

## SECTION III. MEDICAL STUDENTS

### Narrative Data and Tables

**MS-1. Students preparing to study medicine should acquire a broad education, including the humanities and social sciences.**

*Ordinarily, four years of undergraduate education are necessary to prepare for entrance into medical school; however, special programs (e.g. combined baccalaureate-M.D. programs) may allow this to be reduced. General education that includes the social sciences, history, arts, and languages is increasingly important for the development of physician competencies outside of the scientific knowledge domain.*

**MS-2. Premedical course requirements should be restricted to those deemed essential preparation for completing the medical school curriculum.**

- a. List all college courses or subjects that will be required for admission.

Successful applicants for admission to the Texas Tech University Health Sciences Center El Paso School of Medicine (TTUHSC-EPSON) must have completed an undergraduate curriculum and must have been awarded a baccalaureate degree or its equivalent before matriculation. Also, students must have successfully completed the following courses, which are required for admission:

Biology, including cellular biology and laboratory	12 semester hours
Biology laboratories	2 semester hours
General chemistry including qualitative and quantitative analysis with laboratories	8 semester hours
Organic chemistry with laboratories	8 semester hours
Physics with laboratories	8 semester hours
Calculus or statistics	3 semester hours
English	6 semester hours

Advanced Placement (AP) credit will not be accepted for these required courses.

- b. Identify any courses, especially those outside of the fields of mathematics, physical sciences, and life sciences, which are recommended but not required for admission to medical school.

Successful applicants also should have pursued a broad educational experience, including topics outside of chemistry, biology, physics and mathematics. Although TTUHSC-EPSON will have no prescribed course of study beyond the required courses identified above, the Admissions Committee will consider the breadth of the candidate's educational experience in their determination of admission. Additional recommended courses include the following:

Humanities, Social Sciences, or Behavioral Sciences (AP credit will not be accepted.)	12 semester hours
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Academic Year 2006-2007

Coursework in Biochemistry, Biostatistics, and Cellular/Molecular Biology is also encouraged.

Competence in spoken and written English will be necessary. A facility in conversational Spanish will be an advantage for students intending to remain in the Southwest.

**MS-3. The faculty of each school must develop criteria and procedures for the selection of students that are readily available to potential applicants and to their collegiate advisors.**

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Briefly describe the process that will be used for medical student selection, beginning with receipt of the application forms and proceeding through screening interview procedures, tender of acceptance offer, and matriculation. Cite the criteria for selection and indicate how they will be published and disseminated.

TTUHSC-EPSOM will be committed to helping meet the needs of an increasingly diverse population by recruiting a diverse medical school class that exhibits qualities indicative of academic success. To that end, as authorized by the Texas Tech University Board of Regents, race/ethnic background as well as interest in the region will be among the many factors considered in the admissions process.

TTUHSC-EPSOM will not accept applications for admission until it has been granted preliminary accreditation by the LCME. Subsequent to preliminary accreditation, applications for admission will be processed through the Texas Medical and Dental Schools Application Service (TMDSAS). Application forms and procedural information are available on the TMDSAS website at { HYPERLINK "http://www.utsystem.edu/tmdsas" }. This site will also have a link to a secondary application that will be submitted directly to the Admissions Office at TTUHSC-EPSOM. This secondary application will also be available through the school's website ( { HYPERLINK "http://cms.tyler.ttuhs.edu/elpaso/som/" } ).

Applications submitted to both TMDSAS and TTUHSC-EPSOM will be reviewed for completeness. In addition, TTUHSC-EPSOM will review the application for adherence by the candidate to the admissions requirements established by the school. Receipt of the application by TTUHSC-EPSOM will be acknowledged by written or electronic correspondence. If preliminary review identifies missing information, notification will also be transmitted to the candidate by written or electronic correspondence. The candidate will be able to monitor completion of any missing documentation through access to a secured website established specifically for that purpose.

The Admissions Office will select for interview those candidates whose files are complete and who are considered to be competitive for admission based on the admissions criteria established by the school. These criteria include scores from the MCAT; academic performance as reflected by the GPA; rigor of the undergraduate curriculum, including course selection, extracurricular activities, and employment and their impact on performance and maturation; recommendations from premedical advisors or faculty; socioeconomic background; communication skills; and personal qualities, including honesty, leadership, maturity, determination, and motivation for a career in medicine. Standardized assessment methods will be used to ensure that objectivity and consistency are achieved. Evaluation of the MCAT will include consideration not only of the overall performance as reflected by the composite score, but also of consistency among the individual sections of the examination. Evaluation of coursework will take into consideration overall performance, performance in prerequisite course work, consistency and trends in performance, honors, and awards.

Candidates who are selected for interview will be invited for a full day of interviews and meetings. These interview sessions will be conducted in El Paso twice a week from early August to the middle of December. All successful candidates must participate in the interview process. The purposes of this interview are to review the elements of the candidate's application, to assess those qualities and characteristics that may not be apparent in a written application, and to address questions of the candidate and of the school that may have arisen during the application process. Individuals who serve as interviewers will be required to participate in an annual orientation session prior to the interview season. The purpose of the orientation session is to inform the interviewers about the mechanics of the process, including emphasizing the importance of maintaining consistency, identifying any changes in relevant laws or policies, and familiarizing interviewers with the evaluation forms to be used. The evaluation forms incorporate a standardized scoring system to ensure consistency, reproducibility, and objectivity in the interview process.

As part of the existing TTUHSC School of Medicine, the El Paso campus and its faculty members have a long history of participating in the medical school admissions process. El Paso faculty members have always served on the Admissions Committee, traveling to Lubbock on a regular basis to participate in the interview process and in the selection discussions. For the past three years, admissions interviews have been conducted on the El Paso campus on a weekly basis during part of the interviewing season. El Paso committee members have participated in orientation sessions on the process of interviewing and have received guidance concerning application forms and student assessment issues. The faculty has received legal guidance from our general counsel, and the Assistant Dean of Admissions from Lubbock has visited annually to assist with the process. The staff of the El Paso Office of Student Affairs has become proficient in processing application materials, scheduling interviews, and collecting and collating interview forms and materials. All of these experiences and skills will be useful in establishing an independent application process for the new school.

At the conclusion of each interview session, the Admissions Committee will review the credentials and interview evaluations for each of the candidates and will make recommendations for or against admission. Based upon these recommendations, a list of acceptable candidates will be prepared. Following TMDSAS guidelines, we will make offers to exceptional candidates between November 16 and December 31. All other candidates will be offered positions through the TMDSAS matching process. All candidates, whether holding an offer or not, must submit preferences to the TMDSAS match by January 15. Match results are announced on February 1. A rolling admissions process will then be used to fill remaining positions.

