

Pre-Clerkship Student Manual



TEXAS A&M UNIVERSITY
College of Medicine

**Class of 2025
AY 2021-2022**

WELCOME CLASS OF 2025

On behalf of all the faculty and staff affiliated with the Pre-Clerkship component of your medical education, we welcome you as new members of our Aggie medical school family. We are delighted to have you here and to support your medical education journey.

As leaders of the Pre-Clerkship Curriculum Subcommittee and the EnMed Curriculum Subcommittee, we are excited to offer you an excellent medical school experience. During your initial months, basic science courses introduce you to the essential and fundamental coursework necessary to become a competent and successful physician. Courses focusing on gross anatomy, physiology, histology, biochemistry, and genetics deliver clinically relevant foundational themes as your medical knowledge builds toward disease-related concepts presented in organ systems courses. The organ systems courses emphasize the etiology, pathophysiology, clinical features, and clinical approach to human illness by organ system. Courses specifically designed to integrate and emphasize the humanities, ethics, leadership, professionalism, history-taking, physical examination, and communication skills, and evidence-based practice complete the curriculum and occur throughout all four years.

Each block/course has a designated director or co-directors and/or campus leads who orchestrate and manage content delivery and assessments. Each course also has a designated coordinator who is your first point of contact in addressing logistics related to the course. The faculty integrate material across disciplines to facilitate your learning, and they are committed to presenting the curriculum in a collegial and nurturing atmosphere.

Your candid and constructive feedback and **prompt completion** of block/course evaluations are crucial to the process of continued curriculum evolution. You may address suggestions, questions, or concerns at any time to a variety of individuals, including block/course directors, co-directors, faculty, Pre-Clerkship staff, student representatives, and/or leadership.

Again, we welcome you to the Texas A&M University Health Science Center College of Medicine.

Dr. Penny Holland-Barkis
Dr. Dustin DuBois
Dr. Thomas Peterson
Co-Leaders, Pre-Clerkship Curriculum Subcommittee

Dr. Leslie Day
Dr. Michael Moreno
Co-Leaders, EnMed Curriculum Subcommittee

Dr. T. Gail Pritchard
Assistant Dean, Academic Affairs Pre-Clerkship

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Please note that the information in this manual is subject to change.

If there are significant curriculum delivery changes, you will be notified **by curriculum leaders and/or staff.**

GENERAL EXPECTATIONS OF STUDENTS AND FACULTY

Students and faculty of the College of Medicine are expected to adhere to the basic policies and Standards of Conduct in the Teacher-Learner Relationship outlined in the Texas A&M University Health Science Center College of Medicine *Student Handbook for College of Medicine Students*. The student handbook can be found online on the College of Medicine website under Student Affairs at the following web address:

<https://medicine.tamu.edu/academics/students/handbook-forms.html>.

The student handbook includes: Grading and Academic Regulations, Promotion and Graduation, USMLE Policies, Withdrawal, Professionalism, Student Standards of Conduct, Attendance and Absenteeism, Mistreatment of Students, Academic Dishonesty, the Learning Environment Enrichment Program (LEEP), and other policies.

Additional forms available for students are located at:

<http://medicine.tamu.edu/academics/students/handbook-forms.html>. These forms may be needed throughout the course of study and include, among others, Early Concern Form, FERPA Consent to Release Student Information, Student Accident and Needle Stick Form, and Needle Stick Policy..

COVID information and reporting forms are located at: <https://medicine.tamu.edu/coronavirus/index.html>.

Medical Education Program Objectives are located at: <https://medicine.tamu.edu/academics/medical-education/mepos.html>.

LEARNING ENVIRONMENT ENRICHMENT PROGRAM

The Learning Environment Enrichment Program (LEEP) is an initiative focused on fostering a mutual commitment for cultivating a professional and dynamic learning environment dedicated to the Aggie Core Values of Excellence, Integrity, Leadership, Loyalty, Respect, and Selfless Service. Under the guidance of the Director of the Learning Environment and Senior Associate Dean of Academic Affairs, LEEP consists of, but is not limited to: Aggie Conduct Awareness and Professionalism websites, Conduct reporting and awareness system, Faculty and staff ombudsman, and Cup of Coffee peer awareness messengers.

The [Aggie Awareness](#) and [Professionalism](#) websites house our core values, including our community expectations of professional conduct. The Aggie Awareness website provides a centralized and widely accessible method to monitor the learning environment in “real time” through the [Aggie Conduct Awareness Form](#).

Any member of the College of Medicine (faculty, staff, and students) can submit a report for exemplary or concerning conduct for any member of the College of Medicine. Once a report is submitted, it promptly moves through a collaboratively developed process. In general, the reporting or awareness process consists of 1) A report is submitted, 2) The report is immediately directed to a rapid response team, 3) The rapid response team collaboratively and quickly determines initial actions (e.g., peer messenger), and 4) An after-action report is submitted and looped to a larger committee tasked with monitoring the learning environment.

Concerns relating to Title VII, Title IX, or risk, fraud, and/or misconduct are separated from the process and directed to the pertinent departments at Texas A&M University and the Texas A&M University System.

Faculty and staff ombuds serve as impartial and neutral sounding boards/resources regarding concerns of faculty and staff within the learning environment. Cup of Coffee peer messengers help raise awareness of concerning conduct by delivering first- or second time concerning reports to the person named in the report. Of note, the peer messenger does not investigate the facts about the report, communicate or infer credibility of the report, advise the peer, attempt to fix the issue, or engage in pushback regarding the receiver’s perceptions of the report.

COLLEGE OF MEDICINE – IMPORTANT CONTACT INFORMATION

The Texas A&M College of Medicine [Office of the Dean](#) leads and supports all aspects of the medical education process at the college.

- [Academic Affairs](#)
- [Academic Technology](#)
- [Admissions](#)
- [Diversity & Inclusion](#)
- [Evaluation & Assessment](#)
- [Continuous Quality Improvement](#)
- [Graduate Medical Education](#)
- [Student Affairs](#)

DIRECTORIES (This Directory does have the potential to change throughout the year.)

