

**APPENDIX
EL PASO SCHOOL OF MEDICINE
SELF-STUDY DOCUMENT
FOR
PRELIMINARY ACCREDITATION
SECTION III: MEDICAL STUDENTS**

INDEX OF ITEMS

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TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

Operating Policy and Procedure

HSC OP: 10.20 **Criminal Background Checks for Students, Trainees and Residents**

PURPOSE: The purpose of this Health Sciences Center Operating Policy and Procedure (HSC OP) is to ensure understanding, and establish a standardized approach regarding the conduct of student background checks for the respective Schools and training programs of TTUHSC.

REVIEW: This HSC OP will be reviewed every year by the respective Deans, the Registrar, General Counsel, and the Office of Graduate Medical Education, with comments and/or recommendations submitted to the Executive Vice President for Academic Affairs by October 1. The recommendations for revision will be presented to the President by November 1 for approval.

POLICY/PROCEDURE:

1. Rationale for Background Checks.

- a. This policy is designed to provide a safe environment for patients, visitors, faculty, employees and students at TTUHSC and affiliating sites. Criminal background checks (CBCs) allow the university to evaluate whether TTUHSC students are qualified, eligible, and possess the character and fitness to participate in clinical care and/or clinical rotation sites at TTUHSC or participating institutions. This policy applies only to students/residents in clinical training.
- b. Where reference is made to "student/s," the same shall apply to any other trainee in clinical training, including, but not limited to, persons who have been accepted, residents in training, or persons from outside TTUHSC who are involved in clinical training in its facilities and affiliating entities, if applicable. Where reference is made to "School/s," the same shall apply to Graduate Medical Education (GME) programs. Distance education participants may also be subject to the requirement of criminal background checks, depending on individual schools or licensure requirements.
- c. Institutions of higher education in Texas are required, not later than one year before the date that applications for admission are first considered, to publish in their catalogs a description of the factors considered by the institution in making admission decisions, including the requirement of undergoing a criminal background check, and shall make the information available to the public through its handbooks and websites.¹
- d. TTUHSC is interested in and desires to facilitate the graduation of its students in order that they may become qualified, licensed and possess the character and fitness required of professionals in the healthcare field and hereby implements the requirement that students undergo criminal background checks, unless otherwise directed by TTUHSC administration or the Dean of an individual School. Admission to TTUHSC or receipt of a degree from TTUHSC does not guarantee that a state licensure board will ultimately issue a license to an individual with or without a criminal record. This policy outlines the university's use of student background checks after admission. This policy also applies to existing students who are in the various TTUHSC clinical training programs. "Admission" is that status when the university gives notice to students prior to formal matriculation/ enrollment that they have met all institutional requirements for entry into

¹ Tex. Educ. Code §§ 51.805(d) & 51.842(d).

the respective programs. Students will receive, and be required to sign, a written notice regarding the requirement that they must undergo a background check. See Attachment "A." Background checks on students currently enrolled will be conducted as and when needed or required. A break in enrollment may require that students undergo an additional criminal background check, unless specific facts indicate otherwise, as determined by the Dean or his/her designee.

Implementation of criminal background checks for admission purposes takes effect September 1, 2006.

- e. Some criminal offenses preclude students from participating in patient care. In addition, some professional licensure boards include specific offenses which constitute those crimes for which licensure is prohibited. Thus, students from those respective professional schools are subject to the statutory or regulatory requirements independently imposed by law, or as required by affiliating entities. Felonies and misdemeanors constitute criminal offenses, including, but not limited to, sexual offenses, i.e., registered sex offenders must disclose this information to the university; homicide or murder; abuse of at-risk populations, e.g., children, elderly, prisoners, patients; possession of child pornography; possession of illegal substances with intent to sell; inclusion on a list of excluded individuals or specially designated nationals; and, dishonorable discharge. Students must meet any and all requirements of the training site, which may be more extensive than referenced hereinabove. Inability to participate in patient care or being subject to any other exclusion prescribed by law will preclude the successful completion of the requisite curriculum. As such, affected students will not be eligible for matriculation, continuation in the program, or graduation, if applicable.
- f. Students will be required to consent in writing to undergo a criminal background check, provide a self-disclosure of past criminal activity, if applicable, and authorize the disclosure of that information to TTUHSC administration or the training facility, if applicable. See Attachment "B."

Students may be required to include on the consent and/or authorization form information, including but not limited to, the cities, counties and countries of all known residences; date of birth; all names and aliases ever used; verification of prior employment, reason for separation and eligibility for re-hire; verification of academic credentials, etc.
- g. Students shall timely self-disclose relevant criminal history record information, referenced hereinabove, no later than five (5) business days following the charge of a crime. If self-disclosure reveals a criminal history record, the student will then be the subject of a criminal background check, which may include fingerprinting. The report will be made available to the appropriate Dean or his/her designee. Failure to disclose information which is subsequently found on a background check may result in dismissal or withdrawal of acceptance from the university.
- h. The cost of all background check(s) shall be the responsibility of the students.
- i. Students will undergo background checks after admission. An additional background check may be conducted just prior to any clinical training, during the students' respective licensure processes, or at other times on an as needed basis, to be determined by the Dean or his/her designee, or as otherwise required.
- j. Background checks will have no time limit and may include, but not be limited to, criminal history.
- k. Medical disabilities including psychiatric disorders or treatment for same shall not be the subject of a criminal background check.