Students who are accepted for admission will receive a packet of information during the summer before their matriculation. This packet will contain information about the community of El Paso and the school, including lists of books and materials required, class schedules, housing opportunities, and contact information. Additionally, the packet will include information and forms regarding various requirements that the students will need to complete before matriculation, such as immunization forms, documentation of health insurance, and documentation of a pre-entry physical examination.

In addition, students must complete a criminal background check prior to matriculation. TTUHSC established this policy (HSC OP 10.20) in 2006; it is available online at { HYPERLINK "http://www.ttuhs.edu/HSC/OP/OP10/op1020.pdf" } and is included in the Appendix, Section III, pages 1-6. The policy was established to provide a safe environment for patients, visitors, faculty, employees, and students. All prospective matriculants will submit a background check through a prescribed vendor to the TTUHSC Office of the Registrar. Refusal to complete the self-disclosure/criminal background check will preclude the student from admission and matriculation. All criminal history provided will be confidential and shall be protected from disclosure to the greatest extent provided by law.

Information about selection criteria and the admissions process will be published in the following places:

- Website of the Office of Admissions ( { HYPERLINK "http://cms.tyler.ttuhs.edu/elpaso/som/" } )
- Hard copy and online versions of the TTUHSC-EPSON course catalog (The catalog for the new school is still under development. A draft copy of the catalog is provided in the Appendix, Section III, pages 23-55. It is available online at { HYPERLINK "http://cms.tyler.ttuhs.edu/elpaso/som/" } .)
- *AAMC's Medical School Admission Requirements*

In addition, a flier summarizing the admissions process will be revised annually and will be included in an application packet for those individuals who do not use the online application process.

**MS-4. The final responsibility for selecting students to be admitted for medical study must reside with a duly constituted faculty committee.**

*Persons or groups external to the medical school may assist in the evaluation of applicants but should not have decision-making authority.*

**MS-7. The selection of individual students must not be influenced by any political or financial factors.**

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- a. If an admissions committee has been formed, provide a table or list of the current members. Who is the chair and how is the chair selected?

Members of the TTUHSC-EPSOM Admissions Committee will be drawn from the full-time and clinical faculty. Initially, individuals who have served on the El Paso subcommittee of the existing Admissions Committee will be asked to serve as the nucleus of our new Admissions Committee. The chair will be elected on an annual basis from the committee membership. The committee will receive staff support through the Office of Admissions and the Associate Dean of Academic Affairs and Admissions who will serve ex officio as a member of the Committee.

- b. Briefly describe how members are chosen and how long they serve. Who will make the final decision about admissions?

The Admissions Committee will consist of 18 members, although the size of the committee may be increased by action of the Dean. The Dean will appoint the members, and nominations to the committee will be encouraged. Faculty members will serve three-year terms, with one-third of the committee being selected by the Dean on an annual basis. The presence of ten voting committee members will constitute a quorum. At the discretion of the Dean, faculty may be selected to serve a second consecutive three-year term. Six years of consecutive service must be followed by a minimum of a one-year absence from the committee before faculty members will be eligible to serve another term.

The Admissions Committee will select those candidates who are judged to be best qualified for the study and practice of medicine. Desired attributes of applicants include intellectual curiosity, emotional maturity, honesty, proven scholastic ability, and strong motivation. The committee will also consider as valuable evidence of humanitarian experiences, volunteerism in the service of others, and leadership skills.

Political or financial factors will not influence decisions for admissions. The Admissions Committee will make decisions regarding admission without external influences from university authorities. The decisions of the Admissions Committee are final. The Admissions Committee will report to the Dean any attempt to influence committee decisions.

- c. If there will be combined professional degree programs (e.g. M.D.-Ph.D., M.D.-M.P.H., etc.), describe the role of the medical school admissions committee in admission decisions and interviewing of candidates for those programs.

At its inception, the school will not offer combined degree programs. However, it is our intention to develop a future program in which students will be admitted to both TTUHSC-EPSON and the University of Texas Health Science Center at Houston School of Public Health–El Paso Regional Campus to receive the combined MD-MPH professional degrees. We are currently in discussions with the School of Public Health to develop a letter of agreement and to resolve such issues as admissions decisions, interview of candidates, course credit, and tuition.

**MS-6. Medical schools must select students who possess the intelligence, integrity, and personal and emotional characteristics necessary for them to become effective physicians.**

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Briefly describe the methods that will be used to document and evaluate non-academic personal or professional attributes of medical school applicants. If a standard form will be used for interviewing candidates, supply a copy of the form and describe how it will be used.

The Admissions Committee will carefully examine each application for personal qualities and proven academic ability to determine the candidate's potential to be an effective and competent physician. Medical students must have the ability to listen, observe, examine, analyze, integrate, reason, and apply the skills and knowledge they learn to care for their patients. In addition to having all of these intellectual capabilities, students also must be able to communicate effectively with patients and colleagues. Medical students will also be required to think through individual cases and problems, evaluating each patient from various perspectives in order to arrive at a comprehensive diagnosis and develop an appropriate plan of management.

Medical students must be able physically and emotionally to tolerate the demanding workload of medicine and to be effective and productive under stressful conditions. They must be able to face the various challenges and changes in today's fast-paced medical environment and be able to adapt in the most effective manner. Candidates must be able to exercise good judgment and promptly complete all responsibilities. Additionally, as future physicians, medical students are expected to be professional and ethical in all interactions with patients, families, faculty, staff, and peers.

The Admissions Committee recognizes that these personal qualities, when combined with intellectual capacities, interpersonal skills, interest, and motivation, are basic requirements of a physician that will be measured not only during the admissions process, but also will be analyzed by patients and peers in the future. Thus, letters of reference, which include a minimum of two letters from pre-professional advisors or a single letter from a pre-medicine advisory committee chair, will also be considered. The applicant's ability to balance academic achievement with extracurricular and/or work activities will also be examined. Those applicants who appear to possess both the cognitive and non-cognitive traits that indicate likelihood of academic and professional success will be invited for a personal interview.

Admissions Committee members will use a standard form to document the interview process. The purposes of the form are to assure consistency in the interview process and to document the interviewer's considerations of non-academic personal and professional attributes that may be used in the overall evaluation of the candidate. A copy of this form is provided in the Appendix, Section III, pages 7 and 8.



**MS-8. Each medical school should have policies and practices ensuring the gender, racial, cultural, and economic diversity of its students.**

*The standard requires that each school's student body exhibit diversity in the dimensions noted. The extent of diversity needed will depend on the school's missions, goals, and educational objectives, expectations of the community in which it operates, and its implied or explicit social contract at the local, state, and national levels.*

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- a. Include copies of any policies, mission statements, or institutional goals that specifically address the gender, racial, cultural, or economic diversity of the student body.

The Mission and Goals of the El Paso School of Medicine, while broadly stated, include elements that address the diversity of the student body, as indicated below:

**Mission**

The mission of the Texas Tech University Health Sciences Center El Paso School of Medicine is to provide exceptional opportunities for students, trainees, and physicians; to advance knowledge through innovative scholarship and research in medicine *with a focus on international health and health care disparities*; and to provide exemplary patient care and service to the *entire El Paso community* and beyond.

