at each Step in order to remain eligible for licensure. Individuals must pass each Step exam within three attempts to be licensed in the state of Texas.

7.1 **USMLE Step One**

7.1.a Students are required to take USMLE Step 1 by June 30th prior to the start of Year Three, unless a delay is granted by SoM administration. Students may request a delay in taking Step 1 if they are remediating a block, do not have the requisite score on the NBME Comprehensive Basic Science Exam, or have other circumstances or concerns regarding their readiness to take Step 1 and proceed with Year Three.

7.1.b All students who take the USMLE Step 1 prior to the scheduled start of Year Three will be eligible to start the Year Three clerkship rotations.

7.1.c Students are required to pass USMLE Step 1 to proceed in Year Three beyond the end of the first clinical rotation (currently July – August).

7.1.d Students who fail USMLE Step 1 on their initial attempt will be assigned to Independent Study to prepare for and retake Step 1. Students may return to the Year 3 curriculum upon passage of Step 1.

7.1.e Students must pass USMLE Step One within one year of completing the Year 2 curriculum. In practice, the date for passing Step One is set at three years after the date of matriculation.

7.2 **USMLE Step 2**

7.2.a Students are required to pass ULMLE Step 2 Clinical Knowledge and Step 2 Clinical Skills for graduation.

7.2.b Students must have completed all requirements for Year 3, including the remediation of any failing grades, before taking USMLE Step 2CK.

7.2.c Students may not take USMLE Step 2CS until two weeks after the last day of the All Campus OSCE.

7.2.d Students must take Step 2 exams by December 31 of the year preceding graduation. Students who fail to do so will not be allowed to participate further in clinical rotations until these exams are taken. Off-cycle students may delay taking either or both of the exams by the amount of time they are off-cycle. For example, the due date for
taking these exams for a student who misses one clerkship period would be eight weeks after the December 31 due date.

7.2.e Passing scores must be documented no later than May 1 of the year of graduation. Failure to document a passing score by May 1 will result in a delay in graduation. It is the responsibility of each student (particularly off-cycle students) to monitor the reporting dates of USMLE exams to ensure that their score is received by the May 1 deadline.

8. **Student Performance and Progression through the Curriculum**

Based on the ongoing review of student grades described above, individual students may be referred to the SPPCC. The SPPCC will use the guidelines in the following tables to determine the appropriate actions for each student.
<table>
<thead>
<tr>
<th>ACADEMIC CONDITION</th>
<th>COURSE OF ACTION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>All final grades of Pass, High Pass or Honors for the year and, for Year Two, receipt of the requisite score on The NBME Comprehensive Basic Sciences Exam.</td>
<td>Advance to next academic year</td>
</tr>
<tr>
<td>One or two grades of Marginal with all others Pass or above for the academic year.</td>
<td>Advance to the next academic year after meeting with the SPPCC Executive Committee</td>
</tr>
<tr>
<td>One grade of Fail with all others Honors or Pass for the academic year.</td>
<td>Advance to the next academic year upon successful remediation of Failing grade and meeting with the SPPCC</td>
</tr>
<tr>
<td>Three grades of Marginal for the academic year</td>
<td>Review by the SPPCC. Options include but are not limited to remediation, repetition of the academic year, or dismissal.</td>
</tr>
<tr>
<td>One grade of Fail with one or two grades of Marginal for the academic year</td>
<td></td>
</tr>
<tr>
<td>Failure to successfully remediate a Failing grade prior to the start of the next academic year</td>
<td></td>
</tr>
<tr>
<td>Two grades of Fail for the academic year</td>
<td>Automatic Dismissal*</td>
</tr>
<tr>
<td>Four grades of Marginal for the academic year</td>
<td></td>
</tr>
<tr>
<td>One grade of Fail with Three grades of Marginal for the academic year</td>
<td></td>
</tr>
<tr>
<td>One grade of Fail or 2 grades of Marginal during repetition of an academic year</td>
<td></td>
</tr>
<tr>
<td>Inability to complete Years 1 and 2 of the curriculum within three years</td>
<td></td>
</tr>
<tr>
<td>Failure to achieve the requisite score in three attempts on the CBSE.</td>
<td>Review by the SPPCC. Options include but are not limited to: delay beginning Year 3; repetition of Year 2.</td>
</tr>
<tr>
<td>Failure to Pass USMLE Step 1 after 3 attempts or within 12 months of completing Year 2.</td>
<td>Automatic Dismissal*</td>
</tr>
</tbody>
</table>

* Students may appeal any decision of the SPPCC. The mechanism for appealing these decisions is described in Section 11.
Table 2: Guidelines for Actions by SPPCC for students in Years 3 and 4

<table>
<thead>
<tr>
<th>Guidelines for Years Three and Four</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure of three major components within the core clinical clerkships (subject exam, OSCE, clinical evaluation), inclusive of all work undertaken after initial matriculation into the third year</td>
<td>Automatic dismissal</td>
</tr>
<tr>
<td>Failure to pass USMLE Step 2 Clinical Knowledge (CK) and Step 2 Clinical Skills (CS) as specified in Section 7.2. OR Inability to complete Years 3 and 4 of the curriculum within three years OR Failure to pass USMLE Step 2CK or Step 2CS after three attempts</td>
<td>Automatic dismissal</td>
</tr>
</tbody>
</table>

9. **Repetition of Year 1 or 2**
   9.1 Students who are granted the opportunity to repeat either Year 1 or Year 2 due to unsatisfactory academic performance (see Table 1) will be enrolled in Independent Study versions of the remaining Blocks (excepting Early Clinical Experience I and II). These students will be required to take all exams in the remaining blocks and must obtain a final total score for the block that is no more than 2 standard deviations below the class mean for the block. Any student who does not achieve this minimal level of performance in any subsequent block will be automatically dismissed.

   9.2 Students who are granted the opportunity to repeat either Year 1/Year 2 for a reason other than unsatisfactory academic performance will not be expected to satisfy the requirement in 9.1.

10. **Dismissal Policy**
    10.1 A student shall be recommended for dismissal if the SPPCC determines that the student has not performed satisfactorily in academic pursuits, is not competent to pursue the assigned course of study, or has been deemed by the SPPCC, for just reason, unfit to continue the study of medicine. The student shall be notified in writing of the action of the SPPCC.

11. **Appeals Procedure**
    11.1 A student may appeal the recommendation of the SPPCC. This appeal must be made to the Dean of the School of Medicine within five (5) business days, must be in writing, and must cite grounds for the appeal. The appeal may be submitted through the office of the Associate Dean for Academic Affairs.

    11.2 The Dean may issue the decision alone or may appoint an Appeals Committee comprised of three members of the senior faculty to determine whether a basis for appeal exists. The Associate Dean for Academic Affairs and the Chair of the SPPCC (or designee) will serve as ex officio members of the Committee.

    11.3 The Appeals Committee will be convened by the Associate Dean for Academic Affairs within five (5) business days after appointment to consider the student's appeal.
11.4 The student shall notify the Associate Dean for Academic Affairs in advance if he/she is to be accompanied by an attorney or other representative. An attorney or representative may appear only in an advisory capacity and may not address the Appeals Committee. Should the student be accompanied by an attorney or representative, the School of Medicine shall be represented by the Office of General Counsel. If necessary, the appeal hearing may be delayed up to five (5) business days of the scheduled date, if needed, to allow personnel from the Office of General Counsel to attend.

11.5 The student may present a statement to the Appeals Committee relative to the appeal. Collection of additional information to resolve the issue may be pursued. Both the Appeals Committee and student may call witnesses relevant to resolution of the appeal. Should information or witnesses be either repetitious or not relevant, the Appeals Committee shall take action to expedite the proceedings. At the conclusion of the hearing, the Appeals Committee shall forward its recommendation to the Dean. If the recommendation is not unanimous, a minority view will be appended.

11.6 Unless suspended for some justifiable reason, the student shall remain on the class roll and may pursue appropriate course work until the appeal is resolved.