2. Consequences to the Student

- a. An adverse response to self-disclosure information or the existence of a criminal record will not constitute an automatic bar to admission or patient care placement. Refusal to complete the self-disclosure or to consent to a background check, or falsification of information regarding the background check will preclude the student from admission, matriculation, continued training, or graduation, if applicable.
- b. If applicable, students will be required to provide appropriate documentation identifying the criminal record including, but not limited to, court records and other relevant documents which will be reviewed to determine educational and professional eligibility, character and fitness. Upon review of the documentation, recommendations will be made to the respective Dean or his/her designee regarding formal admission, matriculation, or continued training, if applicable.
- c. In the event a student is discovered to have a criminal history, pending any challenge to the accuracy of the report, consideration shall be given to the relevance of the conviction; the nature of the training; documented successful rehabilitation as may be required by professional or state licensure boards; and, the length of time that has elapsed since the conviction occurred. Any felony or misdemeanor conviction will be noted for the purpose of evaluating student eligibility, character or fitness for training.
- d. None of the provisions of this policy shall be used as the basis for illegal discrimination or retaliation against any individuals or groups.
- e. Criminal history record information is confidential and shall be protected from disclosure to the greatest extent provided by law.

3. Process for Students

- a. Applications to TTUHSC will be processed and reviewed pursuant to the written policies and practices of the respective Schools or programs. After reviewing the application for eligibility and fitness and determining whether the applicant should be accepted, the School/GME program will send the student/trainee a letter of acceptance along with information to be completed and returned to facilitate conducting a criminal background check.
- b. Depending on each School's admissions requirements, matriculation will be completed only after receipt and review of the consent forms, self-disclosure information, and receipt of the subsequent background check record indicating no criminal history, unless otherwise indicated. Where a record of criminal history exists, each prospective matriculant will be evaluated individually, and recommendations for enrollment or withdrawal/revocation of acceptance/admission will be made by the respective Schools.
- d. Students will be notified promptly by the Dean or his/her designee of the fact that a criminal history record has been identified. Students may also be notified by the entity that conducted the criminal background check.
- e. Existing students will be required to undergo a criminal background check as and when deemed necessary to the same extent as outlined hereinabove by completing a self-disclosure and consent form (see Attachment B) and providing any required supporting documentation.
- f. Where a record of criminal history exists for an enrolled student, excepting those students outlined in 3.b. above, each student will be evaluated individually, and recommendations will be made regarding continuation in the program or graduation, if applicable.

4. Requirements

- a. The admissions office of each respective School shall obtain properly completed consent

forms and self-disclosure information necessary for screening students and shall in a timely manner provide such forms to the TTUHSC Office of the Registrar or GME program for submission to the external vendor for processing. TTUHSC will designate the company(ies)/vendor(s) approved to conduct the criminal background check.

- b. All criminal history record information pertaining to students shall be privileged and confidential, and shall not be released or otherwise disclosed to any person or agency, other than (1) individuals involved in TTUHSC admissions; (2) persons who have a legitimate, TTUHSC business-related need to know, as determined by the Dean; (3) upon direction of a court order; (4) any affiliated entity providing training; or, (5) with the written consent of the student made the subject of the criminal background check.
- c. Release of privileged and confidential information by TTUHSC personnel, other than described above, shall be subject to, or may result in, disciplinary action as defined in HSC OP 70.31, "Standards of Conduct, Discipline and Separation of Employees," HSC OP 10.05, "Information Privacy and Confidentiality Statements," Housestaff Policies and Procedures, or Regents' Rule 04.03, "Tenure – TTUHSC." The unauthorized use of criminal history record information is punishable as a misdemeanor or felony under Texas law, depending on the use.²
- d. Criminal history record information shall be maintained by the Office of the Registrar or Office of Graduate Medical Education separate from the students' regular education/training records and treated as confidential.
- e. Each School will establish criteria for determining eligibility where a criminal background exists. If criminal history record information does exist regarding an accepted student who has not yet matriculated or a resident who has not yet begun training, and it has been determined that the student/resident is not eligible for enrollment, the student/resident shall be notified by the respective Dean, or his/her designee. The information will be retained until such time that an appeal, if any, has concluded. Thereafter, such information, wherever located, will be immediately destroyed in accordance with the Fair and Accurate Credit Transaction Act.³
- f. Criminal history record information regarding students who are already enrolled will be maintained until such time that eligibility, character and fitness for participating in clinical training have been determined. The criminal history record will be destroyed immediately upon the School's determination regarding continued participation in the various TTUHSC programs; until such time an appeal has ended, if any, whichever is the greater length of time; or, the information has been used for the purpose intended.