Pre-Clerkship Curriculum Courses and Course Directors					
	Campus/Track		Course Directors	Phone	Email
S1	Foundations of Medicine I	BCS--Reg	Diane Chico, PhD	979-436-0323	Chico@tamu.edu
			Shannon Glaser, PhD	979-436-9260	Sglaser@tamu.edu
		H--EnMed	Douglas Baxter, PhD	281-660-7006	Baxter@tamu.edu
			Michael Paolini II, MD	817-891-7013	Michael.paolini2@tamu.edu
S1	Foundations of Medicine II	BCS--Reg	Dustin DuBois, PhD	979-436-0327	Dubois@tamu.edu
		H--EnMed	Steve Maxwell, PhD	979-845-7206	S-maxwell@tamu.edu
	Foundations of Medicine II		Paul Derry, PhD	713-677-7715	Derry@tamu.edu
		Kamlesh Yadav, PhD	713-677-7752	Kamlesh.yadav@tamu.edu	
S1	Medical Gross Anatomy	BCS--Reg	Katherine Brakora, PhD	979-436-0326	Kbrakora@tamu.edu
			John Hubbard, PhD	979-436-0789	Jkhubbard@tamu.edu
		H--EnMed	Leslie Day, PhD	713-677-7592	Lday@tamu.edu
S2	Neuroscience	BCS--Reg	David Earnest, PhD	979-436-0328	Dearnest@tamu.edu
			Ursula Winzer-Serhan, PhD	979-436-0330	Winzer-serhan@tamu.edu
		H--EnMed	Leslie Day, PhD	713-677-7592	Lday@tamu.edu
			Robert Tsai, MD/PhD	713-677-7690	Robtsai@tamu.edu
S2	Introduction to Disease	BCS--Reg	Gregg Wells, MD/PhD	979-436-0780	Gbwells@tamu.edu
			Laura West, PhD	979-436-0599	Lwest@tamu.edu
		H--EnMed	Margie Moczygemba, PhD	713-677-8114	Mmoczygemba@tamu.edu
			Michael Paolini II, MD	713-677-7593	Michael.paolini2@tamu.edu
S2	Cardiovascular	BCS--Reg	Travis Hein, PhD	254-598-8043	Thein@tamu.edu
			Jerome Trzeciakowski, PhD	979-436-0388	Jpt@tamu.edu
		H--EnMed	Imad Hussain, MD	713-441-1100	Ihussain@houstonmethodist.org
			Carl Tong, MD/PhD	254-742-7033	Ctong@tamu.edu
S3					

	Hematology/ Oncology	H--EnMed	Rhome Hughes, MD	713-677-7507	rhomehughes@tamu.edu
		RR--Reg	Rania Cannaday, MD	512-341-4929	Cannaday@tamu.edu
S3	Respiratory	BCS--Reg	Dustin DuBois, MD	979-436-0327	Dubois@tamu.edu
		D--Reg	Robert Black, MD	214-824-8521	Robert.black@bswhealth.org
		H--EnMed	Burton Dickey, MD	713-563-4253	Bdickey@mdanderson.org
Ian Murray, PhD	713-667-7544		Imurray@tamu.edu		
S3	Renal / Genitourinary	T--Reg	Don Chaffer, MD	254-865-2166	Donchaffer@tamu.edu
			Gates Colbert, MD	972-388-5970	gcolbert@tamu.edu
		H--EnMed	Thomas Peterson, PhD	979-436-0336	Tvp@tamu.edu
			Sean Hebert, MD	713-363-8592	Sahebert@houstonmethodist.org
S3	Metabolism / GI / Nutrition	D--Reg	Saleh Elwir, MD	214-820-8500	Elwir@tamu.edu
		BCS--Reg	Paul Brandt, PhD	979-436-0246	Pbrandt@tamu.edu
		H--EnMed	Julian Hurdle, PhD	713-677-7572	Jhurdle@tamu.edu
			Sudha Kodali, MD	713-517-6716	Skodali@houstonmethodist.org
S3	Endocrinology /Reproduction	BCS--Reg	Paul Brandt, PhD	979-436-0246	Pbrandt@tamu.edu
		H--EnMed	Bhargavi Patham, MD	713-441-4451	Bpatham@houstonmethodist.org
			Michael Pirics, MD	713-441-1026	MPirics@houstonmethodist.org
S3	Integument / Musculoskeletal	BCS--Reg	Katherine Brakora, PhD	979-436-0326	Kbrakora@tamu.edu
		T--Reg	Beth Scholz, MD	254-215-0373	Beth.scholz@bswhealth.org
		H--EnMed	Leslie Day, PhD	713-677-7592	Lday@tamu.edu
			Michael Paolini, MD	817891-7013	Michael.paolini2@tamu.edu
S1	Practice of Medicine 1	BCS--Reg	Joyce Hnatek, MD	979-776-8440	Hnatek@tamu.edu
			Rodney Lewis, MD	512-801-0831	Rodney.lewis@tamu.edu
		H--EnMed	Ericka Greene, MD	713-363-7310	Egreene@houstonmethodist.org
			Bhargavi Patham, MD	713-441-4451	Bpatham@houstonmethodist.org
S2	Practice of Medicine 2	BCS--Reg	Heidy Frias, MD	979-291-9586	Friasferreira@tamu.edu
			Rodney Lewis, MD	512-801-0831	Rodney.lewis@tamu.edu
		H--EnMed	Ericka Greene, MD	713-363-7310	Egreene@houstonmethodist.org
			Bhargavi Patham, MD	713-441-4451	Bpatham@houstonmethodist.org
S3	Practice of Medicine 3 HEAL	BCS-Reg	Craig Borchardt, PhD	979-821-2266	Cwborchardt@tamu.edu
		D-Reg	Mark Casanova, MD	214-820-9248	Mark.casanova@bswhealth.org
		RR--Reg	Rob Milman, MD	512-341-4957	milman@tamu.edu
		T-Reg	Paul Mansour, MD	254-724-1243	Paul.mansour@bswhealth.org
		H--EnMed	Janet Malek, MD	713-798-5169	Janet.malek2@bcm.edu
S3	Practice of Medicine 3 O.C. Cooper Preceptorship	BCS-Reg	Bill Bass, MD	254-718-5598	Bassmd@tamu.edu
			Ricky Durbin, MD	253-306-0868	durbinr@usacs.com
		D-Reg	William Christensen, MD	214-828-5775	William.christensen@bswhealth.org
			Vijay Giridhar, MD	214-820-3000	Vijay.giridhar@bswhealth.org
		RR--Reg	Sandra Esparza, MD		
		T--Reg	Penny Holland-Barkis, MD	254-771-8211	Penelope.hollandbarkis@bswhealth.org
			Stephen Sewell, MD	254-724-6190	Stephen.sewell@bswhealth.org
H--EnMed	J. Marietta Clewing, MD	713-441-6722	Jmclewing@houstonmethodist.org		
	Ericka Greene, MD	713-363-7310	Egreene@houstonmethodist.org		
S2	Medical Student Grand Rounds	BCS--Reg	Steve Maxwell, PhD	979-845-7206	S-maxwell@tamu.edu
			Robin Fuchs-Young, PhD	979-436-0778	Fuchs-young@tamu.edu
		H--EnMed	John Criscione, MD, PhD	979-845-5428	Jccriscione@tamu.edu
S3	Evidence-Based Medicine	BCS-Reg	Gregg Wells, MD, PhD	979-436-0780	Gbwells@tamu.edu
		D-Reg	Vincent VanBuren, PhD	512-341-4992	Vanburen@tamu.edu
		T-Reg	Chris Johnson, MD	254-761-4444	Chris.johnson@bswhealth.org
		H-EnMed	Doug Baxter, PhD	713-677-7487	Baxter@tamu.edu
All		BCS-Reg	Laura West, PhD	979-436-0599	Lwest@tamu.edu
		D--Reg	Cristie Columbus, MD	214-820-2361	Cristie.columbus@bswhealth.org