11.7 The decision of the Dean is final. The student and the Chair of the SPPCC Committee will be notified of the outcome in writing by the Dean.
SOMOP 40.05: Student Mistreatment Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to describe policies and procedures governing the reporting of mistreatment of a student by a faculty member or staff member and procedures to be followed in resolving such reports.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Student Affairs Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   It is the policy of The Texas Tech University Health Sciences Center School of Medicine to affirm the right of its students to a prompt and fair resolution of a complaint or grievance involving allegations of inappropriate behavior by faculty and/or staff toward students. The Office of Student Affairs will administer the School’s policies regarding student grievances and will insure that due process is afforded to all concerned.

2. Definition
   Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.

3. Procedures
   3.1 Responsibilities on each campus
      1. Lubbock: This policy will be administered by the Associate Dean for Academic Affairs and the Assistant Dean for Student Affairs.
         Amarillo and Permian Basin: The policy will be administered by the Academic Dean responsible for Student Affairs in consultation with the Associate Dean for Academic Affairs and the Assistant Dean for Student Affairs.

   3.2 Early Resolution
      1. Prior to filing a request for a hearing, the student shall attempt to resolve the issue directly with the individuals(s) involved. If the student is uncomfortable with directly pursuing the matter with the faculty or staff member(s) involved, the student may choose to submit a complaint either to the Department Chair who serves as direct overseer of the faculty or staff member who is the subject of the complaint or to the Academic Dean for Student Affairs on their home campus, or the Academic Dean’s designee. The student shall address the issue and initiate action under this policy within ten (10) business days of the event giving rise to the grievance.
2. If the student chooses to submit a complaint to the Academic Dean, then the Academic Dean will be responsible for contacting the Department Chair. For either reporting method identified above, the Department Chair will investigate the complaint, attempt to reconcile differences, and find an acceptable solution. The Department Chair will provide a written statement of his/her recommendation to all parties, including the Academic Dean for Student Affairs, who will then have ten (10) business days to respond. Every effort should be made to resolve the issue without going beyond this level.

3. If the grievance is against the Chair of the Department, the student should meet with the Academic Dean for Student Affairs, or their designee, who will attempt to facilitate resolution before proceeding with a hearing as described below.

4. If the grievance is against a member of the Office of Student Affairs, the student should report the grievance to the Associate Dean for Academic Affairs. If the grievance is against the Associate Dean for Academic Affairs, the student should report the grievance directly to the Dean of the School of Medicine.

3.3 Filing a Hearing Request
1. If the student is not satisfied with the outcome of the Early Resolution procedures outlined above, he/she may file a request for a hearing by submitting a written request to the Associate Dean for Academic Affairs, or their designee. The hearing request must include a specific statement of the student's complaint, an explanation of what remedy the student seeks, and a copy of the Department Chair's recommended resolution.

2. If the student files a request for a hearing, the Student Hearing Committee as defined below must convene within 15 working days.

3.4 Hearing Procedure
   Upon receipt of a written request for a hearing, the Associate Dean for Academic Affairs or their designee will appoint a Hearing Committee according to the following procedure:

1. Each party will propose in writing a list of four faculty members to serve on the Hearing Committee. The Associate Dean for Academic Affairs or their designee will appoint one faculty member from each list in order of the parties’ preference to serve on the committee pending confirmation of their willingness to serve. The two faculty members will then select a student member by mutual agreement and these three individuals will comprise the Hearing Committee. This group will select a chair from among the two faculty members.
2. The Office of Student Affairs on the student’s home campus will provide technical assistance and support to this committee.

3. As soon as the hearing is scheduled, a written notice will be sent to all involved parties. The notice will specify the time, place and nature of the hearing, plus a brief description of the grievance. The notice will also confirm the right of all involved parties to present witnesses and evidence and to be accompanied by counsel for advisory purposes only.

4. At least three days prior to the meeting, all parties will provide to the Chair of the Hearing Committee a list of the names of any witnesses or counsel who will attend the hearing. If legal counsel is in attendance for either/both parties, a representative from the TTUHSC Office of General Counsel will also be present. The student and the involved individuals(s) shall have access to all information to be considered by the Hearing Committee, including the names of all persons giving evidence.

5. The student and the involved parties shall attend the hearing and be offered an opportunity to state their positions and present testimony and other evidence relevant to the case. The responsibility of establishing the validity of the grievance rests with the student.

6. The Hearing Committee Chair shall keep an audio taped record of the hearing, which shall include date, time and location of the hearing, names of those present, and any evidence (e.g., records, written testimony, duplicated materials) introduced.

3.5 Committee Decision

1. After completion of the hearing, the Hearing Committee shall meet in closed session and prepare written recommendations. Copies of the Hearing Committee Chair’s report shall be forwarded to the involved parties within five (5) business days.

2. Either party may appeal the hearing committee’s decision by filing a written request for review by the Dean of the School of Medicine within five (5) business days from receipt of the committee’s decision.

The Dean of the School of Medicine will review the grievance resolution and render a decision. The decision of the Dean is final.
SOMOP 40.06: Dispute Resolution between/Among Students Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to establish policies and procedures governing the reporting and resolution of disputes between students.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Student Affairs Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General.
   On occasion, disputes may arise between students which are disruptive to the learning environment and which are unresolved by usual means. In such instances, this policy provides a means to address such unresolved disputes between students and to provide a mechanism to attempt to mediate and reach resolution to such issues when they emerge.

2. Procedures
   Any party may file a request for resolution of a dispute with one or more other students in writing with the Office of Student Affairs on the student’s home campus. The request should include the reasons for pursuing this process and what the party or parties seek to achieve through this process.

   2.1 Responsibilities on each campus
   1. This policy will be administered by the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs on the Lubbock campus, and the Academic Dean responsible for Student Affairs on the Amarillo or Permian Basin campuses.

   2.2 Early Resolution
   1. Prior to filing a request for a hearing, the student shall attempt to resolve the issue directly with the individuals(s) involved or, if uncomfortable with directly pursuing the matter with the student(s) involved, the student may meet with the Academic Dean for Student Affairs on their home campus, or the Academic Dean’s designee, to voice their concerns. The student shall address the issue and initiate action under this policy within ten (10) business days of the event giving rise to the grievance.
   2. If the responsible administrators determine that the dispute is disruptive to the learning environment and not likely to be resolved by other means, the process as described below will proceed.
   3. The process may also be initiated if the responsible administrators agree that an existing conflict between students warrants such action. In this instance, the Associate Dean for Academic Affairs will notify the parties in
writing that they will be required to participate in the process as described below. Failure by the student to participate in this process under these circumstances will subject the student(s) to a hearing and possible sanctions under the Code of Personal/Professional and Academic Conduct.

2.3. **Hearing Procedure.**

If the early resolution procedure is unsuccessful, the Office of Student Affairs on the complaining student’s home campus will appoint a Dispute Resolution Committee according to the following procedures.

1. Each party will propose in writing a list of four faculty to serve on the committee, listed in order of preference. The Office of Student Affairs will contact the faculty from each list in order of preference to determine their ability and willingness to serve. Two faculty will thus be selected. These faculty will then select a third faculty member and the three will comprise the Dispute Resolution Committee. They will select a chair among themselves. It is expected that the Office of Student Affairs will constitute the Committee within 14 calendar days of receipt of the preference list. The committee will be expected to meet with the students within 7 calendar days of being constituted.

2. The Office of Student Affairs will provide technical assistance and support to this committee.

3. As soon as the hearing is scheduled, a written notice will be sent to all involved parties. The notice will specify the time, place and nature of the hearing, plus a brief description of the grievance. The notice will also confirm the right of all involved parties to present witnesses and evidence and to be accompanied by counsel for advisory purposes only.

4. At least three days prior to the meeting, all parties will provide to the Chair of the Dispute Resolution Committee a list of the names of any witnesses or counsel who will attend the hearing. If legal counsel is in attendance for either/both parties, a representative from the TTUHSC Office of General Counsel will also be present. The student and the involved individuals(s) shall have access to all information to be considered by the Dispute Resolution Committee, including the names of all persons giving evidence.