5. Responsibilities

- a. **The Office of Registrar/Office of Graduate Medical Education is responsible for:**
 - (1) Establishing and collecting fees necessary to conduct criminal background checks.
 - (2) Providing Schools access to the forms for use in screening for criminal history information.
 - (3) Receiving Consents for Criminal Background Checks and Self-Disclosure information.
 - (4) Serving as the liaison with the vendor conducting the criminal background checks.
 - (5) Coordinating background checks with the institution's vendor to determine if

² Tex. Gov't Code, §411.085.

³ FACTA, C.F.R. Section 682.1 *et seq.*

criminal history record information exists regarding students participating in clinical programs.

- (6) Receiving results of criminal history record information checks from vendors and using appropriate safeguards to ensure confidentiality.
- (7) Maintaining as confidential all information related to criminal history record information; providing certification of the criminal history record information to the respective Schools within five (5) days, if possible; and, disclosing specific information only to the person(s) who must act on the information.
- (8) Receiving written verification from the respective Deans that criminal history record information has been used for its intended purpose and destroyed.⁴
- (9) Destroying the criminal history record information in the Office of the Registrar/Office of Graduate Medical Education once used by the respective Schools for the intended purpose.

b. The Dean of each respective School, or his/her designee, is responsible for:

- (1) Providing the Office of the Registrar/Office of Graduate Medical Education with properly completed Consent forms and Self-Disclosure information forms authorizing that a criminal background check be conducted for those students who have been admitted to the respective Schools. The consent form also authorizes release of criminal background information to affiliated clinical sites as required
- (2) Indicating in all notices to applicants that matriculation/training is contingent on the evaluation and acceptable outcome of the criminal background screening, unless otherwise indicated.
- (3) Determining whether students who have been accepted and who disclose criminal history record information will be matriculated or enrolled without conditions.
- (4) Issuing formal admission notice to students who have been accepted when criminal history record information is not found. When criminal history record information is identified, the Office of the Registrar/Office of Graduate Medical Education will relate the existence of criminal history record information to the Dean of the School, or his/her designee, who will then consider the relevance of the information as it relates to students.
- (5) Ensuring that all records of conviction are removed from students' records if, on further review, notification is received that the conviction record has been expunged.
- (6) Informing students that criminal history record information was found which was not included in their self-disclosure; offering students information regarding their right to challenge the accuracy of the information provided by the criminal background check vendor; and, notifying students that a TTUHSC ad hoc appeal procedure will be provided by each School or the Office of Graduate Medical Education if matriculation/training is denied or students are dismissed as a result of the criminal background history information results.
- (7) Notifying students of action taken regarding matriculation, withdrawal of acceptance, or dismissal where criminal history record information is found.
- (8) Verifying in writing to the Office of the Registrar/Office of Graduate Medical Education that criminal history record information has been used for the intended

⁴ *Id.*

purpose and has been destroyed by the School.⁵

- (9) Notifying the various sites, or TTUHSC administration, that the student may be ineligible for training or is precluded from progressing in his/her educational activities; or, if TTUHSC determines the existence of such criminal history record information does not preclude the student from participation, the information may be reviewed by the affiliated training site to determine eligibility for its facility, so long as written consent is provided by the student.
- (10) Receiving from the professional licensure board, where applicable, a written declaratory order certifying the applicant/student as eligible for training when a criminal history exists. It shall be the responsibility of the affected student to petition his/her respective board, where applicable, to obtain the declaratory order and request that the order be forwarded to the School to establish eligibility, character and fitness for TTUHSC programs when a record of criminal history exists.

6. Amending Policy

TTUHSC reserves the right to interpret, change, modify, amend or rescind any policy in whole or in part.

⁵ *Id.*

INTERVIEW DATA COMPILATION FORM

Texas Tech University- Health Sciences Center El Paso School of Medicine

INTERVIEWEE		INTERVIEWER	
		SIGNATURE	
		DATE	

Major Section Point Scale (except F)

0-1	2	3	4
Poor	Good	Very Good	Exceptional

Numerical Evaluation Range
(except for Section F)

A. ACADEMIC ACHIEVEMENTS

- Advanced curriculum other than SOM prerequisites _____
- Institution Quality – Rigor of Academic Program _____
- Advanced Degree _____
- Participation in University sponsored Honors Program _____
- Participation in Research Fellowships, Internships, or Summer Programs _____
- Chronological Grade Trend for Undergraduate/Graduate Career; _____
- Upward Trend for MCAT re-examinees _____

POINTS AWARDED: CIRCLE ONE: 1 2 3 4 N/A (not applicable)

B. PERSONAL COMMUNICATION, INTELLECTUALISM & APPEARANCE

- Ability to speak constructively and with clarity _____
- Can effectively expound on questions posed by the interviewer _____
- Understanding of viewpoints and ideas of others _____
- Shows a high level of self motivation involving past work or academic experiences _____
- Maintains composure, confidence during interview _____
- Enthusiastic, has genuine desire to work with people in a future healthcare setting _____

POINTS AWARDED: CIRCLE ONE: 1 2 3 4 N/A (not applicable)

C. NON-ACADEMIC ACHIEVEMENTS

- Significant healthcare oriented volunteer duties _____
- Extracurricular Activities (e.g. sports, music, dance) _____
- Employment intensity and schedule _____
- Evidence of work ethic demonstrated in employment record _____
- Diverse learning experiences; is well rounded in interests and activities _____
- Personal statement quality, organized, and relevance _____
- Compassionate to others in academic, volunteer, or work environment _____