	Clinical Synthesis and Integration Exercise	RR-Reg	Rania Cannaday, MD	512-341-4929	Cannaday@tam.u.edu
		RR--Reg	Nelson Avery, MD	512-341-4936	navery@tam.u.edu
All	Clinico-pathological Correlations	BCS-Reg	Michael Cohen, MD	979-776-2432	Mcohen@exchange.tam.u.edu
		D-Reg	Joseph Guileyardo, MD	214-505-7568	Joseph.guileyardo@bswhealth.org
		RR-Reg	Rania Cannaday, MD	512-341-4929	Cannaday@tam.u.edu
		RR--Reg	Bob Stern, MD	512-901-4959	rstern@tam.u.edu
		H-EnMed	Rhome Hughes, MD	713-677-7507	rhomehughes@tam.u.edu
All	Medical Spanish Elective	BCS Reg & H-- EnMed	Heidy Frias, MD	979-291-9586	Friasferreira@tam.u.edu
All	TBL	H--EnMed	Kamlesh Yadav, PhD	713-677-7521	Kamlesh.yadav@tam.u.edu
			Nick Sears, PhD	713-677-7545	Nicksears@tam.u.edu

S1, S2, and S3 refer to Semester 1, Semester 2, and Semester 3, respectively
 BCS: Bryan/College Station; D: Dallas; H: Houston; RR: Round Rock; T: Temple

EnMed Curriculum Subcommittee				
Leslie Day, PhD	Houston		713-677-7592	lday@tam.u.edu
Michael Moreno, PhD	Houston		979-845-8500	Michael.moreno@tam.u.edu
Office of Information Technology				
HELP DESK	Bryan, HPEB 1 st Floor		979-845-8300	Helpdesk@tam.u.edu
Pre-Clerkship Curriculum Subcommittee Leadership				
Penny Holland-Barkis, MD	Temple		254-724-6190	penelope.hollandbarkis@BSWHealth.org
Dustin DuBois, PhD	BCS		979-436-0327	dubois@tam.u.edu
Thomas Peterson, PhD	Houston		713-677-7594	tvp@tam.u.edu
Medical Sciences Library (MSL)				
Sheila Green, MSLS	Bryan, HPEB 1014		979-436-0279	sgreen@tam.u.edu
Cathy Pepper, MLIS, MPH (EnMed/Field Services)	Round Rock Campus		512-341-4964	cpepper@tam.u.edu
Pre-Clerkship Coordinators				
Track	Location	Coordinator	Phone	Email
Regular	BCS	Dr. Latoya Morris, Program Manager	979-436-0897	ljmorris@tam.u.edu
		Cortney Graves	979-436-9054	graves@tam.u.edu
		Haley Giblette	979-436-9114	hgiblette@tam.u.edu
		John Workman	979-436-0227	jworkman@tam.u.edu
		TBD		
	Dallas	David Jones (Temp)	214-818-1699	david.jones2@bswhealth.org
		Callie Owens		Callie.owens@bswhealth.org
	Temple	Janice Kintzer	254-724-6190	jkintzer@tam.u.edu
EnMed	BCS	Cali Harper (Temp)	979-436-0538	caliharper@tam.u.edu
	Houston	Tandra Semiens	713-677-7903	semienslt@exchange.tam.u.edu
	Houston	Keanna Compton	713-677-7912	
	Houston	TBD		

CALENDAR 2021-2022: CLASS OF 2025

Week	Date (First Day)	
	July 19, 2021	MANDATORY Orientation
1	July 26	Semester 1 Curriculum Begins
2	August 2	
3	August 9	
4	August 16	
5	August 23	
6	August 30	
7	September 6	
8	September 13	
9	September 20	
10	September 27	
11	October 4	
12	October 11	
13	October 18	
14	October 25	
15	November 1	
16	November 8	
17	November 15	
18	November 22	
Thanksgiving Break: Thursday, November 25 – Friday, November 26, 2021		
19	November 29	
20	December 6	
21	December 13	Semester 1 End Date: Friday, December 17, 2021
Winter Break: Saturday, December 18, 2021 – Sunday, January 2, 2022		
22	January 3	Semester 2 Curriculum Begins
23	January 10	
MLK Holiday: Monday, January 17, 2022		
24	January 18 (Tuesday)	
25	January 24	
26	January 31	
27	February 7	
28	February 14	
29	February 21	
30	February 28	
31	March 7	
Spring Break: Monday, March 14 – Friday, March 18, 2022		
32	March 21	
33	March 28	
34	April 4	
35	April 11	
36	April 18	
37	April 25	
38	May 2	
39	May 9	
40	May 16	
41	May 23	Semester 2 End Date: Friday, May 27
Memorial Day: Monday, May 30, 2022		
42	May 31 (Tuesday)	Summer Opportunity Start Date

***All dates are subject to change**

REQUIRED AND RECOMMENDED TEXTBOOKS

Textbooks and additional learning resources are available at the following link:

<https://medicine.tamu.edu/academics/students/textbooks.html>.

