About
The Texas A&M College of Medicine is part of the Texas A&M Health Science Center, which is transforming health through innovative research, education and service in dentistry, medicine, nursing, pharmacy, public health and medical sciences. As an independent state agency and academic unit of Texas A&M University, the Health Science Center serves the state through campuses in Bryan-College Station, Dallas, Temple, Houston, Round Rock, Kingsville, Corpus Christi and McAllen. Learn more at vitalrecord.tamhsc.edu or follow @TAMHSC on Twitter.

Texas A&M University Core Values
Six core values guide Texas A&M University in its purpose statement to develop leaders of character dedicated to serving the greater good:
- Respect
- Excellence
- Leadership
- Loyalty
- Integrity
- Selfless Service

Diversity
Texas A&M University Health Science Center educational programs are designed to meet the health workforce needs of Texas. Admissions criteria to these programs are aligned to foster the graduation of health professionals who will be responsive to the needs of the increasingly diverse population. The Health Science Center is dedicated to the inclusion, welcome and support of individuals from all groups, encompassing the various characteristics of persons in our community. The characteristics can include, but are not limited to: race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation and gender identity. The support of a diverse, culturally competent cadre of faculty and staff fosters a welcoming and inclusive environment for health professions students from varying backgrounds and perspectives.

Diversity also encompasses talents, life skills and experiences and special attributes. This commitment to diversity is expressed through the identification, recruitment, selection, matriculation and graduation of qualified health professions students from different backgrounds. Our goal is for the Health Science Center student body to mirror the growing diversity of the Texas population and to promote an understanding of the varied needs of the individuals and communities that comprise the population of Texas.

Equality and Non-Discrimination Statement
Texas A&M and its College of Medicine is committed to the fundamental principles of academic freedom, equity of opportunities and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity and pluralism and respects the identity, rights and value of each individual within our state, nation and world.

Disclaimer
Although every effort has been made to verify the accuracy of information in this publication, the Texas A&M College of Medicine reserves the freedom to change admission and degree requirements, curriculum, courses, rules, regulations, tuition, fees and any other information published herein without notice. This publication is not to be regarded as a contract or to create any obligation on the part of Texas A&M College of Medicine.
Established in 1977 with a charter class of 32 students, Texas A&M College of Medicine has evolved into a dynamic, student-centered institution focused on the future of medicine. As one of the most ambitious and comprehensive medical colleges in the nation, Texas A&M College of Medicine offers the following degrees:

- Doctor of Medicine (MD)
- Graduate Program in Medical Science (PhD and MS)
- Education for Healthcare Professionals (MS and Certificate)
- MD/PhD
- MD Plus Master of Business Administration (MBA)
- MD Plus Master of Public Health (MPH)
- MD Plus Master in Medical Sciences (MS)
- MD Plus Master of Science in Education for Healthcare Professionals (MS)
- Engineering and Medicine (EnMed): Part of Texas A&M College of Medicine’s MD Program and the College of Engineering, this is an integrated educational and research degree option with a focus on innovation and entrepreneurship.

Students have the flexibility to select areas of specialization to customize a program to fit their individual needs and aspirations. To meet the college’s goal of producing doctors who are successful in all aspects of the changing practice of health care, a wide range of electives, fellowship and mentorship opportunities are provided.

Texas A&M College of Medicine implements an updated and fully integrated curriculum providing students with a pre-clerkship curriculum of 18 months. Students embark on their pre-clerkship training at the Bryan-College Station campus for 12 months and then transition to their campus designations for the remaining three years of training. Students have several options for study across five campuses—each has a distinct environment and offerings for education and lifestyle.

The college provides clinical training through affiliated medical facilities in Bryan-College Station, Corpus Christi, Dallas, Houston, Round Rock and Temple. The college remains committed to providing an environment that promotes excellence, integrity, leadership, loyalty, respect, selfless service, inclusiveness and compassion in its future physicians and scientists. At College of Medicine, our emphasis on highly-integrated materials, organ-systems-based instruction and institutionalized programs for support between class years is proving to produce physicians with the knowledge, expertise and vision to meet the challenges facing medicine in the 21st century.

College of Medicine is part of Texas A&M University Health Science Center, which also includes College of Dentistry, College of Nursing, Irma Lerma Rangel College of Pharmacy and School of Public Health. Partnerships with these sister schools involve regular opportunities to participate in interdisciplinary training exercises.
Texas A&M College of Medicine students receive a one-of-a-kind experience in their clinical training thanks to the multi-campus, distributed model of the college. Some students will spend their first 12 months of medical school in Bryan-College Station (B-CS) focusing on classroom fundamentals. They will complete their remaining years of medical school education through intensive, real-world experiences and hands-on training. One group will remain in B-CS all four years. Students bound for Houston will complete the 18-month pre-clerkship curriculum in BCS before moving on to Houston to complete their clinical training.

Highlights include:
- Shortened preclinical training allows for clinical exposure prior to taking USMLE Step 1 exam
- Simulated clinical training begins the first week
- Synthesis case-based education in the first one-and-a-half preclinical years
- All students spend the first year in Bryan-College Station

The changing health care landscape is asking more of physicians than ever before. The physicians of tomorrow must be more than excellent clinicians; they must be savvy business leaders, researchers, scientists, teachers and academics who are fully equipped to respond to the changing health care environment. Students of the College of Medicine have a unique opportunity to choose their own customized path.

- Vast range of educational options and certificate programs within Texas A&M University
- Flexible curriculum in the clerkship years
- Medical mission trips

College of Medicine enrolls approximately 200 students per year. Admission to the college is highly competitive and considers individuals who have completed at least 90 semester credit hours (or equivalent quarter hours) of their undergraduate course work at a fully accredited college or university in the United States. By state mandate, enrollment of individuals who are residents of states other than Texas may not exceed 10 percent. Applicants must demonstrate strong intellectual ability to master a challenging educational experience. In addition to intellectual ability and a record of academic achievement, successful applicants must exhibit the personal experiences and attributes necessary to interact with others in an effective and compassionate manner.

The mission of the College of Medicine is to improve the health and well-being of the people of Texas through excellence in education, research and health care delivery. This mission guides the admissions process. It is the foundation on which the admissions committee makes important individual admissions decisions.
and strives to admit students whose goals and attributes are consistent with the philosophy of the college. Additionally, the distributed model of our clinical partners allows communities across the state to benefit from the work of College of Medicine students and faculty as they provide much-needed medical and behavioral health services, all while gaining valuable experience that will allow graduates to succeed in the health care system of the 21st century.

The college is also committed to the important role of diversity in the training of future medical professionals. The college believes that diversity enhances the ability to provide care to communities across a broad range of racial and ethnic groups and is critical for the amelioration of disparities in health care. To achieve diversity and inclusion, a core educational goal of the college, the Admissions Committee applies a holistic review process. It is not an end in itself but a means of achieving this goal.

**CURRICULUM**

*An Integrated Approach*

The curriculum allows for a highly personalized medical education experience from the very onset. The purpose of the medical curriculum is to prepare students for supervised medical practice in residency through the clinical integration of material throughout all four years of study. Students interact one-on-one with basic science teaching faculty, physicians and patients early in the pre-clerkship phases of instruction, and this close interaction continues throughout the four years of training.

Pre-Clerkship

The first 18 months of the curriculum (pre-clerkship portion) focus on the fundamentals of biomedical science and consist of two components as follows:

Students start the first year of medical school with the foundations blocks, which continue through mid-April of the first calendar year. Foundations blocks emphasize the basic structure of the human body and basic principles of other medical science disciplines: gross anatomy, histology, basic principles of biochemistry, genetics, pharmacology and cell physiology. This also includes Neuroscience and Introduction to Disease, which covers basic pathophysiology, immunology and bacteriology. In addition to the instruction of these basic medical sciences, students take integrated courses in the practice of medicine block, which cover medical humanities, ethics, leadership and other important professional development topics, as well as introduction to clinical skills, which includes patient history-taking and doctor-patient communication skills and physical diagnosis.