POINTS AWARDED: CIRCLE ONE: 1 2 3 4 N/A (not applicable)

D. UNDERSTANDING OF MEDICAL PROFESSION

- Maturity; high level of persistence, confidence and appreciation in elements of medical student responsibilities, sincerity, can positively respond to adversity. _____
- Understanding of medical school financial commitment _____
- Level of comprehension concerning impact of medical school on personal & interpersonal interactions _____
- Medical Profession: Interests, source, and experiences _____
- Awareness of Issues in medicine and/or public health _____

POINTS AWARDED: CIRCLE ONE: 1 2 3 4 N/A (not applicable)

E. LETTERS OF EVALUATION

- Evidence of a well developed relationship between mentor and applicant _____
- Applicant's relevant qualifications, responsibilities, participation, accomplishments, and/or awards _____
- Credentials of signatory _____

POINTS AWARDED: CIRCLE ONE: 1 2 3 4

F. EXCEPTIONAL CIRCUMSTANCES

- Past or current financial difficulties (e.g. family, individual) _____
- Educational disadvantage _____
- Personal hardships, death of a parent _____
- Limited level of formal education of parents _____
- Other hardships not expressed in personal statement or listed in Secondary Application _____

POINTS AWARDED: CIRCLE ONE: 0 1

G. OVERALL IMPRESSION OF THE INTERVIEWEE

POINTS AWARDED: CIRCLE ONE: 1 2 3 4

TOTAL POINTS _____

Interviewer Comments:

STANDARDS FOR CURRICULAR COMPLETION

Texas Tech University Health Sciences Center School of Medicine

The School of Medicine faculty has developed minimum standards for entry into and progression through the medical curriculum. These standards provide guidance to achieve the Doctor of Medicine degree in preparation for licensure as a practicing physician and for postgraduate training. Throughout the medical education process, patient safety is of primary consideration.

The School of Medicine recognizes that certain disabilities can be accommodated without compromising the standards required by the school or the fundamental integrity of its curriculum. The school is committed to the development of innovative and creative ways of opening its curriculum to competitive and qualified disabled candidates.

Background:

In 1979 the Association of American Medical Colleges (AAMC) convened a Special Advisory Panel on Technical Standards for Medical School Admission. The summary recommendations of that panel are:

The medical education process, which focuses so largely on patients, differs markedly from postsecondary education in fields outside the health sciences.

The primary responsibility for the selection of students and for the content of the curriculum rests with the medical school and its faculty.

The M.D. degree is, and must remain, a broad and undifferentiated degree attesting to the acquisition of general knowledge in all fields of medicine and the basic skills requisite for the practice of medicine.

The guidelines for the admission of students and for the education of students as set forth by the Liaison Committee on Medical Education (LCME) must continue to govern the decisions of medical school faculties.

All students of medicine must possess those intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

Although certain disabilities or combinations of disabilities will prevent some candidates from meeting these minimum technical standards, individual schools should take all necessary steps to prevent discrimination against the disabled.

The 1979 report was based on the proposition that the educational objective of a medical school was to prepare undifferentiated students to enter graduate medical training, and that students admitted to a medical school should have the intellectual and physical powers to gain the knowledge, behaviors, and clinical abilities that they would need to pursue any pathway of graduate medical education. These assumptions took note of the increasing involvement with patients during medical training and reflected concern for the safe care that students must render.

Preparation of the Physician:

The education of a physician includes the following phases:

1. a preparatory phase with at least 90 hours of credit in an accredited U.S. or Canadian college;
2. a rigorous professional education leading to the M.D. degree;
3. postgraduate (residency) training; and
4. lifelong continuing education after completion of residency training.

Unlike most professions, Medicine awards its formal degree midway through the education process, and the awarding of the degree certifies that the student has acquired a broad base of general knowledge and skills requisite for further training in postgraduate work. The process whereby the degree is gained prepares an individual to be a physician rather than a surgeon, psychiatrist, or other specialist. A common body of knowledge, skills, and behaviors thus underlies and is necessary for entry into specialized postgraduate training programs.

Standards for Accreditation of a Medical School:

The following information is excerpted from the Functions and Structure of a Medical School published by the Liaison Committee on Medical Education. This body is a joint committee constituted by the American Medical Association and the Association of American Medical Colleges. The Liaison Committee is the official accrediting body for American and Canadian medical schools. A complete copy of the guidelines for accreditation may be found in the Office of Student Affairs.

Medical education required that the accumulation of scientific knowledge must be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors. It is in the care of patients that the physician learns the application of scientific knowledge and skills.

It is impossible to consider changes in medical evaluation without considering their impact on patients, who are an integral part of the educational process. Faculties of schools of medicine have immediate responsibility to society to graduate the best possible physician. Admissions standards for medical school must be rigorous and exacting, and admissions must be extended only to those who are qualified to meet the performance standards of the profession.