Please consult block/course syllabi for specific required or recommended textbooks, many of which are available as ebooks through the Medical Sciences Library.

POSTING & RECORDING OF CURRICULAR MATERIAL

Canvas is the Texas A&M University Learning Management System. It is the site the College of Medicine uses to store and distribute learning materials (handouts, slides, online learning modules, CSIEs, etc.), host lecture- and module-based quizzes, post class announcements, and maintain student grades. Each block/course in the Pre-Clerkship curriculum has a dedicated Canvas page wherein the course/block-specific content will be accessible. Both students and faculty have access to this resource, the primary tool to access information in the Pre-Clerkship curriculum. Because we have a paperless curriculum, students will NOT receive a printed copy of any materials. Students are expected to access class information via their computer or tablet and are encouraged to make direct annotations to the electronic documents.

Recording of Curricular Material

Most lectures in the Pre-Clerkship curriculum are recorded for students' educational use. Other curricular events with educational relevance are recorded as the need arises and if possible. It is the right of any faculty member to prohibit their recorded lecture from being posted. ***These recordings are provided as a review tool only and should not be considered as a substitute for class attendance.*** Learning sessions specifically listed as MANDATORY and all OPTIONAL review sessions are generally not recorded.

Under normal conditions, recorded materials are guaranteed to be provided within **3 business days** after completion of the event and no sooner. Equipment failure, operator error, or other unforeseen problems may cause the delay or loss of recordings of curricular events. **Given unforeseen events can occur that could affect the release of recorded materials, it is highly recommended for students to attend learning events during the week of exams.**

- The recordings will be available to you from a link posted on Canvas within the appropriate block/course.
- All recordings posted on Canvas are downloadable. **These recordings may NOT be distributed outside the Texas A&M University College of Medicine or altered in any manner.**
- The recommended viewer is VLC (www.videolan.org/vlc/index.html).
- If viewing problems arise, please contact oathelp@tamu.edu.

Video Conference Lectures

- Expectations of Video Conference Lectures
 - Video conference lectures are not cable or DirecTV/Dish quality. There are occasional pixilation and minor audio distortion.

- Some faculty may not be frequent users of video conferencing, so they will sometimes walk out of camera view, mumble, forget to put on a microphone, or forget to acknowledge other locations are participating in the event.
- Student Video Conferencing Netiquette (See the [Netiquette Guideline](#) adapted from: [Top 10 Tips for Good Zoom Hygiene and Etiquette in Education](#))
 - Remember, while you may be in an informal environment, you are participating in a professional event; dress accordingly.
 - Pay attention to your background and make sure your name is displayed correctly.
 - Be on time, set your mic to “off” when entering the online room, and turn on your video; your instructor will let you know if it is okay to turn off your video.
 - Consider using a headset with mic; it may enhance your hearing and speaking abilities, while also canceling distractions.
 - Close any applications not needed for the learning event.
 - Ask permission before taking a screenshot; in most cases, it is NOT okay to record the event.
 - Raise your hand or use the raised hand icon feature in “Reactions,” rather than speaking over someone else. When you are through speaking, let others know.
 - Ask questions and make constructive comments in the chat. Keep “private chats” professional.
 - “Be sure to “Sign Out” or leave the meeting with the session is over.

PRE-CLERKSHIP ATTENDANCE & ABSENCE POLICY

Regular attendance is expected of all students studying to be physicians. Students are encouraged to ask questions and to seek clarification of points covered by the instructor during an event. Students should prepare by reading and studying the assigned materials before an event. Advanced preparation, regular attendance, and interaction with instructors will aid students in their medical education.

The College of Medicine recognizes the need to achieve a balance between students’ personal and academic lives. As a result, we have implemented an [Attendance and Absence Policy](#) that reinforces learning, while providing students some degree of flexibility. Many events in the Pre-Clerkship curriculum are not mandatory, though attendance is always encouraged. Events identified as mandatory involve important learning activities, clinical exercises, group activities, or outside speakers. Absences or late arrivals to these events are detrimental to the learning environment for everyone.

The Office of Academic Affairs administers the Attendance and Absence Policy. Requests for excused absences must be submitted through the [Pre-Clerkship Absence Form](#). Course directors, teaching faculty, and educational support staff do NOT handle attendance or absence-related matters, nor can they adjust decisions. Students with recurring absences (excused or unexcused) or late arrivals to events will be required to meet with the Assistant Dean of Academic Affairs--PreClerkship.

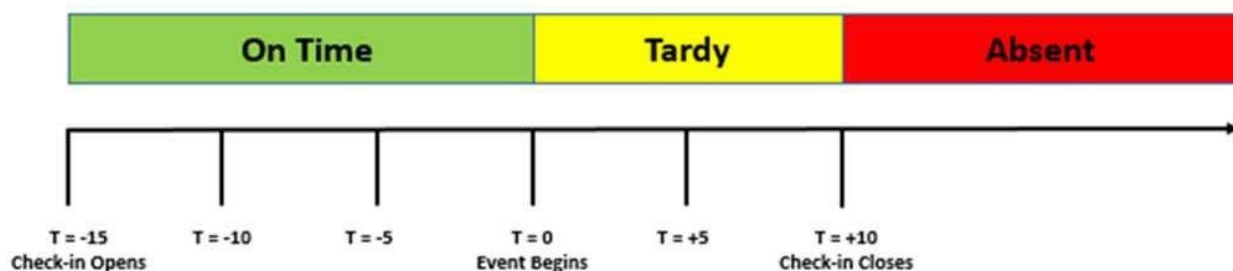
The following terms and definitions are used in this policy:

- Non-mandatory Events — Events not designated as “mandatory” in a course syllabus/schedule. Attendance is not recorded at non-mandatory events. Attendance at these events is strongly encouraged, yet students may choose to view the recording (if available) later. Students are responsible for learning the content of all non-mandatory events as it may be testable material.