By mid-April of the first calendar year, students transition into the Organ Systems blocks, which conclude the following winter. The blocks cover normal function, pathophysiology and disease-related aspects of the specific organ systems including the basic therapeutic approach to disease. The disciplines covered include organ-based physiology, organ system/disease-related biochemistry and genetics, pathology, microbiology, immunology, pharmacology, introductory pediatrics and introductory internal medicine. Students take a summer break after two Organ Systems blocks have been delivered, providing opportunities to explore service learning and other educational activities between the first and second academic years.

**Clerkship**

The clerkship portion of the curriculum follows delivery of the Organ Systems blocks and begins in January of the second year of medical school and extends until graduation. During this 30-month period, students rotate on clinical service in required clerkships and also have opportunities for rotations in elective clerkships and areas of interest.

During this time, students receive clinical training in several different patient care venues and locations, including private-practice, academic and governmental institutions. Opportunities for rotations in other regions and states exist, as do opportunities for global medical mission work and service learning.
INTERDISCIPLINARY EXERCISES & OUTREACH

Students are offered multiple interdisciplinary experiences that include professions, organizations and experiences students cannot find in the classroom or clinical settings. A few of these programs are highlighted below, and many more are available or in development. Interdisciplinary experiences enhance and expand the learning experience. By working as a health care team with a common goal, service remains at the core of our educational mission.

Disaster Day

Disaster Day was created to offer hands-on training in disaster response. The annual, student led, one-day event is carefully planned and coordinated to provide students with the knowledge and skills necessary to respond in an emergency situation.

This large-scale emergency disaster simulation teaches students to work under high pressure and chaotic situations. Several hundred students from Texas A&M’s colleges of medicine, nursing, pharmacy and veterinary medicine participate. Additionally, nearly 100 first-year students assume the role of patient-actors—seeing Disaster Day from the other side of the stethoscope brings a unique form of training. This high-adrenaline experience is authentic to an actual disaster. The pressure these students experience in each 1.5-hour session pushes them to their limits and tests their mental toughness.

Each year, a new scenario is chosen to enable students to test their emergency response skills outside the classroom and gain valuable hands-on experience. As part of course work, students are evaluated on their performance during the event.

Disaster City

Disaster City is a 52-acre mock community featuring full-scale, collapsible structures designed to simulate various levels of disaster and wreckage. Coordinated by the Texas A&M Engineering Extension Service (TEEX), students learn how to respond to disaster situations by being pushed out of their “comfort zones,” with staged simulations in extremely tight, closed spaces, even in the dark of the night. The scenarios create an interdisciplinary atmosphere of teamwork showing students the vital importance of working together toward a common goal.

Mission Trips

Students participate in various medical mission trips to many underserved areas and countries, such as Haiti, Ecuador, Uganda, Bolivia and Peru. These mission trips are sponsored by various organizations and most are interdisciplinary based. Teams provide many health care services from primary care examinations to surgical procedures, and dental exams to information outreach. Mission trips not only expand students’ educational experiences, but their humanitarian approach and understanding of the needs of patients across populations.
Texas A&M College of Medicine offers a combined training program leading to both MD and PhD degrees. The purpose of the MD/PhD program is to train highly motivated medical students for careers as physician-scientists. To accomplish this, the program integrates the studies and requirements for both the MD and PhD degrees, providing students with many opportunities to relate their study of clinical medicine with basic biomedical science. Such training produces biomedical scientists with unique insights into human disease processes and clinical problems.

This is an exciting time in medicine as great strides are being made in medical research and translated into powerful therapeutic and diagnostic tools to improve patient care. Our graduates are competitive at competitive residency programs. They are contributing to research on serious diseases, such as heart disease, diabetes, cancer and AIDS.

Curriculum Format and Sequence
The MD/PhD program typically requires seven to eight years to complete the combined degree requirements. Students entering the program start their training eight weeks prior to orientation for first-year medical students. During the 10 week break between their first and second years of medical school basic science training students will complete additional five week research rotations. If needed, students may complete additional research rotations either at the initiation of their graduate training (see option one) or after they have completed their clinical clerkships (see option two). These research rotations assist students in identifying a major discipline area and a faculty mentor for their graduate school training. Students are required to participate in the weekly MD/PhD journal club throughout their training. The program is flexible and is designed to meet the individual educational needs of the student. For example, MD/PhD students have two options to complete their training.

Option One
- Students complete the preclinical curriculum that covers the basic medical sciences in 18 months. Next, students enter graduate studies and research training, which is typically four years. Upon successful defense of their PhD dissertation, students return to medical school and complete the required clinical training.

Option Two
- Students complete three years of medical school, including the required clinical clerkships, prior to starting their graduate training. After completing their PhD training and defending their PhD dissertation, students finish their final year of medical school.

Graduate Research Training
Students may complete their graduate research training through College of Medicine's Medical Science Graduate Program or in any other appropriate graduate program at Texas A&M University. In addition to the Medical Science Graduate Program, other appropriate Texas A&M University PhD programs include Biochemistry and Biophysics, Biology, Biomedical Engineering, Chemistry, Genetics, Neuroscience, Nutrition, Public Health, or any program in which their PhD training is broadly relevant to a career in biomedicine. Students can pursue their PhD studies with appropriate graduate faculty at any of our campuses. The majority of our students choose to complete their PhD research either at our Bryan-College Station campus or in Houston at Houston Methodist Research Institute or Texas A&M Institute for Biosciences and Technology. The diversity of training opportunities our students receive is a strength of our program. The Medical Science Graduate Program transcends traditional departmental boundaries, offering students the opportunity to conduct dissertation research in any lab in the College of Medicine. MD/PhD students typically receive their research training in one of the following six areas:
- Brain, Behavior, Psychiatric and Neurological Disorders
- Biomedical Engineering and Regenerative Medicine
- Cancer, Cell and Developmental Biology
- Cardiovascular, Lymphatic and Metabolic Disease
- Genetics, Genomics and Network Biology
- Infection, Immunity and Inflammation

Faculty mentors typically originate from the basic science and clinical departments.
The program is committed to providing students the skills needed to take leadership roles in various health care industries.

**MD PLUS PROGRAM**

**OVERVIEW**
The increasing complexities of healthcare delivery and management require professionals who excel at delivering innovative, collaborative and compassionate care across populations. The MD Plus Program is an integrated five-year dual-degree program that empowers MD students to pioneer multidisciplined solutions to the greatest healthcare challenges facing Texas and our nation.

**Quick facts:**
- Complete the MD and choice of master's program in five years (accelerated master's program)
- All students offered admissions are considered for scholarship opportunities
- MCAT accepted; GRE/GMAT not required
- Application deadline: April 8, 2022

**Master's Degrees available to MD Plus students are:**
- Master of Business Administration (MBA)
- Master of Public Health (MPH)
- Master of Science in Education for Healthcare Professionals (MS)
- Master of Science in Medical Sciences (MS)
- Master of Science in Science and Technology Journalism (MS)

**Admissions Requirements**
Applicants are considered for admission to the MD Plus Program after they have been accepted into the Texas A&M College of Medicine MD Program. The MD Plus Program office will assign the application to prospective students via the Admissions Processing Portal.

**Timeline**
MD Plus students may pursue their graduate program either prior to beginning the medical school curriculum or between the third and fourth years of medical school.

**Scholarships**
Funds are available on a competitive basis.

**MD + MBA**
The Master of Business Administration program is available through Texas A&M University Mays Business School. The MBA program, ranked in the top 20 nationally, will prepare students to tackle the managerial, financial and leadership aspects of the medical field, enhancing teamwork and communication skills.

The MBA curriculum is designed to develop the knowledge and expertise students need to meet the challenges of an increasingly complex and rapidly changing medical field. The skills acquired are easily applied in a hospital or clinical setting. In addition to being able to complete the MBA in a shorter amount of time than the traditional route, students who have pursued the MD/MBA option tend to be looked upon more favorably by medical residency programs.