5. Each party in the dispute will meet separately with the committee for up to 1 hour to present their point of view regarding the dispute and the course of action requested. Following these individual meetings, the committee will then jointly meet with all parties to review the information and proposed resolutions from each side. This joint discussion will last up to 1 hour and will only be extended by a majority vote of the committee.
6. The Dispute Resolution Committee Chair shall keep an audio taped record of the hearing, which shall include date, time and location of the hearing, names of those present, and any evidence (e.g., records, written testimony, duplicated materials) introduced.

2.4 Committee Decision
1. Upon completion of these resolution sessions and any committee deliberations, the committee will, within 7 calendar days, submit a written proposal for conflict resolution to each party and each of the responsible administrators described in section 2.1, each of which will have 7 days to respond to the proposal in writing to the committee.

2. The committee will then have 7 calendar days further to submit a final resolution plan to the parties and each of the responsible administrators described in section 2.1. This final resolution plan will be submitted to the Dean of the School of Medicine and, if approved, will be binding on all parties. Failure to abide by the plan or maintain the confidentiality of the committee proceedings will be considered a violation of the Code of Personal/Professional and Academic Conduct and will subject the student(s) to a hearing and possible sanctions under the Code.
SOMOP 40.07: Impaired Student Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to identify and provide assistance, within ethical and legal parameters, for students who previously have been or are currently impaired.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Student Affairs Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   This policy is intended to...
   
   1.1 Identify and adequately address the needs of medical students with ongoing impairment
   
   1.2 enhance awareness among faculty and students of the typical characteristics of the impaired medical student in an effort to identify students in need of help,
   
   1.3 promote educational programs and other methods of primary prevention of impairment of all medical students,
   
   1.4 provide treatment and monitoring of students identified as impaired,
   
   1.5 take administrative actions as necessary, and
   
   1.6 preclude non-treatable or unresponsive individuals from achieving professional status necessary to practice medicine.

2. Definitions
   2.1 Impaired student: A medical student who demonstrates behavior that interferes with normally expected performance as a medical student in the healthcare delivery system, whose actions endanger the public or himself/herself, and/or who violates the rules, regulations, traditions and ethics of the School of Medicine.

   2.2 Student Health and Rehabilitation Committee (SHRC):
   2.2.a An SHRC shall consist of two medical students (appointed as set forth below), and three faculty members from the Physicians Health and Rehabilitation Committee (PHRC). The SHRC shall be responsible to carry out actions under this policy.
2.2.b Separate SHRCs will operate on the Amarillo, Lubbock and Permian Basin campuses.

2.3 **Physician Health and Rehabilitation Committee (PHRC) of the School of Medicine:**

2.2.a The PHRC is defined under the TTUHSC Policy for Evaluation and Treatment of Impaired Physicians or House Staff (Section XXV of the School of Medicine Faculty Handbook).

2.2.b There is a PHRC on each campus, and each is composed of five members, one of who will be a psychiatrist or a psychologist and one of who shall be house staff.

2.2.c PHRC members are appointed by each regional MPIP Regional Policy Committee pursuant to Article 3 of the MPIP Bylaws.

3. **Committee Structure and Operation**

3.1 **Appointments:**

3.1.a All appointments will be for the academic year and made in August each year.

3.1.b **Students.** For the first year, the Dean and/or Regional Dean shall appoint a junior medical student to serve a two-year term and a senior medical student to serve a one-year term. In subsequent years, one medical student beginning the junior year on that campus will be appointed annually by the Regional Dean and will serve a two-year term.

3.1.c **Faculty.** For the first year, the Regional PHRC shall appoint three faculty members from among its members to serve one-, two- and three-year terms on the SHRC. In subsequent years, one new member will be appointed each year. Faculty members may be reappointed to no more than two additional consecutive terms without rotating off the committee for one year.

3.2 **Officers:**

3.1.a The SHRC shall elect its Chair and Chair-Elect from among the faculty members at its first meeting after appointments have been made. No member may be elected to serve in an office for a period starting after the expiration of his or her current appointment.

3.3 **Meetings:**

3.3.a Committee meetings will be scheduled at regular quarterly intervals beginning in September.
3.3.b Special meetings may be called at any time to address issues brought forward by Committee members.

3.4 Presentations:
3.4.a To promote prevention of impairments, the SHRC Chair, or designee, shall make a presentation each year at Freshman Orientation to promote awareness of the this policy by:

   3.4.a.i discussing this policy with the entering class,

   3.4.a.ii introducing the members of the SHRC, and

   3.4.a.iii distributing other helpful, applicable educational literature which will be developed by the SHRC and made available to all medical students.

4. Program
4.1 Reporting possible impairment:
4.1.a Self-reporting. Any medical student who is concerned that he/she might be impaired or likely to become impaired should contact a member of the SHRC who will bring the matter to the SHRC to formulate a plan of action to provide appropriate assistance resources to the student.

4.1.b Report by others. Any person (i.e., student, faculty, staff, or administrator) who has reasonable cause to suspect that the ability of a medical student to perform may be impaired shall, in good faith, report the student to a member of the SHRC.

4.1.b.i If a report is determined to be made in bad faith or malicious, that person will be reported to the Dean and may be subject to action under applicable institutional policies and/or laws and regulations.

4.2 Basis for intervention: Behavior that may be associated with, but not limited to, the following conditions:

4.2.a Demonstrated ineffectiveness in handling the stress of school and/or other outside personal problems

4.2.b Psychoactive substance abuse or dependence

4.2.c A psychiatric disorder

4.2.d A physical illness with pathophysiologic and/or psychological manifestations

4.2.e Self-reporting by consulting with a member of the SHRC
4.2.f Concern expressed to the SHRC by a faculty member, administrator or another student

4.3 Verification:
4.3.a Reports of impairment will be reviewed by the SHRC, and the SHRC will decide whether to go forward under this policy based on the evidence presented, or document the file that no further action is warranted.

4.3.b The SHRC may consult with representatives of the Texas Medical Association Physician Health and Rehabilitation Committee at the local or state level.

4.4 Early intervention:
4.4.a The SHRC will appoint an intervention team in appropriate cases. This team will generally consist of two faculty members, one of whom will be selected by the SHRC to receive information and to monitor outcomes as noted below, and one student member from the SHRC. Additionally, the Program Director of the Employee Assistance Program and/or Medical Director of the Department of Neuropsychiatry Southwest Institute of Addictive Diseases Program will be available to assist any campus SHRC intervention.

4.4.b The person reporting the student in question should be encouraged to attend the intervention. Other people beneficial or critical to the intervention, such as spouse, family members and close friends may also be asked to attend.

4.4.c If the intervention team is successful and encourages the individual to seek treatment, the appropriate treatment facility and modality will be recommended. Inpatient and outpatient facilities will be identified and recommended from a list approved by the Texas Medical Association Physician Health and Rehabilitation Committee.

4.4.d Costs of treatment will be the student's responsibility.

4.5 Evaluation and Treatment:
4.5.a If the student agrees to the recommended treatment, the student may then be evaluated by the Medical Director or Staff Physician of the selected facility.

4.5.b The student must sign a release form agreeing to the release of all treatment information to the designated faculty member of the intervention team who will report in confidence to the other SHRC intervention team members.
4.5.c If the facility evaluator recommends therapy, the student must, within a reasonable time, and in no event later than two weeks, begin the therapy.

4.5.d The therapist will meet with the designated faculty member prior to onset of treatment to advise them of the treatment plan and the approximate amount of time required. The therapist will make periodic progress reports to the designated member. At the end of the projected treatment period, the therapist will report to the designated member that a) treatment has been completed successfully, b) further treatment is required and likely to produce a favorable outcome, or c) treatment was unsuccessful.

4.6 **Monitoring:**

4.6.a The student successfully completing the treatment obligation will be monitored by the designated faculty member of the intervention team. The faculty member will prepare a report of the anticipated scope and time frame of monitoring which the student will acknowledge by signature, and a copy will be given to the student.

4.6.b Monitoring may include, but is not limited to, random drug and alcohol testing, after-care therapy sessions and formal or informal meetings with the selected SHRC faculty member.

4.6.c If post-graduate monitoring is recommended, the appropriate Impaired Health Professions Committee (i.e., TMA) will be notified.