Development of Medical Curriculum:

The medical faculty is charged to devise a curriculum that allows the student to learn the fundamental principles of medicine, to acquire skills of critical judgment based on evidence and experience, and to develop an ability to use principles and skills wisely in solving problems of health and disease. In designing the curriculum, the faculty must introduce current advances in the basic and clinical sciences, including therapy and technology, changes in the understanding of disease, and the effect of social needs and demands on medical care. The faculty should foster in students the ability to learn through self-directed, independent study, throughout their professional lives.

Finally, the faculty of each discipline should set the standards of achievement by all students in the study of that discipline. Examination should measure cognitive learning, mastery of basic clinical skills, the ability to use data in realistic problem solving, and respect for the rights and dignity of patients. Institutions must develop a system of assessment which assures that students

have acquired and can demonstrate on direct observation the core clinical skills and behaviors needed in subsequent medical training.

Abilities and Skills Requisite for Medical School Completion:

In the selection of students and in their progress through the curriculum, medical school faculty are guided by the LCME standards. The faculty place strong emphasis on the academic achievements of applicants, including performance in the sciences relevant to medicine. This includes evidence of satisfactory scholastic achievement as indicated by grade point averages (GPA) and scores on the Medical College Admissions Test (MCAT). Breadth of education and life experience are deemed important in the selection process.

The faculty is equally cognizant of its responsibilities to patients who will be a part of the educational process and to future patients who will entrust their welfare and lives to medical school graduates. They therefore, consider carefully the personal and emotional characteristics, motivation, industry, maturity, resourcefulness, and personal health appropriate to the effective physician.

Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must acquire a foundation of knowledge in the basic and in the clinical sciences that will permit the pursuit of any of the several careers that medicine offers.

Candidates for the M.D. degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell, and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive senses (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the sections which follow. They must be able consistently, quickly, and accurately to integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for the M.D. degree must have abilities and skills in six essential areas: (1) observation (2) communication, (3) motor, (4) conceptual, integrative and quantitative, (5) behavioral and social, and (6) ethical. Technological compensation can be made for disabilities in certain of these areas; but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary to observe or interpret information or to perform procedures is deemed to compromise the essential function of the physician and may jeopardize the safety of the patient. The six areas of abilities/skills are detailed as follows:

I. Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences. A candidate must be able to observe a patient accurately at a distance and close at hand. Observations necessitate the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. Communication: A candidate should be able to speak; to hear; and to observe patients in order to elicit information, to describe changes in mood, activity and posture; and to perceive non-verbal communications. A candidate must be able to communicate effectively with patients. Communication includes not only speech, but also reading and

writing. The candidate must be able to communicate effectively and efficiently in oral and written form with patients and with all members of the health care team.

III. Motor: Candidates should have sufficient motor functions to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required by physicians are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the clinical skills demanded of physicians, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures. In recent years, certain learning disabilities have been recognized as a subset of integrative patterns. The details for definition and diagnosis of learning disabilities are attached as an Appendix to these Standards for Curricular Completion.

V. Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of his/her intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admissions and education process.

VI. Ethical Standards: A candidate must demonstrate professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff and patients. Questions of breach of ethical conduct will be referred to the Student Affairs Committee for resolution under the Code of Personal/Professional and Academic Conduct.

In determining the minimum standards for completion of the medical school curriculum, the Texas Tech University Health Sciences Center School of Medicine recognizes that certain disabilities can be accommodated without compromising the standards required by the school or the fundamental integrity of the curriculum. The school is committed to the development of innovative and creative ways of opening the curriculum to competitive and qualified disabled candidates. At the same time, the school recognizes the essential need to preserve the standards and integrity of curriculum requisite for the competent and effective physician. Since the treatment of patients is an essential part of the educational program, the health and safety of those patients must be protected at all costs. Therefore, it is not only reasonable, but also essential for good patient care to require minimum standards for the education of physicians.

If a student is offered and accepts an admissions offer from the School of Medicine, the student must then sign a form acknowledging that he/she has read and understands that the Standards for Curricular Completion must be met with or without accommodation. A request for supporting documentation about the disability from an appropriate specialist and the proposed accommodation(s). The deadline for the request(s) with supporting documentation is normally 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 is made by a committee composed of the Associate Dean for Educational Programs, the Associate Dean for Admissions, the Assistant Dean for Student Affairs, the Student Affairs Committee, and ad hoc faculty knowledgeable regarding the area of disability. Such decisions are subject to review and approval by the Dean. If reasonable accommodation is feasible, effort will be made to provide the accommodation as classes begin. 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, effort will be made to notify the student of the decision regarding their request prior to May 15.

In the area of learning disabilities, the student should note that he/she will have to petition the National Board of Medical Examiners for any accommodation on the United States Medical Licensing Examinations (Steps I, II, and III) and that this process is an addition to and separate from any request for accommodation by the Texas Tech School of Medicine.