- **Mandatory Events** — Events designated as “mandatory” in the course syllabus/schedule requiring attendance. Attendance (including tardy information) is recorded at all mandatory events. Students are expected to arrive on time and attend mandatory events to their completion.
- **Absence** — Failure to attend a mandatory event, or checking in to a mandatory event > 10 minutes after the event’s scheduled start time.
- **Tardy** — Arriving at a mandatory event after the scheduled start of the event (T=0) up to 10 minutes after the event’s scheduled start time (T=+10).
- **Semester** — For the College of Medicine, Fall semester runs from July through December, and Spring semester runs from January through May. There are 4 semesters in the Pre-Clerkship medical curriculum.
- **Graded Activity** — Any activity designated in the grading component of a course’s syllabus.
- **Excused Absence/Tardy** — An absence/tardy in which students are allowed to make up missed course work without penalty.
- **Unexcused Absence/Tardy** — An absence/tardy in which students are *NOT* allowed to make up missed course work and **may also encounter a grade penalty in that course.**

Attendance Timeline

The following timeline is used in measuring attendance at all mandatory events except exams. Exam timelines and procedures are communicated to students before each exam.



Attendance Recordkeeping

It is the student’s responsibility to check in to all mandatory events. Checking in for another student or circumventing the check-in process, is considered academic dishonesty and will subject the student(s) to disciplinary action up to and including dismissal.

Attendance (including tardy information) is recorded using one of two methods — paper sign-in or electronic check-in. Most events utilize electronic check-in. Some events (exams, OSCEs, etc.) disallow electronic check-in or have additional security protocols which require paper sign-ins. Please remember to sign your name legibly for any events using a paper sign-in.

Students are required to document any missed check-in or check-ins later than 10 minutes after a mandatory event’s scheduled start time (T+10), using the [Pre-Clerkship Absence Request Form](#) within 24 hours of the event. Academic Affairs will determine if the request is excused or unexcused and communicate the decision to the student and the course directors.

Excused versus Unexcused Absence / Tardy

An excused absence/tardy may be requested in the case of:

1. Physician-documented illness serious enough to prevent attendance
2. Participation in legal proceedings with documentation
3. Death or illness of a family member
4. Observance of a major religious holy day
5. Presenting or serving as a College of Medicine delegate in a local, state, national medical/science conference
6. **Other situations may qualify as excused absences and will be evaluated by Academic Affairs on a case-by-case basis.**

It is the student's responsibility to provide documentation to substantiate an excused absence/tardy within 3 days of returning to school. Without the appropriate documentation, the absence/tardy will be recorded as "unexcused." Confidential information may be redacted from this documentation.

A student with an excused absence/tardy may view recorded materials (when available) for the mandatory event missed and is permitted to make up any graded activity for the event without penalty. The Pre-Clerkship designated course coordinator assigned to the course will schedule the make-up activity in collaboration with the student and the course directors.

Consequences of an Unexcused Absence/Tardy

- An **unexcused absence** will result in a **1-point deduction** from the student's final course grade per occurrence.
 - *If a graded activity was missed during the event, the student may contact the course director to determine if the graded activity can be made up for **non-graded educational purposes**. Any graded activities missed will incur a grade of zero (0).*
- An **unexcused tardy** will result in a **½-point deduction** from the student's individual course grade per occurrence. If a student arrives tardy but in time to take an assessment, the student may complete the scheduled assessment for a grade.
- A student with more than 2 unexcused absences/tardies will be ineligible for honors designation in that course.
- A student with 3 or more unexcused absences/tardies per semester will be referred to the Student Promotions Committee. The Student Promotions Committee, at their discretion, may provide additional consequences, including, but not limited to, placement on the early concern list, placement of the student on probation, and possible dismissal.

Student Support/Intervention

- Students with 2 or more attendance concerns (whether unexcused absences or tardies) in a Pre-Clerkship semester must meet with Academic Affairs.
- Students with chronic or recurring medical conditions may contact Student Affairs to document their condition. This will preclude repetitive doctor's notes.

PoM Course Attendance Policies

The Practice of Medicine (PoM) courses have separate attendance policies. Please consult specific course syllabi for these attendance policies.

Weather-Related Matters and Attendance

When dangerous weather or road conditions are forecast for the area, stay tuned to email and expect announcements from block/course and/or Pre-Clerkship leaders about impending plans and/or changes to the schedule. During the third and fourth semesters of the Pre-Clerkship training, students will attend classes on multiple regional campuses. There will be times when inclement weather will strike one or more campuses. Students need to be prepared to receive campus-specific information about impending plans and/or changes to the schedule because of weather or road conditions. It is highly advisable to utilize HSC Alert services — <https://codemaroon.tamu.edu/HealthAbout.aspx>. You may also access the respective HSC-COM website for additional details.