Students are given a number of opportunities to apply their knowledge through unique learning experiences, such as the capstone consulting project, case competitions, MBA Venture Challenge and Escape Room. Candidates for the combined degree are also obliged to complete a 10–12 week health-related business capstone consulting project.

**Master of Science in Medical Sciences (MD + MS)**
The MS in medical science degree is available through the Clinical & Translational Science (CTS) track of the College of Medicine graduate program. The overall educational goal of this track is to prepare future physician-scientists to bridge the interface between patient care and bench research, interact effectively with the spectrum of health care providers and community members, and function efficiently within large research teams. The CTS curriculum is flexible and designed to provide a strong foundation in biological sciences along with scholarly activities that will encourage team-oriented projects, enhance interdisciplinary communication, develop leadership skills, and provide the foundation for a broad understanding of scientific, medical and regulatory issues.

In addition to didactic coursework and research hours, the MS in medical science degree requires completion and defense of a written thesis describing the student’s research project. Novel features of the CTS track include team mentoring and competency-based training that are
designed to produce the next generation of physician scientists capable of accelerating the translation of scientific advances into improved patient care.

MD + Public Health (MD + MPH)
Students that complete a Master of Public Health (MPH) gain knowledge in the science and art of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, public and private communities and individuals. The MPH's emphasis on health at the population level adds an important dimension of insight and understanding of the dynamics of health and wellness to the practice of medicine. These students are more competitive for residency programs and are more prepared to enter careers in preventive medicine. Students in this track will complete an MPH practicum in correlation with the MD curriculum. Three MPH concentrations are available: Health Promotion & Community Health Sciences; occupational Health & Safety; & Environmental Health.

MD + MS in Education for Healthcare Professionals (MD + EDHP)
Master of Science in education for healthcare professionals (EDHP) will provide the opportunity for individuals to develop the background and skills necessary to be excellent teachers in their areas of specialty and conduct research to improve and develop innovative educational programs in health professions education. Students who have an interest in academia are encouraged to apply. Multiple online courses and an interprofessional approach make the EDHP degree unique. Graduates of the program help satisfy the need for qualified teaching faculty in medicine across the country.

MD + Science and Technology Journalism (MD + STJR)
The Master of Science in Science and Technology Journalism (STJR) provides students with skills to communicate with various audiences about medicine, science and technology, both through the mass media and through other means. Students also explore the broader contexts of such communication in order to best serve society. Much of the learning can aid in communicating in clinical settings. The STJR program includes core courses in reporting, editing, media research and related areas. It also contains electives. Medical students in the program choose between doing a medical communication internship and writing a thesis. Conference attendance and frequent guest speakers help round out the experience. ★
RURAL POPULATION HEALTH
True to our land-grant designation, we have the responsibility to improve lives by transforming health care and health care delivery with forward-thinking research and service. Through our diverse makeup and unique geographic spread—with eight campus locations and multiple community outreach programs impacting nearly every county in Texas—the Health Science Center has an opportunity to effect change and relieve the burden of isolation in rural areas to bring health care where it’s needed most. Texas has one of the largest and most underserved rural populations in the country. One hundred and seventy-two of Texas’ 254 counties are designated as rural, with a total rural population of 3.1 million. Thirty-five of these counties have no physician—making the physician to patient ratio 165:10,000. The problem is compounded, given that rural populations are older, poorer and less healthy when compared to their urban counterparts. Economics, education and access to care all exacerbate the issue. Rural hospitals are also closing at increased rates across the nation, but particularly in Texas, which leads the nation in rural hospital closures.

MILITARY MEDICINE
Through our unique relationship with the military academies and veteran populations, we’re dedicated to advancing the health care of all members of the U.S. military and their families. We pride ourselves on recruiting veteran students and are expanding strategic partnerships across the organization for the greatest impact. At the intersection of medicine and military lies an opportunity for selfless service unlike any other.

ENGINEERING MEDICINE
We are creating systems and technologies that can address health care’s greatest challenges. This focus demands novel collaboration between the brightest minds in health care and engineering. In partnership with Texas A&M’s world-class engineering program, the possibilities for Texas A&M to transform health care through innovation are...
Advancements in technology are transforming health care at a rapid pace. The rate of technological change is faster and more complicated than can be absorbed by the medical workforce. This new type of educational program prepares professionals with the clinical skills to diagnose symptoms and treat patients, along with an engineering mindset to solve problems, invent new technologies and rapidly move these innovative ideas to practice in patient care. With a world-class engineering program, and a renewed focus on innovation through engineering, Texas A&M created EnMed (Engineering/Medicine), Texas A&M University’s innovative engineering medicine curriculum track at Houston Methodist Hospital. The program—a partnership between the Texas A&M College of Medicine, the Dwight Look College of Engineering and Houston Methodist Hospital—is designed to educate a new kind of physician who will create transformational innovations for health care. It is the nation’s first fully-integrated engineering and medical education curriculum accredited by LCME. It is also the only program that allows graduates to receive both a doctorate of medicine and Master of Engineering focused on the design and implementation of innovative medical technologies in four years. The curriculum is a case-based format with integration of both medicine and engineering content to develop and improve student clinical reasoning and problem-solving skills through real-world examples. EnMed welcomed its inaugural class in 2019.
The college is looking for those traits necessary to foster the development of a competent, compassionate and responsible physician.

APPLYING TO THE COLLEGE OF MEDICINE DEGREE PROGRAMS

The college is looking for those traits necessary to foster the development of a competent, compassionate and responsible physician.

The College of Medicine’s programs allow you to select the right degree or combined degree to fit your specific career goals.

To apply, follow the instructions provided online at medicine.tamhsc.edu/admissions for the degree you select.

APPLICATION INFORMATION

Texas A&M College of Medicine participates in the Texas Medical and Dental Schools Application Service (TMDSAS). TMDSAS is the centralized application processing service for applicants to the first-year entering classes at all of the public medical, dental and veterinary schools in the state of Texas. TMDSAS provides ONE standardized application form online at www.tmdsas.com.

The application for admission can be submitted as early as May 1, but not later than November 1. The TMDSAS application fee is a flat non-refundable fee of $200 for all applicants regardless of the number of schools selected for application. The application fee can be paid by credit card, electronic funds transfer, EFT/ACH or by mailing a money order/cashier’s check drawn on a U.S. bank. Checks and money orders should be made payable to TMDSAS.

Official transcripts, test scores and letters of evaluation must accompany the application. Please refer to the TMDSAS website at tmdsas.com/medical/homepage.html and click on Application Instructions for all the details.

For additional information, contact TMDSAS directly:

TMDSAS
P.O. Box 2175
Austin, TX 78768

(512) 499-4785
info@tmdsas.com

Secondary Application

The secondary application is required and must be completed and submitted online. The secondary application fee is $60 and nonrefundable. The secondary application can be submitted as early as May 1, 8 a.m. CST, but no later than November 1, 5 p.m. CST. A complete application includes the following:

- TMDSAS Application
- COM Secondary Application
- Application Fees
- Official Transcripts
- Letters of Evaluation
- Official MCAT Scores
- CASPer Test Score (see page 13)
- CASPer fee of $20 (see page 13)
- Copy of U.S. Permanent Residency Card (if applicable)

Screening of Applications

The process administered by the Admissions Committee for screening applicants is highly selective. Applicants are screened using a holistic approach that ensures the admission practices, processes and policies support the College of Medicine’s mission, strategic priorities and core values. The holistic approach, which the Admissions Committee utilizes throughout the screening, interview and selection processes, includes the many dimensions of experiences, attributes and backgrounds, as well as the applicant’s academic performance and MCAT.