Revised and discussed with Office of General Counsel
November 30, 1994

Reviewed and modified in General Faculty Meeting
January, 1995

Adopted by Executive Committee of the Faculty Council
March, 1995

Discussed and Revised with Office of General Counsel
January, 1998

Reviewed and approved by Executive Committee of the Faculty Council
February, 1998

Appendix: Criteria for Diagnosis of Learning Disability

Definition:

A learning disability (as defined by the Rehabilitation Services Administration, RSA PPD-85-1, 1985, p.2) is, "A disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken) or written language or nonverbal means." The term learning disabilities is used to refer to a heterogeneous group of disorders characterized by significant difficulties in spelling, reading, expressing ideas in writing, or solving mathematical problems. They are presumed to be due to a dysfunction in the central nervous system and can occur across the life span. While difficulties with social

and behavioral problems may co-exist with learning disabilities, they do not constitute a learning disability in themselves.

Guidelines:

The Ad Hoc Committee on Learning Disabilities of the Association of American Medical Colleges (AAMC) has promulgated guidelines for the assessment of learning disabilities and these are used as a basis for the guidelines at TTHSC School of Medicine.

A. Comprehensive Assessment:

1. A comprehensive assessment must have been done within the last three years.
2. A qualified professional, e.g., a licensed psychologist, a learning disabilities diagnostician, an educational psychologist, with experience in assessing adults must conduct the assessment.
3. The assessment must address the areas of aptitude, achievement, and information processing.
4. The assessment must provide clear and specific evidence and identification of a learning disability. "Learning styles" and "Learning differences" do **not** constitute a learning disability.
5. Information regarding vocational interests and aptitudes may be included.
6. Students are responsible for the costs of any and all testing done with regard to learning disabilities.
7. If the student has already matriculated and applies for accommodation, the student must be assessed by a professional approved by the institution.
8. The following tests are considered acceptable:
 - a. Aptitude: The Weschler Adult Intelligence Scale-Revised (WAIS-R) with subtest scores is preferred. Also acceptable are the Woodcock-Johnson Psychoeducational Battery-Revised and the Stanford-Binet Intelligence Scale-Fourth Edition.
 - b. Achievement: Levels of functioning in reading, mathematics, and written language are required. Acceptable instruments include:
Woodcock-Johnson Psychoeducational Battery-Revised; Tests of Achievement; Stanford Test of Academic Skills (TASK); Scholastic Abilities Test of Adults' or specific achievement test such as the Test of Written Language-2 (TOWL-2), Woodcock Reading Mastery Tests-Revised, or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test-Revised is not acceptable.
 - c. Information Processing: Use of subtests from the WAIS-R or the Woodcock-Johnson Tests of Cognitive Ability to assess specific areas of information processing (e.g., short- and long-term memory, sequential memory, auditory and visual perception and processing, and processing speed) are acceptable.
9. All reports must contain the following information:
 - The name, degree, title, address, and telephone number of the assessor;
 - Information on the professional credential of the evaluator and the areas in which the individual specializes;
 - The date of the assessment;
 - The names and results of the tests (i.e., scores);
 - The nature and effect of the learning disability;
 - An appraisal of the student's academic strengths and weaknesses;
 - Recommendations for strategies and accommodations.

10. Students who claim learning disability must review the guidelines with the professional who does the assessment.
11. The diagnosis for learning disability must confirm less than expected academic functioning as demonstrated by a converted score of 15 or more points less than a full scale IQ on individually administered standardized achievement tests.
12. A history of substantial long-term functional impairment must be present.

B. Evaluation and Accommodation

If a student is offered and accepts an admissions offer from the School of Medicine, the student must then sign a form acknowledging that he/she has read and understands that the Standards for Curricular Completion must be met with or without accommodation. A request for accommodation must be presented in writing to the Office of Student Affairs along with supporting documentation about the disability for an appropriate specialist and the proposed accommodation(s). Generally, the deadline for requests with supporting documentation is 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 is made by a committee composed of the Associate Dean for Educational Programs, the Associate Dean for Admissions, the Assistant Dean for Student Affairs, the Student Affairs Committee, and ad hoc faculty knowledgeable regarding the area of disability. Such decisions are subject to review and approval by the Dean. If reasonable accommodation is feasible, effort will be made to provide the accommodation as classes begin. 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, effort will be made to notify the student of the decision regarding their request prior to May 15.

The student is responsible for any and all costs associated with the evaluation, including any additional testing that is found to be indicated after matriculation. If testing is indicated after matriculation, the student can be assessed by a professional of the student's choice whom the school shall also approve. Such approval will not be unreasonably held.

Accommodation by the National Board of Medical Examination for Steps I, II, and III of the United States Medical Licensing Examination is an independent and additional process and must be pursued by the individual student when applying for the examinations.

All files and documentation regarding learning disabilities and accommodation will be kept confidential and the Office of Student Affairs.

Discussed and Revised with Office of General Counsel
January, 1998

Reviewed and approved by Executive Committee of the Faculty Council
February, 1998

STANDARDS FOR CURRICULAR COMPLETION

I certify that I have read and that I understand the **Standards of Curricular Completion**, including the Appendix, regarding Learning Disabilities.

I understand that I must meet the standards with or without accommodation.

I understand that I request in writing any desired accommodation in order to meet these standards, including accommodation for a learning disability, and must follow any specified procedures for evaluation in order to be considered for and receive accommodation.

I understand that the deadline for application for accommodation is normally 30 days prior to the beginning of the initial semester of enrollment to allow time to provide adequate coordination of accommodation services.