4.7 **Leave of Absence and Re-entry:**

4.7.a An impaired medical student will be allowed a leave-of-absence in accordance with the policy set forth in this TTUHSC SOM Student Handbook.

4.7.b If the student requests a medical leave-of-absence, the designated faculty member described above may provide the written statement from a physician as required in the TTUHSC SOM Student Handbook.

4.8 **Unresponsiveness to intervention:**

4.8.a If the SHRC determines that evaluation, treatment and/or monitoring are warranted and the student does not responsibly cooperate or respond, the SHRC, by majority vote of the Committee, may refer the student to school officials for administrative action, which may include, but is not limited to, administrative leave of absence, suspension, or dismissal.

4.9 **Confidentiality:**

4.9.a All Committee activities shall remain confidential.
4.9.b Representatives of administration will not be notified of specific cases unless the impaired student refuses or is unresponsive to the appropriate treatment, the student's actions endanger the public or himself/herself, or a leave-of-absence is sought by the SHRC and/or student.

4.9.c Although specific cases will be presented to the SHRC, confidentiality will be maintained to the extent reasonably possible.

4.10 Files:

4.10.a All files will be kept by the Chair of the SHRC and destroyed when the student graduates.

4.10.b For those who require post-graduate monitoring, the file will be transferred to the appropriate Impaired Health Professionals Committee in the state where the individual resides in accordance with laws and regulations governing such actions.

4.11 Student Participation:

4.11.a The input of students is vital to the realization of the SHRC goals.

4.11.b Participation is not obligatory, but it will be encouraged and should be considered the responsibility of each student.
SOMOP 40.09: Leave of Absence Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to describe procedure related to student leaves of absence from the School of Medicine curriculum.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Student Promotions and Professional Conduct Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   This policy is intended to define the different types of Leaves of Absence available to students in the School of Medicine and to describe the procedures necessary for approving requests for Leaves of Absence.

2. Definitions
   2.1 Administrative Leave of Absence: Reasons for administrative leave may include, but are not limited to: financial distress necessitating full-time employment; educational endeavor at another institution of higher education; and reasonable personal reasons.
   2.2 Short term Leave of Absence
   2.3 Medical Leave of Absence

3. Procedures for Granting Leaves of Absence
   3.1 Administrative Leaves of Absence
   3.1.a Student in Good Academic Standing: Administrative leaves of absence for periods not to exceed one academic year may be granted by the Associate Dean for Academic Affairs or Assistant Dean for Student Affairs upon written request by a medical student. The Associate Dean will specify in writing the conditions for return and the student will indicate understanding by signing and returning a copy of the written letter.

   3.1.b Student in Academic Difficulty: The request for leave of absence will be forwarded to the Student Promotions and Professional Conduct Committee for consideration and disposition. If the need for a decision is urgent, the Student Promotions and Professional Conduct Executive Committee may make the decision. They will determine and present in writing the conditions for re-entry.
3.1.c A student assigned to a regional campus for clinical rotation will submit a written request for leave first to the Regional Campus Assistant Dean who will forward the request, together with his recommendation, to the Associate Dean for Academic Affairs. At the time the student wishes to return, he/she will submit a letter of intent to the Associate Dean.

3.1.d Need for an extended leave of absence beyond one year necessitates withdrawal of the student from the School of Medicine. Application for re-admission shall be to the Admissions Committee in its regular process for consideration of applicants for medical school.

3.2 Short Term Leaves of Absence

3.2.a Short term leaves of absence for acute illness or other emergency may be granted by the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, or the appropriate Regional Campus Assistant Dean. The Office of Student Affairs will inform the appropriate departments of such leave. The student will be responsible for arranging to complete any missed work.

3.2.b Requests for non-emergency short term leaves to delay the start of third year must be made in writing to the Assistant Dean for Student Affairs no later than April 15 of Year Two.

3.3 Medical Leaves of Absence

3.3.a Medical leaves of absence may be granted by the Associate Dean for Academic Affairs. Request for a medical leave must include a written statement from a physician that such a leave is indicated in the best interest of the student. The written request by the student and substantiating information from the physician will be considered by the Associate Dean for Academic Affairs.

3.3.b Student in Good Academic Standing: The Associate Dean may grant a medical leave for a period of up to one academic year. S/he will notify the appropriate departments of the student's leave and set the conditions for re-entry upon termination of the leave. Granting of the leave and conditions for re-entry will be furnished in writing to the student and a copy will be placed in the student’s Student Affairs file.

3.3.c Student in Academic Difficulty: The Associate Dean for Academic Affairs will consult with the Assistant Dean for Student Affairs and the Chair and Chair-elect of the Student Promotions and Professional Conduct Committee, and they will either deliberate as a group or refer to the Student Promotions and Professional Conduct Committee the decision on granting of leave, duration of leave, and conditions for re-entry. Granting
of the leave and conditions for re-entry will be furnished in writing to the student and a copy will be placed in his/her Student Affairs file.

3.3.d Upon completion of a medical leave, the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, and where applicable, the Chair and Chair-elect of the Student Promotions and Professional Conduct Committee, and/or the Student Promotions and Professional Conduct Committee itself will determine whether the criteria or conditions for re-entry have been met. They may require a written report from the student's physician and/or may require an independent assessment of the student's condition by another physician of their designation.

3.3.e If a student in poor academic standing requests a second medical leave of absence within two years of the first leave, the student must again produce a written request along with a written statement by a physician supporting the request. The leave may then be granted as per the procedure noted above for up to one year. However, granting of a second leave under these circumstances will not guarantee that a student may return to the medical curriculum. At the time the student wishes to return, the student will produce a written request to do so along with a letter from an appropriate physician that supports that request. The Student Promotions and Professional Conduct Committee will then deliberate as to whether or not the student will be allowed to re-enter the curriculum. This decision will be based on a review of the entire academic record, history of medical leaves, and documentation of progress in treatment. If a student is allowed to re-enter, the conditions for re-entry will be specified at that time.

3.3.f A request for an absence longer than one year will necessitate the withdrawal of the student. The student will make application for readmission through the regular admissions process.

4. **Appeal for Denial of Leave**

In the event a student's request for leave is denied, the student may submit a written appeal to the Dean of the School of Medicine. The Dean may hear the matter directly or he may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.

In the event a student on medical leave of absence is denied re-entry, the student may appeal in writing to the Dean of the School of Medicine. The Dean may hear the matter directly or he may appoint a 3-member faculty committee to hear the matter and make recommendations to him. The Dean's decision will be final.

The TTUHSC Code of Professional and Academic Conduct can be found in its entirety on the TTUHSC Office of Student Services website at [www.ttuhsc.edu/studentservices/](http://www.ttuhsc.edu/studentservices/). All School of Medicine students should read and be familiar with the contents.
### SECTION III. CURRICULUM POLICIES

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Office of Curriculum: Mission and Goals

The mission of the Office of Curriculum is to implement and execute a functional and dynamic curriculum that prepares students with the knowledge, skills, behaviors, and attitudes necessary to effectively provide medical care to increasingly diverse patient populations. The goals of the Office of Curriculum are to:

- Maintain the highest educational standards for the design, delivery, and evaluation of the curriculum
- Update the Educational Policy Committee (EPC) on AAMC, LCME, and other national standards for undergraduate medical education and ensure alignment of the curriculum with these standards
- Implement EPC educational policies and curricular initiatives
- Maintain a centralized curriculum management system and website to facilitate curriculum management, evaluation, and scholarship in medical education
- Provide administrative and operational staff support, data, and reports to the EPC with respect to evaluation and outcomes for learning and teaching in courses and clerkships, including the triennial review
- Report regularly to the EPC, the Dean, course and clerkship directors, faculty, and students on issues and needs related to educational policy and curriculum evaluation and on the EPC triennial evaluation of courses

The Office of Curriculum website contains valuable curricular information which includes updates on exam schedules, academic calendars, book list, etc. You can access the website by navigating to http://www.ttuhsc.edu/som/curriculum/.