This approach precludes an over-reliance on academic metrics and instead promotes a wider range of criteria in the screening process. It allows for the building of a pool of compelling applicants who have the potential to become competent and caring physicians. Many of the compelling factors sought include, but are not limited to, the following:

- Health care related experiences
- Community service activities
- Leadership in school or community
- Motivation for medicine as a career
- Personal statements
- Support of faculty and mentors
- Circumstances indicative of hardship
- Socioeconomic background
- Race and/or ethnicity
- First generation to attend or graduate from a college or university
- Parents with high school or less education
- The need to work while attending high school and/or college
- Responsible for the care of others or the rearing of children
- Region in which applicant resides
- Region in which applicant’s high school district is located
- Comparative availability of physicians or health professionals in applicant’s region of residence (underserved or health professions shortage area)
- Experience of other cultures and the human condition, including foreign language proficiency

It must be understood that not all applications reviewed will result in either an interview or offer of acceptance.

Letters of Evaluation

Applicants must submit ONE Health Professions Advisory Committee (HPAC) Packet or THREE individual letters of evaluation directly to TMDSAS. One extra letter is allowed in addition to the required letters. All letters of evaluation submitted by either the HPAC or the individual evaluator must be written on official school business letterhead. Letters must be current; otherwise, they will not be considered official. Evaluators must submit evaluations by uploading
It is highly recommended that your evaluators be current/former professors who can address your academic capability and suitability for medicine as a career. Letters of reference from employment supervisors or research mentors, physicians or other medical personnel are acceptable, but they must not be used in lieu of the minimum three academic letters. The College of Medicine may request additional letters at any time.

Health professions advisors and faculty play an important role in helping the admissions committee assess intellectual ability, personal experiences and promise for medicine as a career. Therefore, prospective applicants are urged to get to know their advisors and teaching faculty early in their undergraduate education experience to ensure support of their application.

If you are no longer in undergraduate school and cannot obtain an evaluation from your former health professions advisor or health professions committee, you have these options:

- If you are attending graduate school, one of your evaluations must be from your graduate advisor, a professor in your area of concentration or the chairperson of the department.
- If you have been out of college for one year or more and are currently employed or in military service, submit three letters, with one of your evaluations written by your immediate supervisor or commanding officer.
- If self-employed, one of your recommendation letters must be from a business associate and must detail your performance and suitability for medicine as a career.
- If you cannot obtain a letter from a health professions advisor or faculty members because you have been out of school for several years, you must then submit three letters from employment supervisors or associates, medical personnel and/or research mentors to complete your evaluation packet. One extra letter is allowed.

### Personal Interviews

Applicants are invited for personal interviews based on the results of the screening process. Interview sessions for 2021-22 will be conducted virtually, scheduled from late July to early February, and follow a half-day format. Applicants selected for interview will be assigned two individual 30-minute zoom interviews conducted by a combination of faculty admissions committee members, student admissions committee members, and faculty and administrator guest interviewers. In addition to the two 30-minute virtual interviews, applicants will experience a virtual 7-minute interactive encounter with a trained standardized patient.

The interview day will also include a virtual tour of the college’s four campus communities along with presentations of the college’s many resources, including academic support services, the learning environment, curriculum, diversity initiatives, and research and educational opportunities. Medical students will also participate by sharing their experiences.

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### UNDERGRADUATE COURSE REQUIREMENTS

The College of Medicine prefers that entering students complete a baccalaureate degree before enrolling. Students may be considered with 90 semester credit hours of college work or without a baccalaureate degree, provided their academic record, attributes and experiences are comparable or superior to those students who complete the baccalaureate degree. The courses (below) are required with at least a grade of a “C” from a fully accredited college or university in the U.S. and must be completed before or by the time of enrollment. Abbreviations: SCH = Semester Credit Hours and QH = Quarter Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>General Biology (with labs)</td>
<td>8 SCH (6 SCH lecture and 2 SCH lab or 9 QH lecture and 3 QH lab)</td>
</tr>
<tr>
<td>Advanced Biological Sciences</td>
<td>6 SCH (or 9 QH; 3 SCH or 5 QH of Biochemistry is required*)</td>
</tr>
<tr>
<td>General Chemistry (with labs)</td>
<td>8 SCH (6 SCH lecture and 2 SCH lab or 9 QH lecture and 3 QH lab)</td>
</tr>
<tr>
<td>Organic Chemistry (with labs)</td>
<td>8 SCH (6 SCH lecture and 2 SCH lab or 9 QH lecture and 3 QH lab)</td>
</tr>
<tr>
<td>General Physics (with labs)</td>
<td>8 SCH (6 SCH lecture and 2 SCH lab or 9 QH lecture and 3 QH lab)</td>
</tr>
<tr>
<td>Math-Based Statistics**</td>
<td>3 SCH (or 5 QH)</td>
</tr>
<tr>
<td>English</td>
<td>6 SCH (or 9 QH)</td>
</tr>
<tr>
<td><strong>Total SCH</strong></td>
<td>47 SCH (or 71 QH)</td>
</tr>
</tbody>
</table>

* The Biochemistry requirement will be applied towards the 6 SCH (or 9 QH) required for advanced biological sciences. It must be a course that is applied toward a baccalaureate degree in any traditional science field. The course may be taught in the Biology, Biochemistry or Chemistry department. It cannot be an introductory course. For details on the required fundamentals visit our website at medicine.tamhsc.edu/admissions.

** The Statistics course should be taught in the Math or Statistics department. Statistics courses taught at other departments may be considered with appropriate documentation. For details on the required fundamentals visit our website at medicine.tamhsc.edu/admissions.
of medical student life at their respective campuses.

Personal interviews at the College of Medicine are a two-way exchange. Applicants are encouraged to use this experience to inquire and form opinions about the strengths and opportunities available at the College of Medicine. Although academic performance and record of activities and achievements are important factors, the personal interview gives the admissions committee another means to evaluate and understand other traits necessary to foster the development of a competent, compassionate and responsible physician. Ability to communicate and interact, social and healthcare consciousness, service orientation, compassion, empathy, maturity, integrity, and motivation for a career in medicine are among the characteristics sought.

Medical College Admission Test (MCAT)
The Admissions Committee considers the MCAT scores as part of its review and decision-making process. As stated previously, the committee utilizes a holistic approach, which includes the many dimensions of an applicant’s experiences, attributes and background, as well as academic performance and MCAT.

Note: The MCAT must have been taken no earlier than January 2017 and no later than September of the year preceding enrollment into medical school (for example, if you are applying for entry year 2022, September 11, 2021 is the last date you can take the MCAT). No score from a test taken within the year of enrollment will be accepted. Scores from years prior to 2017 will not be considered.

The MCAT is designed to test how well applicants use what they know and apply what they have learned. The exam asks test takers to show that they can think and learn like scientists, emphasizing scientific reasoning and analysis skills. The MCAT also includes a section that underscores the roles that behavioral and sociocultural factors play in health and illness.

The MCAT is administered multiple times, from late January through early September, and offered at hundreds of testing sites in the United States, Canada and around the world. For more information on preparation, registration and application please visit the MCAT home page at aamc.org/students/applying/mcat. Once the MCAT is taken, scores must be released directly to the TMDSAS. Visit the TMDSAS website at tmdsas.com for instructions.

The exam is organized around the academic competencies that are considered necessary foundations for academic success in medical school. Applicants will test in four areas:

1. Chemical and Physical Foundations of Biological Systems
2. Critical Analysis and Reasoning Skills
3. Biological and Biochemical Foundations of Living Systems
4. Psychological, Social and Biological Foundations of Behavior

Total testing time is seven-and-a-half hours, including breaks. The four sections will have numeric score values. Information on the score reports and scaled scores can be found at aamc.org/students/applying/mcat/scores.

In the evaluation process, MCAT scores are used in combination with academic record and a host of other
Other than the United States must have:

- Completed at least 90 credit hours of college course work including the prerequisites for medical school in a fully-accredited college or university in the United States; or
- Completed a baccalaureate degree in a fully-accredited college or university in the United States.

*Graduate coursework may satisfy the 90-credit hour requirement or the prerequisite coursework for medical school on a case by case basis.

Policy on Foreign Coursework

Foreign coursework does not count toward meeting any of the medical pre-requisite coursework requirements nor the 90-credit hours minimum requirement as set by the state to enroll in a professional school program.