**Goals**

The goals of the School of Medicine in El Paso are:

- 1. To provide a medical education that is consistent with modern scientific principles, *supportive of strong ethical principles, sensitive to the needs of the community*, and committed to excellence.
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**7. To promote educational achievement among the youth of the Border region.**

In accordance with the efforts of the Office of Admissions to encourage diversity (as described below), TTUHSC-EPSON will promote an institutional climate that equally welcomes, values, encourages, and respects the culture and contributions of all members of our pluralistic society.

- b. Describe any programs designed to facilitate the achievement of student diversity goals (e.g., pipeline programs, targeted recruiting efforts), and any specific admissions practices supporting the achievement of the school's diversity goals.

**Diversity Office and Programs**

*Office of Diversity and Multicultural Affairs*—Texas Tech University Health Sciences Center maintains an Office of Diversity and Multicultural Affairs (ODMA) that is directed by a Vice President. ODMA will serve as a resource to the El Paso School of Medicine to promote diversity and multiculturalism, and will be a resource to all underrepresented and disadvantaged minority students. Among its activities, ODMA identifies scholarships, coordinates internal multicultural initiatives, sponsors a diversity lecture series, and provides information for prospective and current students. More

information about this office can be found at { HYPERLINK "http://www.ttuhsc.edu/diversity/" }.

*Outreach and Pipeline Programs*—The El Paso campus has a long tradition of providing outreach and pipeline programs to facilitate achievement of the school's diversity goals. For more than fourteen years, it has targeted the recruitment of potential medical students from the US-Mexico Border population through its Office of Border Health and its Hispanic Center of Excellence. Even though the federal government has eliminated Title VII programs, including Hispanic Centers of Excellence, we intend to continue and to expand our outreach and pipeline programs, which include the following:

- Undergraduate students are recruited to summer programs in El Paso (in cooperation with the University of Texas at El Paso) and in Lubbock (in cooperation with Texas Tech University). These programs provide students with information and coaching in MCAT preparation, presentation and speaking skills, career advisement, and other topics that will improve the students' competitiveness in applying for medical school. These students are tracked and encouraged to apply to medical school.
- Promising students at the high school level are identified and enrolled in a year-long course at El Paso's Maxine Silva Magnet High School for the Health Sciences. The course includes college preparatory topics, test-taking strategies, research methods, and mentoring by TTUHSC medical students, residents, and faculty members. Again, enrollees are tracked and contact is maintained.
- Students at the elementary and middle school levels are enrolled in summer programs that emphasize health care and that familiarize the students and their families with health careers and financial aid opportunities. Again, the students are tracked.
- Recruiters from the campus travel throughout Texas to colleges and universities that focus on underrepresented minority students. Recruiters meet with individual students and with pre-medicine advisors who provide input about the needs and concerns of students who are contemplating application to medical school.

Several of these programs have a lead time of many years. The undergraduate summer programs, however, have the most immediate results and reliable tracking information. For example, the summer program in El Paso has been in operation since 2002. During that time, 40% of the participating students have received offers of medical school admission, with 17% receiving offers from TTUHSC. The summer program in Lubbock has been in operation since 1999 with 135 participants. Fifty percent of these students have received offers of admission to medical school with 21% from TTUHSC. We plan to continue the undergraduate summer program in El Paso.

### **Admissions Practices that Facilitate Diversity**

The School of Medicine admission guidelines call for no discrimination on the basis of race, sex, age, ethnic origin, religion, sexual orientation or disability. To facilitate diversity, our Admissions Committee will consider factors to determine whether or not an applicant comes from a financially or educationally disadvantaged background, such as the applicant's status as a first generation college graduate; multilingual proficiency; socioeconomic background while attending elementary/secondary school; responsibilities while attending school, such as employment or assisting in the care of family members;

community involvement; and other life circumstances. These factors will be considered in the selection of candidates, in accordance with recent legislation that allows schools to consider evidence of applicants' disadvantaged status as part of the total evaluation process.

Both cognitive and non-cognitive factors will be used in the evaluation of applicants to medical school. No single factor will be used exclusively to admit or to eliminate admission of an applicant to medical school at the El Paso School of Medicine. The Committee will examine each applicant for overall suitability, and make an effort to select a class with varied backgrounds, interests, and life experiences to provide a stimulating and broadening learning environment for all students.

**MS-9. Each school must develop and publish technical standards for admission of handicapped applicants, in accordance with legal requirements.**

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Provide a copy of the school's technical standards for the admission of handicapped applicants.

The El Paso School of Medicine recognizes that persons with disabilities, as that term is defined in the Americans with Disabilities Act, may fulfill the standards for completion of the curriculum with reasonable accommodation. In order to accommodate qualified candidates with disabilities without compromising the standards required by the school or the fundamental integrity of its curriculum, the school will follow a set of technical standards that describe the expectations for successful completion of the curriculum. These guidelines, called the Standards for Curricular Completion, have been developed by the existing school and are available online at { HYPERLINK "http://www.ttuhschool.edu/som/admissions/files/standards\_curricular\_completion\_07.pdf" }. These standards will also be published in the course catalog, in the student handbook, and on the El Paso School of Medicine website under a tab providing information for prospective applicants. A copy of the standards is included in the Appendix, Section III, pages 9-16. The school will be committed to developing innovative and creative ways of opening its curriculum to competitive and qualified candidates with disabilities. Requests for accommodation under the Standards for Curricular Completion will be considered on an individual basis. Information regarding requests for accommodation and the application form are available on the TTUHSC website for student services at { HYPERLINK "http://www.ttuhschool.edu/studentservices/ada/" }. A copy of these materials is included in the Appendix, Section III, pages 17-22. Reasonable accommodation will be arranged if appropriate. The use of a trained intermediary to observe or interpret information is considered to compromise the essential function of the physician.

When an applicant comes for an interview at the School of Medicine, a copy of the Standards for Curricular Completion will be included in the orientation packet. Questions about the standards will be welcomed, and interviewees will be informed that they must be qualified to meet all of the standards, with or without accommodation.

If a student is offered and accepts an offer of admission from the School of Medicine, the student must then sign a form acknowledging that s/he has read and understands that the Standards for Curricular Completion must be met, with or without accommodation. An application for accommodation may be obtained from the Office of Student Services and must be presented in writing to the Office of Student Affairs along with supporting documentation about the disability from an appropriate specialist and information about the proposed accommodation(s). The deadline for requests with supporting documentation will normally be 30 days prior to the beginning of the first semester of enrollment. The school may also seek independent review from a specialist of its choice. The decision on whether or not an accommodation request will be granted will be made by a committee composed of the Associate Dean of Academic Affairs and Admissions, The Associate Dean of Student Affairs, the Student Affairs Committee, and ad hoc faculty member(s) who are knowledgeable regarding the area of disability. Such decisions are subject to review and approval by the Dean. If reasonable accommodation is feasible, efforts will be made to provide the accommodation as classes begin. An

application that is subject to disapproval will be discussed with the ADA Compliance Office and the Office of General Counsel. If the request for accommodation is denied, the student will be notified in writing prior to the start of classes.