Educational Technology (available through the Office of Curriculum website)

The Educational Technology (ET) group is located in the Office of Curriculum. ET conducts a computer orientation each year for the first year medical students. ET coordinates with TTUHSC Information Technology to help prepare all student laptops for use in the curriculum. ET also provides computer support to all medical students, faculty, and staff. ET staff provides support for the following applications used in the medical curriculum:

- WebCT/Sakai (Curriculum Management System)
- Online student and faculty evaluations and surveys
- Online examinations include Years 1 & 2 Block final exams
- Online Patient Logs
- CurrMIT (Curriculum Management Information Tool)/Ilios
- New Innovations
- Survey software
- Audio/Video Lecture Capture and Processing

Office of Curriculum and Campus Education Offices Contacts

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Management of the Medical School Curriculum

The curriculum of the TTUHSC School of Medicine is approved by the Dean of the School of Medicine. The Associate Dean for Academic Affairs is responsible for liaison between the Dean and SOM committees responsible for establishing educational policies and operations within the four years of the medical school curriculum. The organization of these committees is shown in the figure below. Each committee, and the point(s) of access to these committees for students, is described briefly below.

**Educational Policy Committee (EPC):** The EPC is charged with establishing those policies necessary to maintain a contemporary and effective undergraduate medical curriculum that promotes excellence in the continuum of medical education. Thus, the EPC establishes policies relevant to curriculum content, curriculum management, grading and evaluation. The EPC for 2012-2013 is comprised of 19 voting members of whom fourteen are members of the SOM faculty and five are medical students. Thus, each class in the SOM is represented on the EPC to ensure that student views and concerns can be addressed in an efficient manner. All student members are elected by the student body and distributed as follows:

1. One (1) MSI student and one (1) MSII student in Lubbock.
2. One (1) MS3/MS4 student each from the Amarillo, Lubbock and Permian Basin campuses.
3. An alternate for each student representative is also elected to serve, as needed.

Policies established by the EPC are submitted to the Dean of the School of Medicine for final approval. The Associate Dean for Academic Affairs provides liaison between the EPC and the Dean, keeps the EPC informed of AAMC, LCME, and other national standards for undergraduate medical education and ensures alignment of the curriculum with these standards. The Associate Dean for Academic Affairs also implements EPC recommended policies and curricular initiatives, performs evaluations of the curriculum and promotes educational scholarship in the School of Medicine. Other non-voting members of the EPC include Associate Academic Deans of Educational Programs/Student Affairs from the Amarillo and Permian Basin campuses and Academic Deans of Student Affairs, Faculty Development and Affairs and Admissions. The EPC interacts with other committees associated with the educational mission of the SOM, including the Faculty Council Executive Committee and the Student Promotions and Professional Conduct
Committee (SPPCC). Specifically, the Chair of the SPPCC is a non-voting member of the EPC and the Chair of the EPC is a non-voting member of the FCEC. The SPPCC and FCEC report directly to the Dean of the SOM.

**Education Operations Committee (EOC) and Clinical Education Operations Committee (CEOC):** The EOC and CEOC are responsible for management and operations of the curriculum in MS1/MS2 (EOC) and MS3/MS4 (CEOC). The EOC is comprised of the ten block directors from MS1 and MS2 under the direction of a Chair and Associate Chair. The Associate Deans for Academic Affairs and Assistant Dean for Student Affairs are non-voting members, as are the Chairs of the EPC and SPPCC. The CEOC is comprised of the Lead Clerkship Chairs for each of the MS3 clerkships, one Clerkship Director for each MS3 clerkship, one MS4 Director from each campus, Directors of other required experiences, Regional Education Deans and Directors from each campus, the Associate Dean for Academic Affairs. The CEOC is supported by education committees on each campus (Clinical Education Committees and Year 4 Directors Committees) that have responsibility for activities in the two clinical years. Both the EOC and CEOC can make proposals for policy revisions for consideration by the EPC. Operational issues are directly transmitted by each committee to the Associate Dean for Academic Affairs.

**Student Promotion and Professional Conduct Committee (SPPCC):** The SPPCC is responsible for recommending students for promotion and graduation. The Chair of the SPPCC is a non-voting member of both the EPC and EOC. Promotion policies developed by the SPPCC are approved by the Faculty Council Executive Committee (FCEC). The Chair of the EPC is a non-voting member of the FCEC to ensure that efficient communications are maintained between all committees associated with educational issues in the SOM.

**Key Personnel (2012-2013)**

- Educational Policy Committee, Chair: Lara Johnson, M.D., Department of Pediatrics (Lubbock). Email: Lara.johnson@ttuhsc.edu
- Education Operations Committee, Chair: Vaughan Lee, Ph.D., Department of Cell Biology & Biochemistry (Lubbock). Email: vaughan.lee@ttuhsc.edu
- Student Promotions and Professional Conduct Committee, Chair: Allan Haynes, M.D., Department of Urology (Lubbock). Email: allan.haynes@ttuhsc.edu
- Faculty Council Executive Committee, Chair: Dan Hardy, Ph.D., Department of Cell Biology & Biochemistry (Lubbock). Email: Daniel.hardy@ttuhsc.edu

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Curriculum Policies (Numbered policies may be accessed electronically)

SOM OP: 30.01: Grading Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to define the methods used for assigning grades to students in courses administered by the School of Medicine.

REVIEW: This SOM Policy and Procedure will be reviewed prior to November 1 of each odd-numbered year by the Educational Policy Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   This policy is intended to provide guidelines for faculty, staff and administrators concerning procedures to be employed in assigning and recording student grades.

2. Grade Categories
   2.1 Grades are recorded on the transcript as follows:
      (1) Year 1 and 2: Honors (HO), High Pass (HP), Pass (PA), Marginal (MA), Fail (FA) (except where specifically noted in the SoM Syllabus)
      (2) Year 3: Honors (HO), High Pass (HP), Pass (PA) and Fail (FA) (except where specifically noted in the SoM Syllabus)
      (3) Year 4: Honors (HO), Pass (PA), Fail (FA) (except where specifically noted in the SoM Syllabus)
   2.2 Credit (CR) for students who have fulfilled the equivalent of required medical courses at another school or as a graduate student at TTUHSC. This may require placement testing in addition to the prior course work experience. Transfer of credits toward the Doctor of Medicine degree is made by recommendation of the appropriate course directors through the Office of Student Affairs.
   2.3 In Progress (PR) is recorded only when a student has been unable to complete the full course of study in the allocated time. It is not used as a substitute for an earned failing grade. The Office of Student Affairs will request reasons for the grade and for a description of the work remaining to be done. When a "PR" remains for one year without action on the part of the student, it will be changed to a failing grade.

3. Documentation of Student Academic Performance
   3.1 Copies of grade reports for all courses are forwarded to the Office of Student Affairs as soon as possible after course grades are determined.
   3.2 The Clinical Evaluation Form is required for each student at the completion of each clerkship rotation. This form or a summary narrative is included in the student's permanent file.
   3.3 The Year 4 Rotation Evaluation Form is required for each student at the completion of each clinical elective. This form is completed by the elective supervisor and the final elective grade is submitted to the Office of the Registrar. The elective form is submitted to the Office of Student Affairs for inclusion in the student's file.
   3.4 Students are assigned a grade at the completion of each course. A grade, once recorded, cannot be changed without written approval of the course director.
   3.5 Block or clerkship directors (or their designees) will enter final grades into the institution's Banner computer system.
4. Grade Assignment in Years 1 and 2

4.1 Block Directors will use categories defined by the EPC in determining final Block grades.

4.2 Block components that have numerical grades will be converted to categorical grades as defined by EOC policy; ≥91.00 = Honors, 87.00 – 90.99 = High Pass, 75.00 – 86.99 = Pass, 70.00 – 74.99 = Marginal, <70.00 = Fail.

4.3 Final numerical grades will be truncated to the 100ths place before conversion to categorical grades.

4.4 Individual exam grades and final grades will be calculated and determined by Block Directors in accordance with the unique characteristics and educational components utilized in the Block.

4.5 Block Directors will define methods for grade calculation and determination in the Block Syllabus including but not limited to; adjustment of exams for discarded questions, percent value of graded components, method for grading quizzes and special projects, and attendance.