Undergraduate foreign coursework that appears as transfer credit on the transcript of a regionally accredited US college will count towards the 90-hour requirement and the pre-requisite coursework requirements. Each individual transfer course credit granted by the US school must be listed on the transcript. Lump sum credit with no specific course and hour identification will not be accepted.

Other Considerations

U.S. citizens or U.S. permanent residents who have successfully completed 90 credit hours or earned a baccalaureate degree at a fully-accredited Canadian college or university are eligible to apply.

Applicants with graduate degrees (Masters and/or PhD) or professional degrees (MD) from a university in a country other than the United States are considered for admission only to the first-year medical class regardless of the degrees held. They must also have satisfied the requirements above.

Deferred Action for Childhood Arrivals (DACA)

DACA applicants will be considered eligible for application on a case by case basis and must have satisfied the coursework requirements.

Tender of Acceptance Offer

College of Medicine tenders acceptances to Texas residents on a rolling basis, between October 15 and January 28. A match will be conducted on March 4 to fill any remaining positions. For more information, refer to TMDSAS at tmdsas.com/interviewsadmissions/offersadmission.html.

International Student Consideration

Only applicants who are U.S. Citizens or U.S. Permanent Residents (Green Card bearers) are eligible to apply. Consideration may also be given to applicants who are in the timely process of gaining U.S. Permanent Residency and can attain a Green Card by the time of medical school enrollment. Interview, acceptance or admission is contingent upon providing this official documentation at the time of medical school application and before matriculation.

International Student Requirements

Students who are U.S. citizens or U.S. permanent residents and have completed coursework or earned a degree(s) at a university in a country other than the United States must have:

- Completed at least 90 credit hours of college course work including the prerequisites for medical school in a fully-accredited college or university in the United States; or
- Completed a baccalaureate degree in a fully-accredited college or university in the United States.
APPLICATION & ADMISSIONS TIMELINE

The application for admission can be submitted as early as May 1.

YEAR BEFORE EXPECTED ENROLLMENT (2021)

MAY
- May 3
  - TMDSAS, AMCAS and Secondary applications open
- May 4
  - The first CASPer test date, 4 p.m. CST

JUNE
- TMDSAS begins processing of completed applications and supporting materials
- Screening of primary and secondary applications begins

JULY
- July 29
  - Virtual Interview period begins

AUGUST–SEPTEMBER
- Interview period continues

OCTOBER
- October 1
  - The FAFSA must be completed on or after October 1 to receive financial aid for the upcoming academic year
- October 14
  - The last CASPer test date for MD applicants, 4 p.m. CST
- October 15
  - Pre-match rolling acceptances begins

NOVEMBER
- November 1
  - Deadline for TMDSAS and COM Secondary Applications, 5 p.m. CST

DECEMBER
- Virtual interviews continue
- Additional acceptances made as needed

JANUARY
- Virtual interviews continue
- Additional acceptances made as needed
- January 28
  - Last day for the TMDSAS participating medical schools to make pre-match offers of acceptance to Texas residents

FEBRUARY
- February 3
  - Interview period ends
- February 18
  - Deadline for applicants to submit their match preferences rank list for schools at which they interviewed

MARCH
- March 4
  - TMDSAS Match Day

ADMISSIONS QUESTIONS
- medicine.tamhsc.edu/admissions
- admissions@medicine.tamhsc.edu
- 979.436.0237
Approximately 80 percent of students receive financial assistance.

A student’s ability to pay for medical school is not a factor in the admissions process at Texas A&M College of Medicine. Approximately 80 percent of students receive financial assistance. Financial aid is provided by federal, state, institutional and private funds, with long-term student loans payable after graduation. Tuition and fees are charged and maintained by Student Business Services (SBS). Tuition costs can be closely estimated using the chart below and the online tuition calculator (tuition.tamu.edu). SBS will post the billing due date on their website before the start of each semester. Once financial aid has disbursed, SBS will generate a refund (if eligible).

Generating Economic Impact Through Affordability
College of Medicine students graduate with an average of 35 percent less debt than the national average for medical schools. This enables graduates to begin giving back to their communities and driving economic productivity more quickly.

Federal Financial Aid
The first step in the financial aid process is to complete a Free Application for Federal Student Aid (FAFSA) after October 1 in the year before expected enrollment. Students accepted to the College of Medicine who complete the FAFSA are automatically considered for a combination of loans and grants. More detailed information is provided when applicants receive a letter of acceptance from the College of Medicine. Federal, state, and institutional financial aid cannot exceed the cost of attendance, see chart below.

Residence Status
Texas residence requirements are governed by state law and policies and regulations established by the Texas Higher Education Coordinating Board. Since there are many factors that affect an individual’s state residence status, applicants whose residence status is not clearly established should request a residence questionnaire, available from the Texas Medical and Dental Schools Application Service (TMDSAS). Generally, an individual who is 18 years of age or older, comes from outside of Texas and is gainfully employed in Texas for the 12 months immediately preceding registration in an educational institution shall be classified as a resident student, as long as he/she continues to maintain a legal residence in Texas [Statute: Section 54.052 (e)].

Scholarships
The college offers scholarships to new incoming students. There is no application process for these (unless otherwise noted), and the application to medical school is the source used to determine the awards. Accepted applicants are informed of these on a periodic basis from November 15 through matriculation.

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<thead>
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<th>Resident</th>
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<th>M2</th>
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<td>$66,662</td>
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* Detailed information regarding tuition and fees at Texas A&M University are available from Student Business Services. Federal, state and institutional aid cannot exceed this cost. Figures subject to change.
**The estimated expenses in the table above represent an average cost-of-living budget for the 2018-2019 academic year. For additional educational expenses or further assistance, visit financialaid.tamu.edu.
The College of Medicine has six distinct research focus areas, which provide intellectual "homes" for faculty from different departments and also serve as a navigation tool for students in finding their way around the many different research opportunities. In addition to being well-integrated into the strategic priorities of the college, the research focus areas are well-aligned with the overall roadmap of Texas A&M Health as a whole. The focus areas are:

- **Brain, Behavior, Psychiatric and Neurological Disorders**
- **Cancer, Cell and Developmental Biology**
- **Cardiovascular, Lymphatic and Metabolic Disease**
- **Biomedical Engineering and Regenerative Medicine**
- **Genetics, Genomics and Network Biology**
- **Infection, Immunity and Inflammation**

### Research Focus Areas

#### Brain, Behavior, Psychiatric and Neurological Disorders
Research related to normal neural development and neuro-developmental disorders, behavior, adaptation to injury and disease, and psychiatric disorders.

#### Biomedical Engineering and Regenerative Medicine
Research that explores the potential of somatic stem cells to ameliorate and cure a broad range of diseases.

#### Cancer, Cell and Developmental Biology
Research related to the regulation of development, including processes dysregulated in cancer; such as control of cell cycle, cell survival and cell death; the role of innate and adaptive immunity in cancer and immunotherapy; molecular and cellular mechanisms of cancer initiation and pathogenesis; metabolic dysregulation in cancer; lymphatics in cancer progression; and design and application of animal models of human cancer.

#### Cardiovascular, Lymphatic and Metabolic Disease
Research related to the investigations of cardiac function, blood vessel circulation of organs, lymphatic vessel physiology, lymphatic control of inflammation and immune responses; underlying pathophysiology of obesity, diabetes, aging, heart disease, hypertension, lymphedema, inflammatory bowel disease, kidney and liver injury, eye conditions, and cancer.

#### Genetics, Genomics and Network Biology
Research using model organisms to study physiology in health and disease; quantitative, systems-based approaches to gain insight into the molecular, cellular and biochemical networks that underlie biological phenomena.

#### Infection, Immunity and Inflammation
Research related to infection and subsequent host response; innate and adaptive immunity; inflammatory responses; genetic evaluation of virulence that affect colonization of tissues and systems; disease pathologies related to inflammation and immune dysfunction, such as diabetes and neurodegenerative disease; mesenchymal stem cell differentiation for immune function and wound healing.