For requests with documentation received prior to April 15, efforts will be made to notify the student of the decision regarding their request prior to May 15. The Application for Accommodation and supporting documentation will be sent to the ADA Compliance Officer for official record keeping. In the area of learning disabilities, the student should note that s/he must petition the National Board of Medical Examiners for any accommodation on the United States Medical Licensing Examinations (Steps 1, 2, and 3) and that this process is in addition to and separate from any request for accommodation by TTUHSC-EPSOM.

**MS-10. The institution's catalog or equivalent informational materials must describe the requirements for the M.D. and all associated joint degree programs, provide the most recent academic calendar for each curricular option, and describe all required courses and clerkships offered by the school.**

*A medical school's publications, advertising, and student recruitment should present a balanced and accurate representation of the mission and objectives of the program.*

**MS-11. The catalog or informational materials must also enumerate the school's criteria for selecting students, and describe the admissions process.**

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Provide a copy of the current or draft medical school bulletin or catalog. If there is no print version of the catalog, indicate the website URL for the corresponding material, and include a printed copy of the relevant web pages in the Appendix.

The catalog of TTUHSC-EPSON will be revised on an annual basis and will be available to students in hard copy format and on the institution's website at { HYPERLINK "http://cms.tyler.ttuhs.edu/elpaso/som/" }. Material in the catalog includes the requirements for the M.D. degree, the current academic calendar, and course descriptions for all required courses, including clinical clerkships, and for elective offerings. The catalog also includes a roster of the faculty with their academic credentials. This roster will be updated on an annual basis. In addition, the catalog describes the school's criteria for selecting students and the admissions process.

A draft copy of the catalog is provided in the Appendix, Section III, pages 23-55.

**MS-18. The system of academic advising for students must integrate the efforts of faculty members, course directors, and student affairs officers with the school's counseling and tutorial services.**

*There should be formal mechanisms for student mentoring and advocacy. The roles of various participants in the advisory system should be defined and disseminated to students. Students should have options that allow them to obtain advice about academic issues or academic counseling from individuals who have no role in making promotion or evaluation decisions.*

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a. Describe the system that is being created for academic advising.

The core of the academic advising system will be the medical student colleges. Upon admission, each student will be assigned to one of four medical student colleges. These colleges will serve as the academic home for the student throughout the curriculum. In addition, the college will provide a social center for its members. Each college will serve twenty students in each class and will be housed in its own facility, including study space and a student lounge, within the Medical Education Building. We expect that, with time, each college will develop its own characteristics. However, it is not our intent to assign students on the basis of specific career interests or personal preferences. Each college will be overseen by two Masters—one a basic scientist and the other a clinician. These Masters will have their offices within the college facility. The Masters will be expected to be available to the students within the college for academic advising and will also have responsibilities for teaching, student evaluation, and course coordination.

In addition to the Masters in each of the medical student colleges, each student will have a faculty advisor who will advise the student on academic matters. The Assistant Dean for Student Affairs will also participate in academic advising at orientation and in individual sessions, with perspective gained from counselors and tutors, if needed, in special situations. The Assistant Dean will call meetings of all advisors to review the progress of each student.

The Associate Dean for Medical Education and the Associate Dean for Academic Affairs and Admissions will coordinate the monitoring of test grades with College Masters and the Office of Medical Education in order to identify and counsel students who experience academic difficulty. The staff of the Office of Student Affairs will include at least one individual with a professional background in educational psychology to help students identify individual learning styles and to work with students to improve time management, study skills, and test taking strategies to maximize academic performance. Students will be able to schedule appointments with this specialist as well as with the Assistant Dean for Student Affairs, their College Masters, and the Director of Student Affairs for individual academic counseling. Students will be provided with information on accessing these services and professionals.

A number of other avenues will also be available to students for assistance. The development of peer tutoring programs will be encouraged to provide student-driven academic assistance and resources. Course directors and faculty will be available to discuss student performance and provide individual help. As noted in MS-26 and MS-27, students will be given preventive health information and will have access to confidential

Academic Year 2006-2007

personal counseling services through licensed professionals in the El Paso community who have no involvement in the academic evaluation or promotion of students.



**MS-23. A medical school must provide students with effective financial aid and debt management counseling.**

*In providing financial aid services and debt management counseling, schools should pay close attention and alert students to the impact of non-educational debt on their cumulative indebtedness.*

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Texas Tech University Health Sciences Center has assumed responsibility for administering student financial aid services for all of its six component schools and four campuses. In this system, the Health Sciences Center assumes overall administration of the program. In the existing school, financial aid for medical students on the El Paso campus is handled through the financial aid office in Lubbock, and there currently is no financial aid officer on the El Paso campus. With the establishment of the El Paso School of Medicine, a permanent satellite financial aid office with full-time employees will be created in El Paso and housed in the Office of Student Affairs.

- a. Provide the name, title and date of appointment for the financial aid director. To whom does the financial aid director report?

The financial aid officer on the El Paso campus will be called the Liaison Financial Aid Officer. This position will be filled before students are admitted to the charter class.

Where will medical students go to obtain financial aid services? What other student groups (e.g., allied health students, graduate students) will be served by the financial aid office? How many staff members will be available specifically to assist medical students?

Medical students will be able to obtain financial aid services on campus. One room in the student affairs office suite in the medical education building has been designated for student financial aid services. The liaison financial aid officer will be stationed in that office and will share clerical support with other individuals in the Office of Student Affairs. No other student groups will be served by that office.

Summarize the financial aid counseling and services that will be provided to medical students. Will the financial aid office have sufficient personnel, space, equipment, and other resources to carry out its responsibilities to the medical school? If not, please explain.

Financial aid services for TTUHSC-EPSON will be provided by the Texas Tech University Health Sciences Center. Given the importance of financial aid, students will be introduced to financial aid with a packet of information included in their acceptance packet. Once at the school, students will receive a thorough financial aid presentation at new-student orientation that will include topics such as the rights and responsibilities of borrowers, federal loan programs, deferment of undergraduate loans, ramifications of default, budgeting and debt management, the financial aid process, and what to do in case of problems.

Financial aid officers will continue to meet with each class several times each year during their medical school careers. Many of the same topics will be reinforced during these sessions; however, emphasis will be placed on how to live within the student's budget by managing medical school and personal credit card debt. Exit sessions at the conclusion

of medical school will focus on ensuring that the student understands his or her repayment responsibilities and is aware of options available to minimize the burden of student loan debt, particularly during residency.