PRE-CLERKSHIP EXAMINATION SCHEDULE - Regular Track

CLASS OF 2025 — AY 2021-2022

***** All exam dates are subject to change *****

Exam Date	Day	Exam(s)
Semester 1		
August 27, 2021	Friday	Foundations of Medicine I – Written & Practical Exam 1 Medical Gross Anatomy – Written & Practical Exam 1
September 3, 2021	Friday	FOM I – Written & Practical Exam 2
September 17, 2021	Friday	FOM I – Written & Practical Exam 3 MGA – Written & Practical Exam 3
October 01, 2021	Friday	FOM I – Written & Practical Exam 4 MGA – Written & Practical Exam 4
November 4, 2021	Thursday	MGA – Written & Practical Exam 5
November 22, 2021	Monday	Foundations of Medicine II – Exam 1
December 3, 2021	Friday	FOM II – Exam 2
December 6, 2021	Monday	Practice of Medicine 1 – Comprehensive Exam
December 13, 2021	Monday	FOM II – Exam 3
December 14-16, 2021	Tuesday-Thursday	Practice of Medicine 1 OSCEs
December 17, 2021	Friday	NBME
January 3, 2022	Friday	Semester 1 Remediation Exams
Semester 2 (Tentative Dates)		
January 3, 2022	Monday	Remediation Exams for Semester 1
January 14, 2022	Friday	Neuroscience Exam 1
January 28, 2022	Friday	Neuroscience Exam 2
February 4, 2022	Friday	Neuroscience Exam 3
February 21, 2022	Monday	Introduction to Disease – Exam 1
March 4, 2022	Friday	ID – Exam 2
March 18, 2022	Friday	Neuroscience Remediation Exam
March 25, 2022	Friday	ID – Exam 3
April 8, 2022	Friday	ID – Exam 4
April 21, 2022	Thursday	Cardiovascular – Exam 1
TBD	TBD	Practice of Medicine 2 – Comprehensive Exam
May 4, 2022	Wednesday	CV – Exam 2
May 13, 2022	Friday	CV – Exam 3
May 27, 2022	Friday	NBME CBSE

PRE-CLERKSHIP EXAMINATION SCHEDULE - EnMed

CLASS OF 2025 — AY 2021-2022

***** All exam dates are subject to change *****

Exam Date	Day	Exam(s)
Semester 1		
August 9, 2021	Monday	Foundations of Medicine I – Written & Practical Exam 1
August 16, 2021	Monday	Medical Gross Anatomy – Written Exam
August 27, 2021	Friday	FOM I – Written & Practical Exam 3 MGA – Written & Practical Exam 3
September 3, 2021	Friday	FOM I – Written & Practical Exam 4
September 17, 2021	Friday	FOM I – Written & Practical Exam 5 MGA – Written & Practical Exam 5
October 1, 2021	Friday	FOM I – Written & Practical Exam 6 MGA – Written & Practical Exam 6
October 18, 2021	Monday	MGA – Written & Practical Exam 7
November 8, 2021	Monday	FOM I – Written & Practical Exam 8 MGA – Written & Practical Exam 8
November 22, 2021	Monday	FOM II – Exam 1
November 29, 2021	Monday	Practice of Medicine 1 – Comprehensive Exam
December 3, 2021	Friday	FoM II – Exam 2
December 6, 2021	Monday	PoM 1 - Exam
December 13, 2021	Monday	FoM II – Exam 3
December 15, 2021	Wednesday	Final Exam OSCE
December 17, 2021	Friday	Semester 1 NBME Exam
January 3, 2022	Monday	Semester 1 Remediation Exams
Semester 2 (Tentative Dates)		
January 3, 2022	Monday	Remediation Exams for Semester 1
TBD	Friday	Neuroscience Exam 1
TBD	Friday	Neuroscience Exam 2
TBD	Friday	Neuroscience Exam 3
TBD	Monday	Introduction to Disease – Exam 1
TBD	Friday	ID – Exam 2
TBD	Friday	Neuroscience Remediation Exam
TBD	Friday	ID – Exam 3
TBD	Friday	ID – Exam 4
TBD	Thursday	Cardiovascular – Exam 1
TBD	TBD	Practice of Medicine 2 – Comprehensive Exam
TBD	Wednesday	CV – Exam 2
TBD	Friday	CV – Exam 3
May 27, 2022	Friday	NBME CBSE

EXAMINATION PROCEDURES & POLICIES

General Examination Information

Exams are conducted in person. Procedures will be communicated. Details regarding specific block and course examinations can be found within the respective block/course syllabi. Prior to each examination, students will

receive a communication from Educational Support Staff (Office of Academic Affairs) with information regarding the number of questions on the examination and the amount of time to complete the examination.

NOTE: Students are required to bring their own laptop, AC adaptor, and Ethernet cable with to the examination. During the examination, students will be allowed one sheet of paper for notes and calculations.

Because of the integrated nature of each examination, it will not be possible for examination proctors to answer questions of interpretation that may arise during the block examinations.

After completion of the examination, students receive a preliminary raw score for the written exams only. After faculty have completed a detailed examination question analysis and all students have taken the examination, students receive a final examination score (both written and practical if a practical exam was given). Typically, examination results are released in Canvas within three to five working days following an examination but may take longer under certain circumstances.

Examination Absence Policy

Attendance at all scheduled examinations (or graded activities designated as major assessments) is MANDATORY.

Any student absent because of illness must have written justification from a healthcare provider. In other types of emergency situations, students must provide documentation or some means of proof, as is reasonable. It is also required that every attempt be made to inform the course coordinator, appropriate faculty, and/or Office of Student Affairs about the reason for the absence prior to the examination. If a student is unable to take a major assessment due to illness or unforeseen circumstance, at the earliest convenience the student must contact: 1) Course Coordinator and 2) The pertinent block/course leaders/directors. This is a separate step from submitting a request for an excused absence. All excused absence requests must be submitted through the Office of Academic Affairs in accordance with the Pre-Clerkship Absence Policy.

Absence from an examination/major assessment for other reasons must be excused by the Office of Academic Affairs at least 2 weeks BEFORE the scheduled examination. If such a request is made in less than 2 weeks, it must be brought about by a very serious circumstance.

All make-up examinations, if approved, must be taken no later than one week after the student returns to class. The make-up examination format will be determined by the block/course leaders on a case-by-case basis.

Tardy and Absence Policy for Examinations

Students are expected to **arrive 15 minutes prior to the scheduled start time** for an examination. Any student who arrives after the doors to the examination hall have been closed (10 minutes before the exam start time [T-10]), may not enter the examination hall. The student must immediately submit an Absence Request Form. Depending upon the extent of tardiness, the student may be allowed to immediately take the examination or, if tardiness has extended 31 minutes or more beyond the examination start time, be required to take the examination at a later time.