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### Research Opportunities for Medical Students

Through the MD Plus Program, medical students have the opportunity to pursue the Master of Science (MS) in Medical Sciences degree program, which includes an extensive research experience and a written thesis related to the student's research project.

The MS in Medical Sciences degree is available through the Clinical & Translational Science (CTS) track of the College of Medicine graduate program. The overall educational goal of this track is to prepare future physician-scientists to bridge the interface between patient care and bench research, interact effectively with a spectrum of health care providers and community members and function efficiently within large research teams. The CTS curriculum is flexible and designed to provide a strong foundation in biological sciences along with scholarly activities that will encourage team-oriented projects, enhance interdisciplinary communication, develop leadership skills and provide the foundation for a broad understanding of scientific, medical and regulatory issues.

In addition to didactic coursework and research hours, the MS in Medical Sciences degree requires completion and defense of a written thesis describing the student's research project. Novel features of the CTS track include team mentoring and competency-based training that are designed to produce the next generation of physician-scientists capable of accelerating the translation of scientific advances into improved patient care.

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### Research Centers and Institutes

To facilitate interdisciplinary research across our campuses and research facilities, the college has established several centers and institutes.

#### Center for Airborne Pathogen Research and Tuberculosis Imaging
Center for Airborne Pathogen Research and Tuberculosis Imaging (CAPRI) is a multidisciplinary, multi-institutional organization that combines the expertise of researchers that investigate pathogens that are principally transmitted via an aerosol route. Within CAPRI are experts with animal and molecular pathogenesis models, as well as technology and instrumentation to perform cutting-edge research. Particularly unique to the center is the application of this technology to high-containment agents and extensive experience with Madison Chamber aerosol delivery system.

#### Cardiovascular Research Institute
Cardiovascular Research Institute (CVRI) is devoted to discovering and disseminating new knowledge about the heart, blood vessels and lymphatics in normal and disease states, with an emphasis on human health. The research team consists of basic scientists and physician-scientists from a wide variety of fields and disciplines. To facilitate research today and for future generations, the CVRI provides an environment for the training of undergraduates, medical students, graduate students, postdoctoral fellows and residents. Areas of investigation include angiogenesis, exercise biology, heart failure, atherosclerosis, ischemic heart disease, hypertension and diabetes.

#### Institute of Biosciences and Technology
Institute of Biosciences and Technology (IBT) is located in Houston in the world-famous Texas Medical Center and focuses on improving the quality of health care through innovative research and education. IBT investigators excel in translational research that brings discoveries from the laboratory to biotechnology's clinical and commercial sectors. The institute is organized into centers of research excellence in cancer, environmental health, epigenetics and infectious disease.★
The Medical Science graduate program housed in Texas A&M College of Medicine is an interdisciplinary training program leading to the MS or PhD degrees. The Medical Science program is organized into six emphasis areas called tracks. Each track corresponds to an area of scientific research strength in the college, where there is sufficient faculty to provide a robust training experience. Each has a leader who serves as the student’s advisor during the first year in the program. Students may select a track during the application/admissions process or during their first semester in the program.

**Biochemistry and Structural Biology Track**
The research in the Biochemistry and Structural Biology Track focuses on understanding how proteins are synthesized and assembled into functional macromolecules. State-of-the-art biophysical technologies are utilized to define mechanisms for protein folding and protein trafficking in the endoplasmic reticulum and nucleus. Reverse genetic approaches are used to elucidate the roles of newly discovered proteins and define functional protein domains. Most researchers collaborate with Texas A&M University groups in the Chemistry and Biochemistry/Biophysics departments.

**Cardiovascular, Lymphatic and Metabolic Disease**
The Cardiovascular and Lymphatic Biology Track provides graduate students with the knowledge and tools to investigate human biology and cardiovascular disease at the leading edge of medical research. The Cardiovascular and Lymphatic Biology track is built on the following course sequences: 1) basic cardiovascular science, 2) biology of the lymphatic system, 3) pathophysiological mechanisms underlying cardiovascular disease processes and therapeutic strategies, 4) modern methods and techniques used to probe normal and abnormal cardiovascular functions, and 5) computational systems analyses (biostatistics) involved in biomedical research.

**Cancer, Cell and Developmental Biology**
Research in the Cellular and Molecular Biology Track spans a wide range of biological processes, from events that occur within the nucleus to those in the extracellular matrix. Individual faculty research programs focus on understanding basic cellular mechanisms (DNA replication, transcription and protein sorting), molecules that control complex regulatory pathways (signal transduction, gene regulation, epigenetics, development and differentiation). The molecular basis for cancer includes research related to the regulation of development, control of cell cycle, cell survival and cell death; the role of innate and adaptive immunity in cancer and immunotherapy, molecular and cellular mechanisms of cancer initiation and pathogenesis; metabolic dysregulation in cancer, lymphatics in cancer progression; and design and application of mouse models of human cancer. Most faculty members belong to multidisciplinary research groups affiliated with Texas A&M University, including interdisciplinary programs in genetics, neurosciences and virology.

**Brain, Behavior, Psychiatric and Neurological Disorders**
The Neurosciences Track encompasses a number of faculty with diverse interests in the central and peripheral nervous systems, including gene expression, neurophysiology, neuropharmacology, neuroendocrinology and signal transduction. Faculty members research alcohol and drug abuse, circadian rhythms, neural development and neurodegeneration. They belong to several research-oriented interdepartmental faculties affiliated with Texas A&M University, including the Neuroscience and Toxicology programs.

**Infection, Immunity and Inflammation**
The main focus of the students in this area is the infection and subsequent host response; innate and adaptive immunity; inflammatory responses; genetic evaluation of virulence that affect colonization of tissues and systems; disease pathologies related to inflammation and immune dysfunction; e.g., diabetes, neurodegenerative disease; mesenchymal stem cells differentiation for immune function and wound healing.

**Biomedical Engineering and Regenerative Medicine**
The overall educational goal of the Clinical and Translational Science Track is to prepare future biomedical researchers to interact effectively with the spectrum of clinical providers and community members and function efficiently within large research teams, either as members or as team leaders. The curriculum is designed to provide a strong foundation in biological science along with activities that will encourage team-oriented projects, enhance communication between team members from different disciplinary backgrounds, develop leadership skills, and provide the foundation for broad understanding of pertinent scientific, medical and regulatory issues.

**APPLICATION PROCESS**
The college’s programs allow you to select the right degree or combined degree to fit your specific career goals. To apply, follow the instructions provided online at medicine.tamhsc.edu/ admissions for the degree you select.

Our faculty participate in multidisciplinary endeavors within the Texas A&M Health Science Center and Texas A&M University.
CLINICAL LEARNING RESOURCE CENTERS

Inside Clinical Learning Resource Centers (CLRC) students refine their fundamental and clinical skills in a controlled, simulated health care environment. Highly specialized instructional technology is utilized, including computer-programmed full-body manikins and simulated participants with the capacity to realistically simulate a range of physiological states and responses. In the CLRC, future physicians and nurses learn physical examination with the help of teaching associates (TA). TAs include standardized gynecologic teaching associates (GTAs), male urogenital teaching associates (MUTAs) and physical exam teaching associates (PETAs).

MUTAs teach future health care providers how to perform a routine male genital-rectal examination. Their female counterparts, GTAs, teach the entire well-woman exam, including breast and pelvic examination. PETAs teach students how to perform a non-gender specific physical examination, including skills such as using a stethoscope, otoscope and ophthalmoscope. TAs act as both model and instructor, utilizing their own bodies to teach and demonstrate the exam. They allow the student to actually perform the exam on them while giving the student immediate feedback. TAs create a low-stress learning environment; the fear of hurting a patient has been eliminated—TAs know their bodies well, and with the immediate feedback they are able to give, can prevent any harm from coming their way.

Additionally, the standardized patient (SP) program allows future health care professionals to work with individuals who portray patients from infancy through retirement. An SP is a trained patient actor who interacts with a student as if in a real clinical setting.