The services described above will be provided by the liaison financial aid officer and his/her staff at the El Paso School of Medicine. The budget for these individuals will be established as part of the budget of the Office of Student Affairs, which is also where the financial aid office will be housed. We anticipate that the programmed space, equipment, and staff will be sufficient to meet the needs of the medical school.

Describe the system being developed for counseling students about debt management.

The El Paso campus currently provides debt management guidance to physicians enrolled in its residency programs. This guidance includes presentations from a wide range of investment counselors and financial planners. Individual consultations are available. The residents also receive information about personal indebtedness and the establishment of a clinical practice. This program will be modified to suit medical students, and structured presentations will be programmed for noontime or evening meetings. In addition, the debt management materials and presentations that are already provided at student orientation will be continued.

Debt management will be a topic covered in the week-long orientation for entering medical students. Debt management will also be discussed during the orientation for medical students at the beginning of each subsequent academic year. Students may also make appointments to meet individually with the liaison financial aid officer to discuss particular concerns and to receive guidance about debt management.

**MS-24. Schools should have mechanisms in place to minimize the impact of direct educational expenses on student indebtedness.**

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- a. Describe the efforts underway and planned to acquire funding for scholarships and other sources of financial aid for medical students.

El Paso provides financial support for its own Office of Development and its own Development Officer, Dr. Kelly Overley. Development programs of the Texas Tech University System are closely integrated at the level of the Chancellor to ensure coordination of fundraising, but each campus is encouraged to develop its own donors and its own funding priorities and strategies. Dr. Overley has been effective in identifying local donors. One of her most important areas of focused giving has been the development of student scholarships.

TTUHSC-EPSON has a number of endowed scholarships available to students in addition to scholarship and grant opportunities available through the Financial Aid Office. Additionally, the El Paso School of Medicine has established a special loan forgiveness fund to encourage students to remain in practice in certain counties of West Texas. A continuing mission of the Office of Development is to seek and acquire outside funds to supplement existing scholarships and establish new ones.

The financial aid resources that specifically target students enrolled in the El Paso School of Medicine include the following:

- Three local foundations have collaborated to support a loan-forgiveness program. The **Paso del Norte Health Foundation** has pledged \$1.2 million, the **Wolslager Family Foundation** has pledged \$300,000, and the **Cimarron Foundation** has pledged \$500,000 to support a renewable loan forgiveness program in which students may receive as much as \$20,000 for each year of their medical school training with the understanding that 25% of their total loan is forgiven for each year that the recipient spends as a practitioner in the community following completion of his or her postgraduate training.
- The **María Elena Acevedo-Flood Scholarship Fund** was established in 1995 to provide scholarship support to medical students who have chosen the El Paso campus for their clinical training site. With the establishment of TTUHSC-EPSON, these funds will be used to support medical students in the new school. We will also make efforts to add to the corpus of the fund.
- The **El Paso Bob and Marcy Lawless Presidential Scholarship**, named in honor of a previous Texas Tech University President, is specifically designated for an El Paso medical student.
- The **El Paso Anesthesiology Educational Grant** and the **El Paso Anesthesiology Research Endowment** also provide funds for student scholarships.
- The Office of Development is close to completing its \$25 million **Infinity Campaign** that targets capital needs and student scholarships. The funding of scholarships is always high on the list of potential dedicated donations, and donors have been generous in their support of scholarship programs.

## Academic Year 2006-2007

With all of these scholarship programs, awards will be made on the El Paso campus through the Office of Student Aid in cooperation with the Associate Dean for Academic Affairs and Admissions and with the assistance of an ad hoc faculty committee.

Other scholarships, such as the Bob and Marcy Lawless Presidential Scholarship and the Rural Health Education Scholarships, will be available to medical students in both TTUHSC medical schools. Selection for these awards will be made by the Office of Financial Aid in Lubbock.

**MS-25. Institutions must have clear and equitable policies for the refund of tuition, fees, and other allowable payments.**

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Describe your policy for refund of tuition payments to students who withdraw or are dismissed from enrollment.

TTUHSC-EPSOM will follow policies established by the Health Sciences Center Bursar's Office regarding the refund of tuition, fees, or other payments. These policies comply with federal and Texas laws. In general, students who withdraw from the School of Medicine may be eligible for a partial refund of tuition and fees paid for that semester. If a student receives financial assistance, then a portion of the assistance may need to be returned to the scholarship, grant, or loan source from which that assistance was received.

The Texas Education Code sets the amount of tuition and fees to be refunded to students who drop courses or withdraw from the institution. Students who drop a course within the first 12 days of a fall or spring semester or within the first 4 days of a summer term will receive a full refund of tuition and fees for the course or courses dropped. Students who withdraw from the El Paso School of Medicine will receive a prorated percentage of the tuition and mandatory fees if they withdraw within the first 20 class days in a fall or spring semester or within the first 6 days of a summer term.

The federal formula is applicable to any students receiving federal aid, if students withdraw on or before the 60% point in the semester. The percentage of the refund is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. This formula will be used for students receiving Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Student Loans, or PLUS loans.

**MS-26. Each school must have an effective system of personal counseling for its students that includes programs to promote the well-being of students and facilitate their adjustment to the physical and emotional demands of medical school.**

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- a. Describe the system being developed for personal counseling of students.

During orientation, students will be presented with preventive health information related to stress management, relaxation, recreation, and recognition of stressors. They will also be encouraged to take advantage of the numerous cultural, recreational, and sport activities available in the El Paso region. In addition, the orientation will highlight the availability of a student assistance program to address emotional needs and a medical clinic for general health care in the department of Family Medicine. College masters, staff in the Student Affairs office, and faculty advisors will be made aware of the importance of assessing general well being, in addition to academic progress, during their periodic meetings with the students.

Several mechanisms will be available for the referral of students for personal counseling. The student may be referred by one of the college masters or by an individual faculty member. The student may be referred by the Office of Student Affairs. Other students may refer a student for whom they have concern, and finally, the student may refer himself/herself. Information about providers will be available in several formats including printed materials, websites devoted to student concerns, and a CD filled with a wide range of information that will be given to each student during orientation.

- b. Briefly summarize any programs being designed to facilitate students' adjustment to the physical and emotional demands of medical school.

The colleges and college masters will play a pivotal role in helping students adjust to the demands of medical school. The colleges will serve as the social center for students. We plan to encourage sports and other competitive activities between the colleges. We anticipate that each college will also sponsor its own social activities. In addition, we expect the colleges to develop projects related to the communities and clinics that will be affiliated with each college. These projects will undoubtedly develop a socialization component. The college masters will meet with students on a regular basis and will also be aware of each student's academic performance. The organizational structure of the colleges will encourage the students to develop a close relationship with the masters as well as with other student members of the college and with junior faculty members, the college associates. We anticipate that these relationships and the improved communications that result from these relationships will provide sharpened awareness of each student's adjustment as well as a means by which assistance can be provided as needed.