- Any student arriving for the examination after the doors to the examination hall have been closed and no more than 30 minutes late is deemed tardy. The student must submit an Absence Request Form

and will be permitted to take the examination immediately. **If the student's absence request decision is unexcused, the maximum grade the student can earn will include a 20-point deduction from achieved examination grade.** Regarding laboratory practical exams, students arriving late (T-9 minutes up to T+30 minutes) must immediately submit an Absence Request Form and will be permitted to take the examination at a later time determined by block leaders; if the absence is deemed unexcused, the maximum grade the student can earn will include a 20-point deduction from achieved practical examination grade. If there are subsequent components to the examination, the student will be allowed to take those as long as he/she/they arrives on time.

- Arrival beyond 30 minutes from the examination start time is deemed an absence. The student is required to immediately submit an Absence Request Form and will not be permitted to take the examination at that time. The student must take the examination at a later time determined by block/course leaders. **If the student's absence request decision is unexcused for arrival from T+31 minutes up to T+90 minutes, the maximum grade the student can earn will include a 30-point deduction from the achieved examination grade.** If there are subsequent components to the examination, the student will be allowed to take those as long as the student arrives on time.
- If a student is more than 90 minutes late for an exam, the student will receive a grade of zero on the examination. However, in order to not completely deny the learning experience of seeing the content of the exam, the student will be allowed to take the exam for no credit.

Summary Table of the Levels of Tardiness/Absence

Arrival Time	Student Status	Action By Student	Consequence
On or before T-10 minutes	On Time	Take examination	Standard scoring applies
T-9 minutes up to T+30 minutes	Tardy	1. Fill out absence request form ASAP 2. Take exam ASAP	<u>Excused Tardy:</u> Standard scoring applies <u>Unexcused Tardy:</u> 20-point deduction from the student's achieved score
T+31 minutes up to T+90 minutes	Absent	1. Fill out absence request form ASAP 2. Take exam at a later time	<u>Excused Absence:</u> Standard scoring applies <u>Unexcused Absence:</u> 30-point deduction from the student's achieved score
T+91 minutes or beyond or non-attendance	Absent	1. Fill out absence request form ASAP 2. Take exam at a later time	<u>Excused Absence:</u> Standard scoring applies <u>Unexcused Absence:</u> Record examination score of ZERO

NOTE: T = time denoted on block/course schedule when the examination begins (i.e., 1:00 pm)

T-10 = time at which examination hall doors close (i.e., 12:50 pm)

T-15 = time expected for students to arrive in the examination hall (i.e., 12:45 pm)

Absence Policy for Practice of Medicine (PoM) & OSCEs

PoM courses Objective Structured Clinical Exams (OSCEs) have a separate policy for exam absences/tardies. For emergency absence or tardies to OSCEs, contact the course coordinator and refer to the respective PoM course syllabi for details on OSCE policies.

Administration of In-Person Examinations

Pre-Clerkship blocks/courses adhere to NBME policy for all in-house examinations, including an examination check-in procedure. Check-in tables are located outside the lecture halls and open 30 minutes prior to the scheduled examination start time. Students **MUST** be in line 15 minutes prior to the examination start time. At check-in, students are required to present a photo ID and sign in on the roster. Staff check each student's laptop and accessories to ensure only authorized items are brought into the examination hall, including:

- Laptop, AC power adaptor, and Ethernet cable
- Mouse and mouse pad
- Earplugs (headphones are NOT allowed)

Apart from NOT escorting students to the bathroom, all other NBME rules are strictly enforced. **Students are not allowed to have the following in the examination room: Backpacks, notes, coats, hats, hooded clothing, food or beverage (including water), or portable electronic devices, including cell phones. Please leave these in vehicle or locker during examinations.** Faculty and staff proctors assure consistent adherence to these policies.

Further details about NBME rules can be found at: <https://www.nbme.org/support/exam-rules-and-conduct>. All written examinations are administered online using Exemplify computer-based testing software. Students are responsible for having their own laptop/tablet, AC adaptor, and Ethernet cable (and Ethernet-USB or Thunderbolt adaptor, if needed) for all examinations.

During the examination, students are not allowed to ask questions regarding the content of examination items. Any concerns regarding the clarity of examination question(s) or comments about the examination in general should be brought to the attention of the block/course leaders using the comment window on Exemplify. The intent of this comment window is to invite constructive feedback about questions you think are ambiguously worded or have more than one best answer, based upon information presented by various instructors. These comments are reviewed by faculty and considered in examination question analysis.

Upon completion of the examination, students should quietly assemble their belongings and bring the laminated sheets and NBME lab value sheets to the designated area in the examination room. Then students should quietly vacate the testing area (including the entire lower level of HPEB).

Administration of Virtual Examinations (if applicable)

All Pre-Clerkship virtual exams will be administered using Exemplify computer-based testing software and proctored using ExamMonitor and ExamID software programs. ExamID validates the students and ExamMonitor proctors the assessments. A virtual help session will be available for students to access technical support during the exam. Students are responsible for having their own laptop/tablet, AC adaptor, and Ethernet cable (and EthernetUSB or Thunderbolt adaptor, if needed) for all examinations.

Pre-Clerkship block/course virtual examinations adhere to NBME Remote Proctoring Standardized Instructions for all virtual examinations. The only authorized items permitted in the testing area are:

- Laptop, AC power adaptor, and Ethernet cable
- Mouse and mouse pad
- Earplugs (headphones are NOT allowed)

- Cell phones to communicate with proctor if necessary (i.e., for a bathroom or water break)
- Blank scratch paper and pen/pencil. (Prior to starting the examination, students will be required to show both sides of their scratch paper to the camera in Exemplify.)

Students are not allowed to have the following in the testing area: Backpacks, notes, coats, hats, hooded clothing, food or beverage (including water), or other portable electronic devices.

The NBME lab value sheet (if necessary) is provided within the Exemplify exam as an attachment. Faculty and staff proctors assure consistent adherence to these policies by reviewing incident reports generated by ExamMonitor software.

During the examination, students are not allowed to ask questions regarding the content of examination items. Any concerns regarding the clarity of examination question(s) or comments about the examination in general should be brought to the attention of the block/course leaders using the comment window on Exemplify. The intent of this comment window is to invite constructive feedback about questions that you think are ambiguously worded, or have more than one best answer, based upon information presented by various instructors. These comments will be reviewed by faculty and considered in examination question analysis.