All campus communities use the SP program to provide students the opportunities to practice, learn and be evaluated on communication skills, knowledge-based principles and application in a safe environment without risk of harm to actual patients.

CLRC also functions as a place where the area hospital and clinic groups can learn and practice new techniques.

Bryan-College Station
Texas A&M Health Science Center Clinical Learning Resources Center is located in the Health Professions Education Building at the Bryan campus. A 27,000-square foot facility, it features state-of-the-art operating room, infant and adult simulators, and an SP program, along with a full compliment of skills and task trainers in a variety of simulated clinical environments. The CLRC facility combines the expertise and the skills of nursing students, medical students, pharmacy students, future hospital administrators and public health professionals under one roof.

Dallas
Two simulation-enhanced training facilities are located at Baylor University Medical Center. Within these two facilities are various high-fidelity adult, pediatric and task/procedure simulators along with an SP and TA program. Typical curricula include: surgical skills/procedures; obstetrical emergencies; neonatal, pediatric and adult resuscitation; and team communication. Other hospital and ambulatory environments such as operating suites, labor and delivery suites, or intensive care units can be duplicated as training venues.

Additionally, one of the simulation facilities features five fundamentals of laparoscopic surgery (FLS) skill stations and serves as a FLS testing site for the American College of Surgeons. These resources provide educational experiences for medical students, residents, nursing, allied health professionals, as well as the medical staff to enhance quality patient care.

Houston
The Houston CLRC opened a new location in 2021 located in Discovery Tower at Innovation Plaza. The 19,000 square foot CLRC has a variety of dedicated learning spaces for SPs and TAs, high-fidelity simulation, skills and task training. Learners at this location will also have an opportunity to participate in training at Houston Methodist Hospitals facilities.

Round Rock
The Round Rock Clinical Learning Resource Center is a 17,000-square foot facility featuring a state-of-the-art operating room, infant and adult simulators, and an SP program, along with other training tools in a hospital setting. Much like the Bryan CLRC, this facility provides inter-professional health care training.

Temple
Clinical Learning Resource Center (CLRC) in Temple is a collaborative initiative of Temple College’s Divisions of Health Sciences and Nursing, Baylor Scott & White Medical Center—Temple, and
The Temple CLRC includes an ambulance bay, ER receiving and nurses’ station, emergency treatment units, intensive care units, a surgical suite with scrub room and an exceptional simulation control room.

LIBRARIES
Medical Sciences Library
As one of the Texas A&M University Libraries, the Medical Sciences Library (MSL) serves as the primary library for the academic programs in the Texas A&M Health Science Center. Faculty, students, and residents at all campuses enjoy a rich variety of resources and services available through MSL, including:

- Access to thousands of e-journals
- Point of care clinical tools (Dynamed, Essential Evidence, Visualdx and others)
- Direct delivery of articles (PDFs via email) and books through the “Get It For Me” service

MSL offers access to more than 114,000 electronic journals, 1.5M e-books, and 2600 databases. The main MSL is located on West Campus, and has a presence at each College of Medicine campus location.

MSL medical librarians provide expert assistance to students, faculty and staff in locating evidence-based clinical information, performing literature searches, providing curricular support in the classroom, and collecting and maintaining library resources. MSL librarians are embedded in the TAMHSC campus locations in College Station, Bryan, Round Rock and Temple.

A subject guide for medicine aggregates all the major medical research tools in one easy-to-use location, available at: tamu.libguides.com/medicine. Resources specific to clerkships and residency preparation may be found at the Clerkships LibGuide: tamu.libguides.com/clerkships.

The MSL web site is available at: msl.library.tamu.edu.

College Station
The MSL at College Station, located adjacent to Reynolds Medical Building on West Campus, provides a wide array of electronic resources to meet research needs for all Texas A&M medical students. The MSL's physical collection includes holdings of more than 120,000 print volumes and over 1,600 serial titles with collections expenditures over $1.8 million. Comfortable, quiet study areas, computers and printing resources are available. Small study rooms can be reserved online. Contact Sheila Green, MLIS, Bryan Campus Librarian, sgreen@tamu.edu or AskMSL@tamu.edu.

Bryan
The MSL at Bryan, located on the first floor of the Health Professions Education Building, provides 24-hour access to study space filled with natural light overlooking the patio and wooded grounds of the Health Science Center campus. It contains required and recommended textbooks and reference books. Students have access to public computers and Wi-Fi, in addition to facilities for printing, copying and scanning. Sixteen small study rooms are also available. The Bryan MSL is staffed by a medical librarian and a library associate for assistance related to accessing library resources. Contact Sheila Green, MLIS, Bryan Campus Librarian, at sgreen@tamu.edu or AskMSL@tamu.edu.

Dallas
Baylor Health Sciences Library (BHSL) in Dallas, located at Baylor University Medical Center, is shared with Texas A&M University College of Dentistry and includes study space for 140 people. A variety of computer resources are available in the BHSL, including a 60-seat computer lab. The BHSL maintains a medical collection of over 25,000 print volumes, over 10,000 electronic journal subscriptions and over 1,500 electronic books. BHSL also licenses over 100 databases, including UpToDate, Dynamed, Zynx Evidence, ACP-Pier and dozens of other evidence-based medical resources.

In cooperation with BHSL, MSL provides print textbooks specific to each clerkship, which may be checked out from the BHSL service desk. BHSL and MSL work closely together to ensure that all students and faculty are connected to information resources to support teaching, learning and research. Contact Cathy Pepper, MLIS, MPH, Field Services Coordinator, at cpepper@tamu.edu.

Round Rock
The Round Rock MSL is located on the third floor of the Texas A&M Health Science Center building. Accessible by badge entry 24/7. MSL at Round Rock is a quiet, tech-friendly place to study. Three group study rooms are available at the library, as well as computers, and all-in-one color printer/photocopier (with scan-to-email) and Wi-Fi access. The Round Rock MSL also maintains a book collection to support the curriculum and clerkships. A librarian and library associate are based on site to provide expert assistance. Contact Lyndsey Raney, MIS, Library Associate II, at iraney@tamu.edu or Cathy Pepper, MLIS, MPH, Field Services Coordinator, at cpepper@tamu.edu.

Temple
The Temple MSL, located on the fourth floor of the Medical Education Building and adjacent to Baylor Scott & White Medical Center—Temple, provides a 24-hour haven for students in Temple. Students have access to several small study rooms, a collection of all required and recommended textbooks and a reference/review book collection. Public computers, Wi-Fi access, printing, copying and scanning facilities are also available for student use. The Temple location is staffed by a library associate. The medical librarian based in Round Rock provides remote assistance and is available to travel to Temple for one-on-one instruction, small group support and teaching in the classroom. Contact Susan Michaelson, MLIS, Library Associate I, at smichaelson@tamu.edu or Cathy Pepper, MLIS, MPH, at cpepper@tamu.edu.

Additionally, the libraries of Olin E. Teague Veterans Center and Baylor Scott & White extend library privileges to College of Medicine students. Teague library includes more than 5,000 books, 600 audiovisual programs and 400 current journals. Baylor Scott & White Haines Medical Library is located on the third floor of the MEB and includes nearly 9,000 books and more than 900 current journals.

Houston
Medical Sciences Library at Houston is currently coordinated with the Houston Methodist Hospital Library, located on the south side of the main floor of the hospital. Clerkship books may be
To that end, the college recognizes on the background, culture, experiences and identity of each individual and seeks to create an environment that is inclusive, welcoming and supportive of all people. To that end, the college recognizes diversity as the inclusion, welcome and support of individuals from all groups, encompassing the various characteristics of all persons. The characteristics can include, but are not limited to: age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity/expression, geographical location, language, military experience, political views, race, religion, sexual orientation, socioeconomic status and work experience.

Further, diversity extends into the curriculum to address a myriad of cultural competency skills, as well as pressing health disparities and the social construction of systemic barriers to health. Taken together, the commitment to diversity and inclusion in the college is one that extends well beyond just understanding difference and seeks to educate around the eradication of disparity and oppression.