Every effort will be made to decompress the daily schedule in order for students to utilize the physical fitness/wellness center and participate in activities of individual interest. A considerable amount of time in the first-year curriculum has been designated as self-learning time to encourage independent study and to afford sufficient time to allow the students to adjust to the physical and emotional demands of medical school.

We will also try to enhance the social opportunities available to students and their families. We will initiate a spouse auxiliary, which will foster support activities and socialization among families. The Office of Student Affairs will maintain calendars of recreational, cultural, entertainment, and sport activities in the El Paso region. We will initiate a student-ticket clearing house for complementary and donated tickets to various entertainment and sporting events. This will be administered through the Office of Development.

The planned student physical fitness/wellness center will be located in the new Medical Education Building. It will contain a small gym with weight and aerobic equipment and a changing area with showers. There will be an area for activities such as foosball and ping pong, space for projects, a television viewing area, and a small kitchen with sink, refrigerator, microwave, and vending machines.

**MS-27. Medical students must have access to preventive and therapeutic health services.**

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Describe the system for providing preventive and therapeutic health services, including location(s) of health care sites, hours of operation, services provided, and how costs of the services will be covered.

Medical students will be assessed a health care services fee of \$175 per year for which they will have access to a limited number of health care services provided at the Northeast Family Practice Center, operated by the Department of Family and Community Medicine, located at 9849 Kenworthy, and open from 8:00 AM to 5:00 PM, Monday through Friday. These services include routine office visits, Papanicolaou tests, routine radiologic studies, basic laboratory profiles, and microbiology studies. Immunizations, medications, hospitalization, and emergency room care are not covered. Care is provided by faculty members of the Department of Family and Community Medicine. Spouses or other dependents are not covered by student health fees. Informational materials regarding these services are provided to students at the time of their initial registration and during orientation sessions in subsequent years.

To help ensure confidentiality, the Department of Family Medicine will identify specific providers who will not be involved in the evaluation and grading of students, and students will be directed to make appointments with these providers. The students will be advised of this policy at the time of orientation and again whenever they make an appointment to be seen by a physician in the department. Students will also be informed that they have the option of selecting community physicians if they have concerns about confidentiality. This information will also be provided on the institutional website. If faculty members should become involved in the care of a student for whatever reason (e.g., referral, sole provider, on-call coverage), s/he must be recused from participation in that student's evaluation.



**MS-27-A. The health professionals who provide psychiatric/psychological counseling or other sensitive health services to medical students must have no involvement in the academic evaluation or promotion of the students receiving those services.**

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Describe the mechanisms that will allow students to obtain assistance for sensitive health care, psychiatric, or psychological problems (such as substance abuse, sexually transmitted diseases, etc.), with confidence that the providers of such services will not be in a position at some present or future time to evaluate the student's academic performance or take part in decisions regarding the student's advancement.

Medical students will have access to mental health counseling services through the student assistance program. This confidential personal counseling service is provided through licensed professionals in the El Paso community who have no involvement in the academic evaluation or promotion of students. Under the contractual agreements between the providers and the institution, students have up to five visits at no charge, similar to the established standard for the employee assistance program at TTUHSC. Additional visits, if necessary or desired, may be arranged on referral by the provider to another counselor and/or negotiated between the student and the provider. Students are notified of this service through information in the student handbook and in printed material provided during student orientation. Students are encouraged to self refer and may also seek referrals through the Office of Student Affairs. Faculty and residents who have provided or are providing healthcare services to individual students will excuse themselves from academic evaluation or discussion of promotion of that student. All such care is confidential and covered by Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) regulations, unless a student specifically requests that healthcare information be provided to institution officials.

**MS-28. Health insurance must be available to all students and their dependents, and all students must have access to disability insurance.**

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- a. Will health insurance be available for all students and their dependents? If yes, briefly describe the scope of benefits and premium costs. Who will pay the premium? If health insurance is not offered, what provisions will be made to provide health care for students?

The El Paso School of Medicine will make efforts to ensure that medical students and their families have the opportunity to obtain appropriate health insurance. Medical students will be required to have health insurance for themselves and their dependents that includes appropriate medical and mental health coverage, including hospitalization, for each semester they are enrolled in medical school. Students should be prepared to provide proof of coverage at the time of registration.

TTUHSC will make available information about providers of student health insurance. The Texas Tech University Student Health Insurance Plan is administered by Academic Health Plans and is underwritten by Unicare Life and Health Insurance Company. This plan includes options for coverage of the student, the student and spouse, or the student, spouse, and children. Benefits include hospitalization, global medical services including emergency assistance, medical evacuation and repatriation, student assistance programs, and healthy extensions. Annual premium costs range from \$1,190 for the individual to \$5,600 for full family coverage. Students may choose to enroll in other insurance plans or may be enrolled in a parent's or spouse's plan. The student is responsible for paying health insurance premiums.

- b. Will disability insurance be available to students? If yes, describe how students will be informed of its availability.

Each student is assessed a fee of \$40 per year for the purchase of long-term disability insurance that is provided by Fort Dearborn Life. The amount of coverage is negotiated annually. Students may purchase additional disability insurance if they wish. The details of this coverage are provided to students in a presentation during orientation as well as by written and electronic means.

**MS-29. Medical schools should follow accepted guidelines in determining appropriate immunizations for medical students.**

*Medical schools in the U.S. should follow guidelines issued by the Centers for Disease Control and Prevention, along with those of relevant state agencies. Canadian schools should follow guidelines of the Laboratory Center for Disease Control and relevant provincial agencies.*

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Briefly describe your student immunization policies and procedures.

All matriculating students must be compliant with the school's immunization requirements in order to register for classes. Students will be required to be up to date on their immunizations and provide documentation of immunization against tetanus, diphtheria, measles, mumps, rubella, and hepatitis B. Hepatitis B immunization will be available at cost if the student is unable to fulfill this requirement before matriculation. Because of the school's location on the border and requirement by the principal teaching hospital, students must also demonstrate serologic protective titers against varicella and rubeola. Serologic testing will be conducted during student orientation, and students without protective titers will be immunized. A tuberculin or equivalent test will also be required in the six-month period prior to admission and annually thereafter. A chest radiograph will be accepted only if the student is known to be skin-test positive. Recommendations concerning immunizations and other preventive measures are made by the school's Infectious Diseases Advisory Committee and its Office of Health and Safety. These units review their recommendations on an annual basis or more frequently with new information and recommendations from the CDC.