Signature

Printed Name

Date

Return this form to:

Office of Admissions - Room 2B116
Texas Tech University HSC School of Medicine
3601 4th Street
Lubbock, TX 79430

ADA Compliance for Students

TTUHSC complies with the American with Disabilities Act (ADA), Section 504 Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs and activities of TTUHSC solely on the basis of the disability.

Students with grievances related to discrimination on the basis of a disability may contact the ADA Compliance Officer for Students in the Office of Student Services. Any student seeking remedy on the basis of disability must register as a disabled student with the ADA Compliance Office for Students and must provide all required documentation of disability.

DOCUMENTATION CRITERIA PHYSICAL, SENSORY, OR HEALTH-RELATED DISABILITIES

Documentation in the form of an evaluation performed by a qualified professional (such as a licensed physician or audiologist) should be provided to the ADA Compliance Officer for Students. Documentation of physical, sensory, or health-related disabilities (including, but not limited to, orthopedic, hearing, visual, systematic, or chronic illnesses) should include:

1. A diagnosis of the specific disability (including prognosis if appropriate); and
2. An indication of the severity and manner in which the disability limits the student's activity, particularly as it relates to University life; and
3. Recommendations for reasonable academic accommodations to equalize the student's opportunities at a post-secondary level.

ATTENTION DEFICIT DISORDERS & PSYCHOLOGICAL DISORDERS

Diagnosis of an attention deficit disorder or psychological disorder should be made by a psychiatrist, licensed clinical or educational psychologist, neurologist, developmental or behavioral pediatrician, or a combination of such professionals. Because the provision of reasonable accommodations is based upon the current impact of the disability on the student's academic functioning, in most cases the ADA Compliance Officer for Students will request this evaluation to have been performed either within the past three calendar years or during adulthood (after eighteen years of age). All documentation will be reviewed on an individual basis. Documentation of an attention deficit disorder or psychological disorder should include:

1. A specific diagnosis, the date of diagnosis, and the specification of the diagnostic criteria on which the diagnosis is based (for example, DSM-IV); and
2. Specific statements concerning the way(s) the student's diagnosed disability might have impacted academic performance in the past or might impact it in the future; and
3. Recommendations regarding reasonable academic accommodations to equalize this student's educational opportunities at the post-secondary level; and
4. Other information that is pertinent to the diagnosis such as:
 - Description of the functional limitations which meet the criteria for this diagnosis with the approximate date of onset; and
 - List of the measures (informal and formal) that were used to assess the educational impact of the attention deficit disorder or psychological disorder; and
 - An evaluation of the effectiveness of past and current medications prescribed for relief of attention deficit disorder or psychological disorder's symptoms; and
 - Complete developmental, educational, medical, and family histories as they relate to the attention deficit disorder or psychological disorder.

LEARNING DISABILITIES

The diagnosis of a learning disability should be evidenced by a psychological/ educational evaluation performed by a qualified and licensed professional such as a clinical or educational psychologist, school psychologist, neuropsychologist, medical doctor, educational diagnostician or other qualified professional. Because the provision of reasonable accommodations is based upon assessment of the current impact of the disability on the student's academic functioning, in most cases the ADA Compliance Office for Students will request this evaluation to have been performed by an accredited professional either within the last three calendar years or during adulthood (after eighteen years of age). All documentation will be reviewed on an individual basis. Documentation of learning disabilities should include:

1. A specific diagnosis of the learning disability; and
2. An indication of the substantial limitation to learning or other major life activity presented by the learning disability and the degree to which it impacts the individual in the learning context for which reasonable accommodations are being requested. A converted standard score of any subtest must be at least one standard deviation (15 points) below the full scale IQ score to constitute a substantial limitation; and
3. Recommendations for reasonable academic accommodations to equalize this student's opportunities at a post- secondary level; and
4. There should be evidence of the evaluator's having ruled out alternative explanations for academic problems such as a result of poor education, poor motivation and/or study skills, emotional, mental, or physical problems, attentional problems, and/or cultural/language differences; and
5. An individualized history of the student's educational, medical and family histories that relate to the learning disability should be included; and
6. Comprehensive testing which addresses the following domains:
 - o **APTITUDE** - A complete intellectual assessment with all subtests and standard scores reported. The Weschler Adult Intelligence Scale - Revised (WAIS-R) or the WIAS-III is the highly preferred instrument. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability, the Kaufman Adolescent and Adult Intelligence test, and the Stanford-Binet Intelligence Scale (4th ed.) are also acceptable.
 - o **ACHIEVEMENT** -A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. Preferred instruments include the Woodcock- Johnson Psychoeducational Battery - Revised: Tests of Achievement; Weschler Individual Achievement Test (WAIT); Stanford Test of Academic Skills; Scholastic Abilities for Adults (SATA); or specific achievement tests such as the Test of Written Language (TOWL-3), Woodcock Reading Mastery Test - Revised, or the Stanford Diagnostic Mathematics Test. Standard scores must be reported and interpreted.
 - o **INFORMATION PROCESSING** - Specific areas of information processing (i.e. short and long term memory, sequential memory, auditory and visual perception processing, processing speed, executive functioning an motor ability) should be addressed. Preferred instruments include the Detroit Tests of Learning Aptitude (DTLA-3), the Detroit tests of Learning Aptitude - Adult (DTLA-A), information from subtests on WAIS-R, and the Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability.