4.6 For students who request and are granted a leave of absence after the mid-point of each course, course averages up to the point of leave will be considered in the same way as final course grades for purposes of this policy. Exceptions to considering course averages in this manner must be requested in writing within five (5) business days of the leave being granted and will be considered on an individual basis.

5. Grade Assignment in Years 3 and 4

5.1 A final grade in each clerkship will be derived from the component scores. The major components for evaluation are:
   1. Clinical performance
   2. OSCE
   3. NBME subject exams

Additional components may be utilized in each clerkship and must be consistently utilized on all campuses. Other components cannot elevate a student’s final grade above that determined by the major components.

Progression through Years Three and Four of the curriculum requires that all components of each clerkship be satisfactorily completed.

5.2 A final grade of Pass or better is considered a satisfactory level of performance for a clinical clerkship. Each component of the clerkship (clinical assessment; oral, written, and/or departmental exam; NBME subject exam, etc.) must be passed with a minimum score of Pass or better.

5.3 The method for calculating a final grade in clerkships is described in section 9 (Clerkship Grading Policy-Detail). This procedure will be reviewed and updated by the Clinical Education Operations Committee on an annual basis.
If a student experiences academic difficulty in a single clerkship as defined in Table 1, the initial course of action will be as described.

Table 1: Guidelines for Actions in MSIII Clerkships

<table>
<thead>
<tr>
<th>ACADEMIC CONDITION</th>
<th>COURSE OF ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail on single component other than clinical performance (i.e., NBME exam or OSCE)</td>
<td>Repeat component. A 4-week elective for credit in Year 4 concluded by repeat of component is recommended. Failure to remediate a failed component will result in assignment of a final grade of Fail and referral to the SPPCC.</td>
</tr>
<tr>
<td>Fail on clinical performance, or Fail on two or more components</td>
<td>Assign clerkship grade of Fail and refer for review by campus SPPCC Year 3/4 subcommittee with options for courses of action as described in SOMOP 40.04: Student Promotion Policies.</td>
</tr>
</tbody>
</table>

If a student is required to take a "PR" (In Progress) in a clerkship (due to failure of NBME or OSCE), the transcript will show "PR" until the student meets the standards for successful completion. At that time, the "PR" will be removed and the transcript will show a final grade of PA. If a student fails a total clerkship with an overall grade of Fail, the grade will be shown on the transcript and the notation "successfully remediated" will be added if and when the clerkship is successfully remediated.

6. Remediation

6.1 Students who fail a single block in Years 1 and 2 may be allowed by the SPPCC to remediate that Block in order to progress to the next academic year. The Block Director of the failed block will determine the remediation activities.

6.2 Students may be required to remediate a failed NBME Clerkship Subject Examination by repeating the NBME exam (see section 5.4 above). Passing the exam on the second attempt will serve to remediate the PR grade. The method for assigning a percentile ranking for the score obtained in the repeated exam is described in section 9 below. A final grade of PA will be assigned if the percentile ranking is 5% or greater. Note that final grades of HO or HP cannot be assigned after remediation. Students who receive a passing grade on an NBME Subject Exam at the first attempt may not repeat the exam in an attempt to improve a final grade.

6.3 Students may remediate a failing grade on a clerkship OSCE by completing a remediation OSCE designed by the clerkship director. A final grade of PA will be assigned to students who successfully remediate a clerkship OSCE.

6.4 For a course in which a grade of FA is being remediated, the block or clerkship director will send a memo to the Registrar requesting that a transcript notation of "successfully remediated" be attached to the original failing grade when successful remediation is accomplished.

6.5 Failure to successfully remediate a block in Years 1 and 2 according to course standards before the start of the next academic year may result in repetition of the entire year in which the failure occurred (see Table 1 in SOMOP 40.04: Student Promotions Policy).
7. Repetition of an Academic Year

7.1 The SPPCC may recommend that a student repeat an academic year due to academic difficulties. The SoM may limit the number of students who can repeat an academic year.

7.2 Students who are repeating an academic year will take all courses required for other students in that academic year unless otherwise specified by the SPPCC. If a student has received a prior grade of Honors in a particular course, that course director has the option of requiring repetition of the course or substituting other work in that discipline. If the course director opts for the latter, that decision must be communicated in writing to the SPPCC and a grade will be given for this work.

7.3 If a student repeats an entire academic year, the new grades are recorded on the transcript in addition to the original ones.

7.4 Students who are required to repeat an academic year may not take courses from the next academic year during the period of repetition.

7.5 Repetition of a clerkship and remedial work, as defined and prescribed above, will not be counted as elective time in satisfying the conditions for graduation.

8. Assignment of Credit Hours

8.1 The School of Medicine assigns credit hours for blocks, clerkships and rotations based on the formula that one week of coursework equals one credit hour, with some exceptions as described below.

8.2 Longitudinal courses such as Early Clinical Experience blocks in Years 1 and 2 and the Continuity Clinic/Mentoring Clinical Experience in Year 3 will be assigned credit hour values according to week equivalents of course work.

8.3 Courses such as Basic Medical Spanish and the Integration Seminar have been introduced as zero credit courses.
9. Clerkship Grading - Detail

9.1 This policy is intended to ensure that the School of Medicine remains in compliance with educational standard ED-8 of the Liaison Committee on Medical Education, which requires that equivalent evaluation methods are used in clinical clerkships on all campuses.

9.2 Grade Assignment Procedures

The Educational Policy Committee approved recommendations for changes to the system for assigning grade categories in MSIII clerkships on May 10, 2010. The approved changes are as follows:

a. Final Grade Categories: Final grades will be assigned in four categories: Honors, High Pass, Pass and Fail
b. These four grade categories will also be assigned for Clerkship NBME Subject Exams and these grades will be used along with grades from other components to determine the final grade category (see below). Grade categories for Clinical Evaluations and OSCEs will continue to be assigned as Honors, Pass and Fail.
c. Clerkship NBME grades will be assigned based on quarter data from the NBME, rather than annual data as used in previous years. In addition, the grade will be assigned based on average national data from the previous three complete years of NBME exams, rather than data from a single year. The Office of Curriculum will prepare a table prior to each academic year that will list the scores that correspond to a specific percentile rank for each clerkship period. This table is included as Appendix A and will be updated in June of each year to include the most recent annual data provided by the NBME.
d. Students must rank at or above the 80th percentile on the NBME exam to be eligible for a final grade of Honors and at or above the 70th percentile on the NBME exam to be eligible for a final grade of High Pass. The percentile that must be achieved on the NBME exam to qualify for a final grade of Pass is the 5th percentile.

9.3 NBME Subject Exam Grade Assignment

a. The rationale for altering the procedure for assigning Clerkship NBME grades from annual scores to quarterly scores was based on the observation that student scores tend to increase over an academic year, meaning that students who took a clerkship earlier in an academic year were at a disadvantage in terms of obtaining a particular grade. In essence, fewer students obtained an Honors grade and more students obtained a Fail grade earlier in the year using the annual data to determine grade categories than would obtain these grades using quarter data. In addition, by averaging national data from a three year period, assignment of grades should be more consistent and less affected by grade fluctuation that can occur from year to year. The numerical grades for each categorical assignment are shown for each clerkship in Appendix A.

9.4 Assignment of Final Grade

a. As there are now four grade categories for the final grade, it is important that consistent strategies are used to assign the final grade using scores for the Clerkship Subject NBME exam, Clinical Evaluation and OSCE. The following table shows the appropriate final grade for students with all combinations of grades on the three major components.
<table>
<thead>
<tr>
<th>NBME</th>
<th>Clinical Evaluation</th>
<th>OSCE</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HO</td>
<td>HO</td>
<td>HO</td>
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<tr>
<td>HO</td>
<td>PA</td>
<td>HO</td>
<td>HO</td>
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<tr>
<td>PA</td>
<td>PA</td>
<td>PA</td>
<td>PA</td>
</tr>
</tbody>
</table>

In cases where a Failing grade is obtained in a single component:

<table>
<thead>
<tr>
<th>NBME</th>
<th>Clinical Evaluation</th>
<th>OSCE</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
<td>HO/PA</td>
<td>HO/PA</td>
<td>PR</td>
</tr>
<tr>
<td>HO/HP/PA</td>
<td>FA</td>
<td>HO/PA</td>
<td>FA</td>
</tr>
<tr>
<td>HO/HP/PA</td>
<td>HO/PA</td>
<td>FA</td>
<td>PR</td>
</tr>
</tbody>
</table>
SOM OP: 30.02: Student Work Hours Policy

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to define the work hour expectations for students in the curriculum of the School of Medicine.