**MS-30. Schools must have policies addressing student exposure to infectious and environmental hazards.**

*The policies should include 1) education of students about methods of prevention; 2) the procedures for care and treatment after exposure, including definition of financial responsibility; and 3) the effects of infectious and environmental disease or disability on student learning activities. All registered students (including visiting students) need to be informed of these policies before undertaking any educational activities that would place them at risk.*

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a. Describe institutional policies regarding student exposure to infectious and environmental hazards, including the following:

- education of students about methods of prevention
- procedures for care and treatment after exposure, including definition of financial responsibility
- effects of infectious and/or environmental disease or disability on student educational activities

Exposures to infectious and environmental hazards are addressed in El Paso School of Medicine Policy 5.4: Needlestick Injuries/Exposure to Body Fluids: Treatment and Reporting, and Policy 5.4a: Exposure Control Plan, Bloodborne Pathogens.

At student orientation upon initial entry into medical school and annually thereafter, the Health and Safety Officer educates all students about these policies and procedures and all other safety policies required by the Occupational Safety and Health Administration (OSHA). Safety procedures are covered again by staff of R.E. Thomason General Hospital, which provides a safety orientation for students before they enter clinical duties. Students are specifically advised on where to go for treatment after an exposure incident—during regular working hours to the R.E. Thomason Occupational Health Clinic and after hours to the R.E. Thomason Emergency Room, regardless of where they are working. The protocol for addressing these types of exposures is part of the infection-control and emergency-room standard operating procedures and includes procedures for HIV testing and monitoring. The EPSOM Health and Safety Office monitors all follow up treatments. The school covers the costs of exposure incidents.

Student illness or disability that results from environmental exposure, including infectious agents, is taken on a case-by-case basis. Financial burdens should be ameliorated with activation of the benefits from the student's required disability insurance. The student's ability to continue the educational program will be assessed through guidance from his/her personal physician as well as consideration by the faculty involved with the affected unit of instruction and, if necessary, an ad hoc faculty committee convened by the Associate Dean for Medical Education.

b. Briefly summarize any protocols students must follow regarding exposure to contaminated body fluids, infectious disease screening and follow-up, hepatitis-B vaccination and HIV testing.

The protocols which describe the process that students should follow regarding exposure to these potentially hazardous situations are summarized above in part a. All students are required to have Hepatitis B immunization prior to matriculation (see MS-29).

- c. In the course of their education, when will students learn how to avoid or prevent exposure to infectious diseases, especially from contaminated body fluids? When and how will they be taught the procedures to follow in case of exposure (e.g., a needlestick injury)?

At orientation, students will be provided with preventive health information regarding exposure to body fluids and needle sticks. Also included will be instruction on procedures for care and treatment after exposure during and after regular working hours. The Dean's office will cover any portion of the expense of care and use of prophylactic medication, if needed, that is not covered by the student's health insurance. The protocol for addressing these types of exposures is part of the emergency-room standard operating procedures. In addition, entering students must take an online orientation program required by Thomason Hospital. That orientation, which is available online at { HYPERLINK "http://www.epcc.edu/nursing/cwo/0.php" \o "http://www.epcc.edu/nursing/cwo/0.php" }, covers standards of The Joint Commission, ethics, fire, and infection control from the hospital perspective.

As described above, students will also receive this information at the beginning of each academic year. They will also receive this information when they begin clinical clerkships.

**MS-31. In the admissions process and throughout medical school, there should be no discrimination on the basis of gender, sexual orientation, age, race, creed, or national origin.**

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Describe any circumstances where medical school applicants or students may receive differential consideration on the basis of gender, sexual orientation, age, race, creed, or national origin.

TTUHSC-EPSOM will not discriminate in the admissions processes or throughout medical school on the basis of gender, sexual orientation, age, race, creed, or national origin. This non-discrimination statement will be adopted and promulgated as policy of TTUHSC-EPSOM. It is included on page 4 of the catalog and is included in the Appendix, Section III, page 56.

**MS-32. Each medical school must define and publicize the standards of conduct for the teacher-learner relationship, and develop written policies for addressing violations of those standards.**

*The standards of conduct need not be unique to the school but may originate from other sources such as the parent university. Mechanisms for reporting violations of these standards -- such as incidents of harassment or abuse -- should assure that they can be registered and investigated without fear of retaliation.*

*The policies also should specify mechanisms for the prompt handling of such complaints, and support educational activities aimed at preventing inappropriate behavior.*

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- a. Supply a copy of any formal statement of the standards of conduct expected in the teacher-learner relationship. Describe how students, residents, and faculty will be informed about the policy.

TTUHSC-EPSON has specific expectations concerning the teacher-learner relationship and has a written statement concerning the learning environment. This statement—called “Standards of Behavior in the Learning Environment”—is in the Student Affairs Handbook, which is provided to each student during orientation. A copy of the student handbook is available online at <http://www.ttuhsce.edu/elpaso/som/>. An excerpt from the handbook describing the expected standards of conduct is included in the Appendix, Section III, page 57.

Students will be informed of the expected standards of behavior during orientation at the beginning of each academic year. Residents will be informed of the standards during their orientation at the beginning of their program. Faculty members will be reminded of the standards during the faculty convocation at the beginning of each academic year. In addition, the Dean will include the topic in his meetings with department chairs at least once each year with the expectation that the chairs will, in turn, discuss the topic at their next departmental faculty meeting. The faculty has access to an electronic faculty handbook on the website of the school of medicine. The electronic handbook is linked to the information about standards of behavior in the student handbook. Each department with a residency training program has developed a handbook for residents that includes and/or refers to these standards.

- b. Provide a copy (or website URL) of any formal or informal policies and procedures for handling allegations of student mistreatment, including avenues for reporting such incidents and methods for investigating them.

The Policy for Addressing Allegations of Inappropriate Behavior of Faculty toward Students can be found in the student handbook. A copy of the student handbook is available online at { HYPERLINK "http://cms.tyler.ttuhsce.edu/elpaso/som/" }. An excerpt from the handbook describing the policy is included in the Appendix, Section III, pages 58 and 59.

- c. Describe educational programs that will be provided by the school or other university officials to avoid or prevent student mistreatment.

The medical learning environment should facilitate adoption by students of the professional and collegial attitudes necessary for effective, caring, and compassionate

healthcare. The development and nurturing of these attitudes is enhanced by, 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. The TTUHSC-EPSON Student Affairs Handbook includes a medical student honor code, a code of personal/professional and academic conduct, and procedures for the reporting and resolution of alleged violations of academic conduct. These procedures will ensure due process in the registration and investigation of allegations without student fear of retaliation. The handbook will also include a policy for addressing allegations of inappropriate behavior of faculty toward students (as described above), a student-student dispute resolution policy, a sexual harassment policy, and procedures for resolving alleged violations in these areas.

The Code of Personal/Professional and Academic Conduct will emphasize the qualities of integrity, self-discipline, and professional behavior that are essential to all physicians. The student handbook will specify mechanisms and procedures for reporting and resolving violations of personal/professional conduct, such as actions suggesting lack of integrity, self-control, or professional behavior, which could result in dismissal, suspension, probation, reprimand, referral for counseling, or other means of rehabilitation.