Standard scores and/or percentiles should be provided and interpreted for all normed measures. Grade equivalent are not useful unless standard scores and/or percentiles are also included.

DISABLED STUDENT SERVICES APPLICATION INSTRUCTIONS
TO OBTAIN SERVICES YOU MUST:

- Apply and be accepted for admission at Texas Tech University Health Sciences Center (TTUHSC) through the regular admissions procedures.
- Complete and return an **Application for Accommodations** form to the Office of Student Services. The deadline for application for services is normally 30 days prior to the beginning of the initial semester of enrollment to allow time to provide adequate coordination of services.
- Submit sufficient evidence of a physical or mental impairment which substantially limits one or more major life activity as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.

A disabling condition may be either a temporary or permanent physical or mental impairment. The disability may include, but is not limited to, orthopedic, hearing, visual, learning, systemic, neurological or mental disorders. These conditions must be documented as substantially limiting a student's ability to perform one or more major life activity. Students must provide sufficient documentation in the form of an evaluation performed within the past three years by a qualified professional such as a licensed physician, psychologist or audiologist. It should include:

1. a diagnosis of the specific disability (including prognosis, if temporary);
2. an indication of the severity and manner in which the disability limits the student's activity, particularly as it relates to TTUHSC life; and
3. some recommendations for necessary accommodations to remove the barriers posed by the specific disability.

This information will be kept confidential and used solely for the purpose of assisting students in identifying and securing accommodations and services which will support their full participation at TTUHSC.

Documentation submitted will be reviewed by the medical and/or psychological consultant to the Office of Student Services as appropriate for determination of completeness and sufficiency to establish disability and for recommendations for appropriateness of accommodation based on disability.

APPLICATION FOR ACCOMMODATIONS
Students with Disabilities
Texas Tech University Health Sciences Center
Office of Student Services
Room 2C400

To apply for assistance, you should complete and return this form with the requested disability documentation. The information requested is necessary if we are to assist you efficiently and effectively with support services. To receive accommodations, you must be admitted to Texas Tech University Health Sciences Center (TTUHSC) through the regular admissions procedures.

Part I. General Information

Name: _____
 Last First Middle (Maiden) Preferred

Social Security #: _____ Entrance Term: _____

Date of birth: _____ Sex: _____

Department: _____ Classification: _____

Local address: _____
 Street City State ZipCode

Local Telephone # (_____) _____

Permanent address: _____
 Street City State ZipCode

Permanent Telephone # (_____) _____

Part II. Disability Information

Disability: _____

Date of onset: _____

Limitations: _____

Please attach medical/diagnostic report(s), which provide(s) evidence of above disability and its limitations to your mobility and/or academic performance. This report must have been completed within the past three-(3) years. Also, provide the name, telephone number and address of a physician/psychologist/audiologist who is familiar with your personal needs.

Part III. Emergency Information

In case of emergency, please contact:

Name: _____ Relationship: _____

Address: _____
Street City State ZipCode

Telephone(s): _____

Other Instructions: _____

Part IV. Specific Accommodation Information

In the space provided below, please provide any other specific details concerning assistance you might need in order to better assist you.

Part V. Special Accommodation Request

Faculty is not permitted to provide accommodation for your disability needs unless you provide proof of a disability for which the accommodation you are requesting is appropriate. Such proof should be provided at the beginning of the semester.

Student Responsibilities for Securing Accommodation

- 1) Meet with your instructor during the first week of the semester to clarify any individualized accommodation needs or questions pertaining to the classroom environment or course assignments.
 - Present the professor with the accommodation request.
 - Discuss with the professor how your disability might affect your performance in class and the specific accommodations required. For example, the need for extended test time and in-class written assignments, alternate test format or location, scheduled medical appointments, side effects from prescribed medications (if any), and describe any special equipment or assistance you will need such as a tape recorder, communication device, etc.
 - If you need a note taker or special testing considerations, it is your responsibility to make the arrangements after speaking with you instructor.
 - If, for any reason, you have difficulty arranging the accommodations which have been deemed reasonable, you are expected to report the matter to the Office of Student Services, Room 2C400, (806) 743-2300 by the 12th class day of any given semester.

I have read the Application for Accommodations Instructions and understand my role and responsibilities in securing assistance support services, and reasonable accommodations related to my disability.

Student Signature: _____ Date: _____

Please return completed form to: **TTUHSC Office of Student Services**
3601 4th Street, Room 2C400, MS 8310
Lubbock, TX 79430
Attn: ADA Compliance Officer for Students

Authorization to Exchange Information

I, _____, SS# _____ give my permission to TTUHSC Office of Student Services to exchange such information with:

- _____ Texas Rehabilitation Commission
- _____ Texas State Commission for the Blind
- _____ Texas Tech University
- _____ Veteran's Administration
- _____ Other: _____

as may be necessary for me to receive, apply for and/or receive services related to my disability.

Signature

Date