REVIEW: This SOM Policy and Procedure will be reviewed on May 1 of each even-numbered year by the Educational Policy Committee. Revised versions of the policy will be forwarded to the Policy Review Subcommittee of the Faculty Council Executive Committee, with recommendations for revision forwarded to the Dean by June 31.

POLICY/PROCEDURE:

1. General
The School of Medicine has the responsibility to develop and implement work hour policies for medical students, especially those on clinical clerkship rotations, in accordance with LCME ED-38. These policies should promote student health and education.

   a. Students should not be scheduled for on-call time or patient-care activities in excess of 80 hours per week. Students should not be scheduled for more than 30 continuous hours. Students should have at least one day off each week averaged over a one month period.

   b. This policy applies to all clerkships on all campuses.

   c. Overnight call and night float, if any, should have comparable frequency on all three campuses for any particular clerkship. Overnight call should also have comparable frequency within any particular department on a single campus. The clinical departments will determine the frequency of overnight call, but it should not be more frequent than every 4th night.

   d. It is anticipated that student attendance at clerkship seminars, conferences, and other didactic sessions will be facilitated by this policy and that provisions in this policy are not the basis for missing these sessions. Requests for excused absences from these sessions should be submitted to the clerkship director or his/her designees on an individual basis.

   e. Variances from this policy must be approved by the Regional Dean for Student Education and the Educational Policy Committee.
SOM OP: 30.03, Electronic Devices in the Classroom

PURPOSE: The purpose of this School of Medicine (SOM) policy and procedure is to inform students about the appropriate use of electronic devices in classroom or other educational settings.

REVIEW: This SOM Policy and Procedure will be reviewed on May 1 of each even-numbered year by the Educational Policy Committee, the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee, with recommendations for revision forwarded to the Dean by [last day of the month of publication date, i.e., May 31].

POLICY/PROCEDURE:
1. General
   This policy is intended to guide appropriate behavior in the use of electronic devices in the educational setting.
   
   a. The use of electronic devices in the classroom setting (i.e., laptop computers, PDAs, etc) is to be limited to that which is necessary for that particular class.
   
   b. Cell phones are to be turned off or placed in vibrate mode.

   c. Unofficial use of audio and videotaping is prohibited unless it is audio recording by a student of the current class for personal use, only with permission of the faculty or instructor, with the understanding that it is not permitted to be shared with anyone other than members of that current class. Any violation of this policy will be considered unprofessional conduct. Official use of audio taping includes the scribe service if used as advertised and sold to students and anything that Texas Tech records for official use of the school. The Audio Visual room will remain unlocked but will be monitored and students other than the scribe will be asked to leave.
SOM OP: 30.04: Administration of Examinations

PURPOSE: The purpose of this School of Medicine (SOM) Policy and Procedure is to outline the responsibilities for all parties involved in the examination and provide guidance to Block Directors, Office of Curriculum Staff, and Students in procedures to follow before, during, and after summative examinations.

REVIEW: This SOM Policy and Procedure will be reviewed on November 1 of each odd-numbered year by the Education Operations Committee. The result of this review will be communicated to the Office of the Dean and the Policy Review Subcommittee of the Faculty Council Executive Committee by November 30.

POLICY/PROCEDURE:

1. General
   It is the policy of The Texas Tech University Health Sciences Center School of Medicine to administer examinations in a fair and objective manner. The Office of Curriculum will administer the School’s policies regarding administration of examinations.

2. Responsibilities of persons involved in the administration of SOM examinations
   2.1 Office of Curriculum
      1. Educational technology (ET) support personnel
         a. Provide computer help, exam room preparation, monitoring progress of computerized exams, preparing statistics, regrading
         b. Provide loaner computers and emergency backup computers to students for and during examination
      2. Block Coordinator
         a. Prepare and load exam into computer, prepare paper backup exam
         b. Archive any paper exams, computer grades, final grades
         c. Serve as Head Proctor for NBME (interface with NBME during exam)
      3. Provide laminated reference values sheet, calculators, pencils/scratch paper, or laminated sheet/marketer for NBME
   2.2 Block Director/Associate Block Director
      1. Establish examination schedule
      2. Solicit and compile exam questions
      3. Assure correctness of exam on paper and computer
      4. Obtain and instruct sufficient proctors for each exam
      5. Serve as head proctor or designate an alternate
      6. Review exam for final grading
   2.3 Proctors
      1. Observe exam as directed by Head Proctor
      2. Once students seated, ascertain that correct examinee is at the correct station during the exam by randomly selecting 10% of students.
      3. Escort students to lobby for bathroom breaks
   2.4 Students
      1. Complete HealthCheck on personal computer PRIOR to exam day
      2. If known, unresolvable computer problem is discovered, request a SOM laptop 7 days before a schedule exam.
      3. Arrive at exam room 15 minutes before the exam is scheduled to begin to set up computer, boot the computer, and launch the appropriate browser. Late arrival to the exam may result in loss of time from the exam; habitual late arrival may result in referral to the Student Promotions and Professional Conduct Committee.
      4. Present TTUHSC ID badge (according to HSC OP: 76.02) for admission to exam room
         a. If acceptable ID not available, student must report to the Office of Student Affairs to obtain exam admittance form
         b. Place their ID visibly on the table within their workstation
5. Comply with all policies regarding classroom behavior
   a. Place all personal belongings at sides of room away from exam workstations; no personal
      belongings should be brought to the individual examination desk (i.e., book bags, books,
      papers, calculators, extra clothing including caps, watches with alarms, pagers and cell
      phones, which should be turned off)
   b. No pencil cases, boxes, eyeglass cases, or other opaque containers are allowed at the
      exam desk. Pencils, scratch paper, and calculators (if needed) will be provided;
   c. Ear plugs; any other device must be approved by chief proctor
   d. No communication with anyone other than the faculty member(s) responsible for the exam
      or the proctor(s) during the exam.
   e. Only one student may leave the exam room at a time; raise your hand and a proctor will
      assist you.
   f. If you temporarily leave your exam station, partially close your computer and turn scratch
      paper to blank side.
   g. When leaving exam room after submission of exam, leave the area; do not congregate in
      area outside exam room OR use restrooms adjacent to exam room.

6. Comply with examination procedures
   a. Complete (or sign) the Honor Code provided with each exam.
   b. Comply with exam security requirements, use of lockdown browser, and signing off
      appropriately.
   c. If you require assistance during the exam, raise your hand; no time penalty will accrue for
      computer problems.
   d. If not remaining for exam review, quietly leave classroom and immediately exit the lobby
      areas at the classroom entrances; do not use restroom on second floor of ACB.
   e. If remaining for exam review – shut computer off and close it until review begins; sign out
      of the computerized exam review.