**MS-33. The medical school must publicize to all faculty and students its standards and procedures for the evaluation, advancement, and graduation of its students and for disciplinary action.**

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Attach a copy of, or website URL for, the school's standards and procedures for the evaluation, advancement, and graduation of students, and the procedures for disciplinary action. How will these standards and procedures be publicized to faculty members and students?

A copy of TTUHSC-EPSON's Grading and Promotions Policies and Procedures is included in the Appendix, Section III, pages 60-66. These policies and procedures will be publicized to students in the Student Affairs Handbook. Each student will be given a hard copy of this handbook during orientation, and the handbook will also be available online at { HYPERLINK "http://cms.tyler.ttuhs.edu/el Paso/som/" } . To ensure that all faculty are familiar with the Grading and Promotions Policies and Procedures, the school will also publicize these policies and procedures in the electronic faculty handbook and annually at general faculty meetings.

The responsibility for evaluation of students will rest with the college masters, the topic content committees, or the responsible academic department of the School of Medicine. Each department will have an obligation to the student, to the school, and to the larger society to award a passing grade only to the students who have demonstrated mastery of the course material. The School of Medicine will have responsibility for recommending students for promotion and graduation. This responsibility will be administered through the grading and promotions committee, which will represent the faculty at large.

**MS-34. There must be a fair and formal process for taking any action that adversely affects the status of a student.**

*The process should include timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal any adverse decision related to promotion, graduation, or dismissal.*

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Summarize the due process protections in place when taking an adverse academic action involving a medical student, including appeal opportunities.

Recommendations and stipulations arising from actions of the Grading and Promotions Committee related to promotion, graduation, or dismissal that would adversely affect the student will be communicated in writing by the Chair of the Grading and Promotions Committee to the student and the Dean. The student may appeal the decision by the Grading and Promotions Committee, in which case the Dean will await the outcome of the appeals process. If the student does not appeal the recommendation of the Grading and Promotions Committee, the Dean may affirm or amend the recommendation of the committee. If the Committee recommendation is amended, the Dean will review this with the Chair of the Grading and Promotions Committee and the Associate Dean for Medical Education. The final decision will then be communicated in writing to the student. Procedures to this effect will be included in the Student Affairs Handbook. A copy of the student handbook is available online at the following address: { HYPERLINK "<http://www.ttuhsu.edu/som/studentaffairs/docs/studenthandbook2006-2007.pdf>" }. An excerpt from the Student Affairs Handbook describing the relevant procedures is included in the Appendix, Section III, pages 67-69.

**MS-35. Student records must be confidential and available only to members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.**

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Describe the general content of the student record files. Where will the student records be maintained? Who, other than the student, will be authorized to examine or review such records?

Student records will include information associated with admission and matriculation, including undergraduate transcripts, performance on standardized entrance examinations, and letters of reference. The records will also include information about student performance and progression through the curriculum. This information may include explanatory data about the student's performance or about factors influencing that performance. These records will be maintained in a secure area of the Office of Student Affairs that has been constructed to be in compliance with the requirements of the LCME. Access to these records will be restricted to designated individuals within the Offices of Medical Education and Student Affairs. These individuals will include the Associate Dean for Medical Education, the Assistant Dean of Student Affairs, and those staff individuals assigned the responsibility to post and maintain student records.

Student records will be confidential. The School of Medicine will respond to all requests for explanations and interpretations of records or information, provided the responses are not in violation of the Family Education Right to Privacy Act of 1974 (Buckley Amendment, also known as FERPA). A student may waive the right of access to confidential letters of recommendation in the areas of admissions, job placement, and receipt of awards. Consent to release personally identifiable information, such as rank in class, personal conduct, grade point average, and academic progress, to personnel other than full-time faculty, must be obtained from the student in writing by the individual seeking release of such information.

**MS-36. Students must be allowed to review and challenge their records.**

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- a. Describe the procedure students will be expected to follow in order to review or challenge their records.

The El Paso School of Medicine has an established procedure for students to follow in order to review or challenge their records. The procedure is available in the Student Affairs Handbook. A copy of the handbook is available online at the following address: { HYPERLINK "<http://cms.tyler.ttuhschool.edu/elpaso/som/>" } . An excerpt from the Student Affairs Handbook describing the procedure is provided in the Appendix, Section III, page 70.

- b. Will each required course and clerkship provide students with an opportunity to review their performance, and if necessary appeal an examination or course grade?

All required courses and clerkships will provide several opportunities for students to review their performance and, if necessary, appeal an examination or course grade. An integral part of the Scientific Principles of Medicine is a series of formative evaluations that are used to measure student performance. Each evaluation is followed by review and feedback from the course instructor(s). At the end of each module, students complete a summative evaluation that is subsequently reviewed by the course instructor(s). Students have the opportunity to challenge the results of the evaluation or components of the evaluation. In general, this process is managed informally between the student and the instructor(s). However, if the student remains unsatisfied with the decision, s/he has the right to appeal using the mechanism described above.

**MS-37. Schools should assure that students have adequate study space, lounge areas, and personal lockers or other secure storage facilities.**

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- a. Describe the quantity, quality, and accessibility of student study space, lounge, and relaxation areas. Will medical students share such space or facilities with other student groups?

The provision of study space, lounge areas, and secured personal lockers is included in the design for the new Medical Education Building at TTUHSC-EPSON, which is scheduled to be completed by the end of calendar year 2007. Much of the storage and study space will be incorporated into the four college facilities that are part of this building, but additional study space also has been included in the library and in close proximity to laboratory facilities. Students will have individual, secured lockers within their respective colleges, and they will also have a secured mailbox in the area of the institutional mail room. In addition, there are lockers in each of the laboratory facilities in which students may secure personal items during laboratory sessions. If students are issued individual items, such as microscopes, anatomy study boxes, or laboratory supplies, appropriate storage space will be provided in the study space associated with the particular activity or course.

Study spaces of various configurations will be available throughout the Medical Education Building. Each college will have common areas that can be used for studying or for programmed activities. There will be numerous small classrooms and group discussion rooms that will remain open and available as study space after class hours. In addition, the library contains carrels and small group classrooms that are available for studying.

Lounge and recreational space also will be distributed throughout the Medical Education Building. Each college will have space that can be used for informal gatherings and relaxation. The Wellness Center is a student gathering place that will include a range of recreational facilities, including exercise equipment and an area equipped with refrigerator, microwave, and vending machines.

- b. Summarize the storage facilities for students' personal possessions and valuables (e.g., microscopes, computing equipment) at the main or home campus.

There will be individual lockers for storage of students' personal possessions and valuables in each of the colleges. These lockers can be secured. In addition, there will be limited storage space in the laboratories which can also be secured.

**END OF SECTION III**

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