This vision of diversity is realized through programmatic efforts, institutional policies, strategic plans and targeted initiatives that create learning opportunities and support the success of all individuals within the college. This includes identity student organizations, such as:

- SNMA (Student National Medical Association)
- LMSA (Latino Medical Student Association)
- MedPride (an LGBTQ Supportive Group)
- Women in Medicine
- Women in Surgery
- MAPS (Minority Association of Pre-health Students)
- APAMSA (Asian Pacific-American Student Association)

This vision for diversity is also supported through our grant-funded pipeline programs, including:

- FOCUS Scholars—targets low-income, first generation college freshmen who aspire to be doctors
- PreMed Fellows—targets but is not limited to underrepresented students for early assurance to medical school
- Partnership for Primary Care— targets students from rural and underserved areas

MEDCAMP
MedCamp is an extensive three-to-four week, pre-matriculation experience whereby students are exposed to the life of a medical student, including coursework, exams labs learning and study strategies and social activities. In this program, students have access to several mentors including current medical students, clinical and basic science faculty members and the academic support staff that will ensure a plan for academic success. This program provides a substantial edge for incoming students, and is open to all matriculating students.

STUDENT SERVICES

Academic Support
Office of Academic Support Services dedicated to improving learning for all students at College of Medicine. Support is provided through one-on-one consultations related to any learning or study issue, supplemental instruction and guidance for board exam preparation, and small- and large-group seminars designed to deliver proven learning and testing strategies. Individual tutoring, provided by qualified upper level students, is available, as well as large group sessions.

Counseling
Counseling is available for students with academic, psychological and other personal concerns in two categories:

- General counseling is available from a number of sources within the college.
- Personal counseling is provided on a short-term basis at no cost to the student. Students requiring long-term counseling will be referred by the counselor to a therapist. Students may select counselors other than those provided by the college, but payment for counseling will then be the responsibility of the student.

DIVERSITY AND INCLUSION
Diversity serves as an integral component of the mission for College of Medicine. A commitment to diversity allows the college to meet the challenge of not only producing medical practitioners and researchers that are ready and able to serve the people of Texas, but those who are also prepared to understand and navigate the challenges of social, demographic and cultural concerns in a dynamic environment. The college recognizes the unique contribution based on the background, culture, experiences and identity of each individual and seeks to create an environment that is inclusive, welcoming and supportive of all people.

The MSRPP pathways are available for students attending all TAMU COM Campuses.

1) Medical Scholar Explorer (MSE) is non-credit pathway tailored for M1-M2 pre-clerkship students
2) Medical Scholar Researcher (MSR) credit program tailored for M3-M4 clerkship students
3) Distinguished Medical Scholar Researcher (DMSR) non-credit, gap year to pursue competitive internships between your M3/M4 funded by external awards. The application for this pathway begins the summer of your M3 year.

★
Central to the extraordinary educational experience, Texas A&M College of Medicine students enjoy individual attention and a family-like atmosphere. This intimacy generates camaraderie and loyalty evident in all phases of student life—academic, professional, recreational and community service.

College of Medicine students not only receive a great medical education, they also have the opportunity to participate in “the other education” through involvement in more than 20 active student organizations and interest groups. These groups range from medical specialty interest groups to religious and community service organizations. The wide variety of groups available allows every student to get involved in the local community by working with fellow students with similar interests. This added dimension to a challenging academic regimen plays a vital role in the development of well rounded individuals and physicians.

Service has always been a priority for students at the college. Each class chooses to support human service organizations throughout the year, thereby focusing their energy and enthusiasm on a variety of cases within the community, the state and beyond. These organizations allow students to grow through leadership, teamwork and participation.

The following are some of the organizations that students have the opportunity to become involved in:

- American Medical Students Association
- Asian Pacific American Medical Student Association
- Christian Medical Association
- Emergency Medicine Interest Group
- Family Medicine Interest Group
- Gillespie Anesthesiology Student Society
- Gold Humanism Honor Society
- Internal Medicine Interest Group
- Latino Medical Student Association
- Martha’s Health Clinic
- MedPride
- OB/GYN Interest Group
- Pediatric Interest Group
- Plastic Surgery Interest Group
- Student National Medical Association
- Surgery Interest Group
- Texas Medical Association/American Medical Association
- Women in Medicine
- Women in Surgery

For more information, visit: medicine.tamhsc.edu/student-organization.
PROFILE OF THE ENTERING CLASS OF 2021

Applications-to-Selections Profile

- 6,252 MDSAS Applications Received
- 3,566 Secondary Applicants Received
- 737 Applicants Interviewed
- 444 Offers of Acceptance
- 226 Seats Filled

Race/Ethnicity

- 92 White (41%)
- 18 Hispanic (8%)
- 8 African American (4%)
- 11 Undisclosed (5%)
- 91 Asians (39%)

Gender

- 120 Male (53%)
- 106 Female (47%)

State Residency

- 192 Texas Residency (85%)
- 34 Non-Resident (15%)

University Representation

- 159 Graduates of a university in Texas (70%)
- 67 Graduates of a university outside Texas (30%)

MCAT/GPA PROFILE

<table>
<thead>
<tr>
<th>Year</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>5-yr. Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAT Average</td>
<td>509 (82)</td>
<td>509 (80)</td>
<td>509 (79)</td>
<td>511 (83)</td>
<td>512 (85)</td>
<td>510 (80th percentile)</td>
</tr>
<tr>
<td>GPA Average</td>
<td>3.69</td>
<td>3.70</td>
<td>3.74</td>
<td>3.75</td>
<td>3.78</td>
<td>3.73</td>
</tr>
</tbody>
</table>

MCAT percentiles are based on all MCAT results for each entering year. The MCAT percentile for the 5-yr. avg. is based on exams administered in the three most recent test administration years.
Fourth-year students at the Texas A&M College of Medicine annually participate in the National Resident Matching Program (NRMP) each spring. The Match aligns the selection of applicants with the preferences of residency programs in order to fill the thousands of training positions available at U.S. teaching hospitals.

The Match was established in 1952, at the request of medical students to provide a fair and impartial transition from medical school to residency. The NRMP is sponsored by the American Board of Medical Specialties, the American Medical Association, the Association of American Medical Colleges, the American Hospital Association and the Council of Medical Specialty Societies.

The chart (right) outlines the percentage of residency specialties selected by College of Medicine graduates during previous years.

Residency | 2020 (%) | 2021 (%)
--- | --- | ---
Anesthesiology | 3 | 4
Child Neurology | — | 1
Dermatology | 1 | 3
Emergency Medicine | 9 | 8
Family Medicine | 8 | 10
Internal Medicine | 24 | 21
Internal Medicine—Preliminary | 0.6 | 1
Medicine—Pediatrics | — | —
Medicine—Psychiatry | — | 0.7
Neurology | 2 | 1
Neurosurgery | 0.6 | —
Obstetrics & Gynecology | 7 | 7
Ophthalmology | 2 | 4
Orthopaedic Surgery | 5 | 3
Other | — | —
Otolaryngology | 0.6 | 0.7
Pathology | 1 | —
Pediatrics | 11 | 12
Physical Medicine & Rehabilitation | 0.6 | 4
Plastic Surgery | 1 | —
Psychiatry | 6 | 4
Psychiatry—Child Psychiatry | — | —
Radiation—Oncology | — | 0.7
Radiology—Diagnostic | 4 | 4
Radiology—Interventional
Research | — | 1
Surgery—General | — | 0.7
Surgery—Preliminary | 4 | 5
Transitional | 3 | 2
Urology | 0.6 | —
Vascular Surgery | 0.6 | —

Total students in each class: 178 147

Preliminary—offered in internal medicine and other non-internal medicine specialties, such as general surgery, dermatology, radiology, anesthesiology, neurology, ophthalmology, radiation oncology and physical medicine and provides a solid foundation for further training in one of these specialties.

Transitional—typically a one-year program focused on broad-based general medicine training to define interests and to better prepare for a future subspecialty.
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