7. In event of absence from a scheduled exam, follow the attendance policy.

3. Administration of computer examination
   3.1 The Academic Honesty Statement, followed by a restatement of portions of this policy
      applicable to examinees, will be provided as a mandatory quiz for all computer exams or on
      the cover page of paper exams given by the School of Medicine. Each examinee will be
      required to confirm that he/she has read and agreed to these statements.
   3.2 Process of examination – opening, testing, submission
      1. Assigned seating: For an exams given in the multi-disciplinary lab (ACB 200), examinees will
         sit in pre-assigned seats. Seat assignments will be posted fifteen (15) minutes prior to the
         beginning of the exam. Examinees shall not change seats without permission from a faculty
         member responsible for the exam or a proctor.
      2. A security code for entrance into computer exams will be provided once all students are online
         and ready to begin the exam.
      3. Students who suffer computer problems during the exam will be assisted by the Office of
         Curriculum staff present during the exam; there will be no time penalty.
      4. Prior to the ten (10) minute warning, examinees, accompanied by a proctor, may leave the
         room one at a time for restroom breaks or water breaks.
      5. After the ten (10) minute warning, no one will leave the room before all examinees have
         submitted their exams (computer) or exams and answer sheets are picked up and accounted.
      6. Students must remain in the exam room if they intend to participate in the exam review.
   3.3 Proctors
      1. FACULTY MEMBER(S) RESPONSIBLE FOR THE EXAM: At least one (1) faculty member
         must be present and in charge of the administration of the exam. If multiple rooms are used
         for an exam, at least one (1) faculty member must be present in each room, with the exception
         of exam rooms used for a single examinee taking the exam under accommodations previously
         approved in accordance with the Standards for Curricular Completion in the School of
         Medicine Student Handbook.
      2. EXAM PROCTORS: For each exam room there will be a minimum of two proctors
      3. All proctors are expected to circulate around the room.
3.4 Breaks – see section – 4
3.5 Post-exam review – see section – 5

4. Breaks

4.1 BATHROOM BREAK
1. If bathroom breaks are allowed due to the length of the exam, no more than one (1) examinee at a time may be out of the room and must be escorted by proctor.
2. Prior to leaving the exam room for a bathroom break, the examinee must lower the screen of their computer, or pause their exam.
3. A log of the bathroom breaks with the examinee’s name as well as leave and return times and proctor’s name will be kept by the persons responsible for the exam.

4.2 EMERGENCY BREAK
1. In the event of sudden illness, the head proctor will escort the student out of the room and obtain appropriate assistance.

5. Post-exam review

5.1 A post-examination review will be offered immediately following the end of the exam
1. To participate in the exam review, student must remain in exam room; students who leave the exam room will not be allowed back for the review
2. This is an INDIVIDUAL review; there will no discussion of the questions or answers among the students or by the faculty.
3. Prior to exam review, computerized exam will be closed to all students
4. Continue for appropriate amount of time as determined by the Block Director, generally 15-30 minutes depending on number of questions on the exam.
5. When finished with the exam review (before time is up, or at the end of the allotted review time)
   a. Sign out of the computerized exam
   b. For paper exam, all test materials will be collected by the proctors as the students leave
6. Any student may make an appointment for a discussion of the exam topics with the Block Director or one of the faculty.

5.2 The Block Director will review the “Question Review Request Forms” and/or computerized comments and provide feedback to students regarding changes to questions.

6. POSSIBLE ACADEMIC MISCONDUCT: If behavior occurs which prompts a faculty member responsible for the exam or the proctor to be concerned about academic misconduct, the faculty member’s or the proctor’s response may include, but is not limited to, as follows:

6.1 The faculty member or the proctor may issue a general caution to the class regarding the behavior in question.
6.2 The faculty member or the proctor may ask other proctors to also monitor the behavior in question and, as appropriate:
   1. Caution the examinee individually in a manner as discrete as possible, if deemed warranted by the proctor(s).
   2. Document the alleged behavior, including, but not limited to, the name of any examinee involved with the alleged behavior, circumstances surrounding the alleged behavior, date and time of the alleged behavior, and pursue the matter as specified under the Code of Professional and Academic Conduct in the TTUHSC Student Affairs Handbook.

7. CONTINGENCY PLANS for cancelling scheduled examinations or converting planned computer exam to paper exam.
   See separate policy.
School of Medicine Computer Requirements for 2012 – 2013.

Registration Requirements for entering MSIs

- Incoming students must attend a mandatory setup/orientation session and have available a PC-based laptop or Apple laptop on Monday August 6 2012. Power cord and network cable are also required during this session.
- Student computers must meet or exceed technical specifications determined by the Information Technology (IT) division of Texas Tech University Health Sciences Center (see below).

Background Information

- The majority of course lecture notes, daily class schedules, and other curriculum related information are provided through a software portal called WebCT. These resources include lecture presentations, streaming media, audio lecture recordings and online assignments.
- Most Year 1 & 2 exams are computer based. Computerized examinations in subsequent years will be introduced based on the capabilities of national examination groups, such as the National Board of Medical Examiners.
- The School of Medicine Educational Technology division employs three full-time educational technology staff members, who are located in the Office of Curriculum. These individuals are available to help the School of Medicine students, faculty, and staff with day-to-day technology usage. A primary goal of the Educational Technology division is to ensure that all students receive timely support, especially for exams.
- The School of Medicine Educational Technology division continually reviews computer platforms for compatibility with software applications utilized in the presentation and dissemination of educational material and the performance of examinations. Policies related to computer requirements are established by the Educational Policy Committee under advisement from the School of Medicine Educational Technology division.
- Although the School of Medicine Educational Technology division is capable of providing technical assistance for all PC-based platforms, the staff is most familiar with Dell systems.
- The School of Medicine is only capable of providing replacement computers to students whose personal PC-based laptop computers are non-functional at the time of an examination. Replacement computers will not be made available to students who ignore the technical requirements described herein.

GENERAL RECOMMENDATIONS FOR LAPTOP COMPUTER CONFIGURATIONS

- Intel or AMD processor, 2.0 GHz or greater
- Windows 7 or Mac OS X Snow Leopard
- 4 GB of system memory or greater
- 320 GB SATA hard drive or greater
- 256 MB video card or greater, or integrated graphics media accelerator
- 10/100 network card onboard
- 56K modem (for dial-up - optional)
- Built-in LAN and 802.11a/b/g/n Wi-Fi
- CD-RW/DVD combo drive or DVD+/-RW drive
- USB Memory Key/Flash Storage Device (recommended instead of floppy drive)

Special pricing on Dell computers will be available to you through the TTUHSC Information Technology website (http://www.ttuhsc.edu/it/dell/) once you have received your eRaider account information. In June the TTUHSC Information Technology Department will set up an eRaider account for you. eRaider is an account management system which makes it possible for students, faculty, and staff to obtain and access electronic resources at Texas Tech using a single username and password. Your eRaider account allows you to send and receive email, update your online directory information, create and manage an email alias, access the Internet, access the web portal for registration and information, enroll in computing short courses, take
advantage of online training, create a personal website, and download free software. Once you have
received your eRaider account information you will be able to access the Dell computer discounts. Any
questions about these computer requirements should be directed to Mr. Victor Gonzales, Senior
Director for Educational Technology in the School of Medicine at victor.gonzales@ttuhsc.edu.

Faculty and Course Evaluations – Expectations of Student Completion

Background: The School of Medicine is committed to a continuous quality improvement process in the
delivery and administration of the curriculum. Student feedback is a crucial component of this process and
is sought in several different environments, including focus groups and online surveys. Feedback from
students is used to identify faculty who demonstrate excellence in educational activities and effective
methods for delivery of curricular activities. Feedback also highlights areas in need of improvement. For
example, feedback received over the past two years has resulted in the introduction of active learning
components into all didactic activities and upgrading of exam materials to more closely match formats
presented on standardized exams.

Student Participation: Participation in the feedback process is mandatory. Each block is divided into units
and student feedback about faculty and staff participants and each unit is required. Students are expected
to complete evaluation forms for three separate faculty from each unit and also to complete a unit
evaluation for each unit. In addition, students are expected to complete a final block evaluation that
reviews the content and activities of the entire block. All evaluations are completed online and detailed
instructions will be distributed within each block and at orientation activities.

Expectations: Participation in the evaluation process is considered to be an example of professional
behavior. Professional behavior is separately graded within blocks and the impact on block grades will be
described by Block Directors. Additional awards for completion will be announced by the Office of
Curriculum. Students who fail to complete the requisite number of evaluations will be referred to the
Student Promotions and Professional Conduct Committee.

School of Medicine Copyright Policy
Students shall not transfer copyrighted material onto a computer for any use other than personal study.
Students may not act as distributors of copyrighted material to others, including the dissemination of
copyrighted material by any means without written permission from the copyright holder. Some of the
material provided to you on WebCT/Sakai will be "printable" from your personal computer for your use only.
See also: TTUHSC OP 57.02; Guidelines for the Educational Use of Copyrighted Works at
http://www.ttuhsc.edu/hsc/op/.