Upon completion of the examination, students should confirm they received the green screen to ensure their exam and proctoring file uploaded successfully. Students are required to destroy any scratch paper used during the examination.

Student Feedback of Examination Performance

For Regular Track, the first two Foundation blocks/courses (FOM I and MGA), computer-based written and practical examination reviews occur. Examination reviews are conducted via Zoom and administered using Exemplify. Review of practical examinations, if applicable, are conducted first.

Students can bring a printed grade report (written and practical exam) to the review session. Issues related to a specific question should be directed to the faculty lecturer or discipline leader after the review session.

There are only 2 opportunities to leave the post-exam review:

1. **Students may leave the Zoom room following the practical examination review; prior to release of the written examination password;**
2. **Once the written examination password is displayed, you may NOT leave the room until verification is received that you have successfully uploaded your downloaded examination.**
 - **If you downloaded a written and/or practical examination, irrespective of whether you view the examination or not, it must be uploaded.**

Backup computers are not provided during the examination review session. The student review must be taken on the same computer as the exam. No writing utensils are permitted during the exam review. A 360-degree view of exam review space will be done to ensure adherence to this regulation.

For both the written and practical examinations, the examination review password is briefly revealed at the beginning of the review. At the conclusion of the review, students must submit a “blank” exam to clear the

student's computer. When finished reviewing exam, students must show a proctor the successful upload of the blank exam before leaving the Zoom session.

Review of Written Examinations

Administered via Exemplify, for a duration of 30 minutes.

Review of FOM I Practical Examinations

- Administered via Exemplify and the duration will be up to 20 minutes.
- There are NO reviews of Gross Anatomy Laboratory Practical examinations.
- NO additional options will be available to review the written or practical examinations.

For all other courses, the faculty, in general, ascribe to a two-tiered assessment system: On one level, students are given low-stakes quizzes and self-assessments. These are designed to be a formative type of assessment and help build a student's knowledge base. In general, students receive feedback about the quiz questions and answers, which helps form a deeper understanding of key concepts. On the other level, students are given high-stakes examinations and major assessments. These are designed to test the student's knowledge base and inform faculty of student achievement of learning objectives. For these summative assessments, students do not receive feedback about the exact question and answer. Rather, students receive a detailed Strengths and Opportunities report about their individual exam. These cover a variety of parameters, to guide self-appraisal, future learning, and preparation for standardized national assessments. Thus, students are made aware of their gaps and strengths in areas such as discipline, competency-based learning objectives, and USMLE content.

Detailed analysis of item statistics by block/course leaders/directors is always performed on each high-stakes examination question, as is a review of student-generated comments from the examination itself. Issues related to a specific question or concept should be directed to the block/course leader, faculty lecturer, or discipline leader. Inquiries should be initiated via email with further discussion possible at the discretion of the faculty member.

GRADING POLICIES

Successful passing of the Pre-Clerkship component of the medical school curriculum and advancement to the Clerkship curriculum requires the student to pass ALL blocks and courses of instruction. The final block/course grade is composed of several individual components contributing to the grade, based on their weighting in the grading scheme developed by block/course leaders/directors. Therefore, the percentage each component contributes to a final block/course grade will vary from block to block. At the beginning of each block/course, the course directors will discuss the grading scheme and graded activities for their block/course so students are aware of their responsibilities. A sample grading scheme for a single block/course is shown below.

Block Component	Percentage of Final Block Grade
Exam 1 (<i>major assessment</i>)	25%
Exam 2 (<i>major assessment</i>)	30%
Exam 3 (<i>major assessment</i>)	35%
Other minor assessments (quizzes, TBLs)	10%

Block/Course Grades

Each final block or course grade is an independent grade submitted to the Office of the Registrar and will appear on the academic transcript as a Pass (100-70) or Fail (69 or below). **Honors designation will be awarded to any student who satisfies two achievements for the block/course. First, the student must achieve a minimum, non-rounded score of 90.00% or greater. Second, the final block/course grade must be in the top 15% of the grades achieved by the full class. The designation of 15% will be calculated separately for the Regular and EnMed class cohorts.** The determination of the honors cut-off for each course is made by calculating the final block/course grade rounded to two decimal places. All students who receive a non-rounded score of 90.00% or greater and a score equal to or greater than the score achieved by the top 15% of students in the class are awarded honors designation. The number of students determined to represent the top 15% of the class is calculated to two decimal places and rounded to the nearest whole number.

In addition to the achievement of a final numerical grade eligible for honors distinction, students must satisfy the following criteria in that block or course:

- **No documented professionalism infractions in the block/course**
- **No more than two unexcused absences/tardies from any mandatory class sessions**
- **Timely completion of all required assignments**

For example: 15% of a class consisting of 204 students calculates to 30.60, rounded to 31 students. The final course grade rounded to two decimal places achieved by the student ranked number 31 represents the lower limit of the score necessary to achieve honors in the block/course. If more than one student achieves this lower limit score rounded to two decimal places, all students achieving that score are awarded honors designation.

Passing a block/course in the Pre-Clerkship curriculum requires the student to have BOTH:

- 1. An overall passing grade, defined as a numerical grade equal to or greater than 70, for the block/course based on the calculation from the block/course grading scheme; and**
- 2. A cumulative weighted average passing grade for all major assessments within the block/course.**

Each individual block/course grading scheme defines what constitutes “major assessments”. The major assessments make up a minimum of 85% of the block/course grade. Successful block/course remediation is required if a student fails to meet both or either of the two passing criteria listed above for the block/course. All blocks/courses in the Pre-Clerkship curriculum can be remediated.

It is College of Medicine policy that final block or course grades, including the weighted exam averages, are rounded up to the next highest number if the value is 0.50 or higher. For example, a grade of 79.50 is rounded up to an 80, whereas a 79.49 is rounded down to a 79. The calculation of all assessment grades prior to the final grade is rounded to two decimal places.

Quizzes

A percentage of each block/course grade is derived from scheduled and unscheduled quizzes. Unscheduled quizzes consist of questions from lectures (all disciplines). Scheduled quizzes may be administered during online modules, Team-Based Learning (TBL) assessments, other sessions, clinicopathologic correlations (CPCs), and laboratories (Histology, Gross Anatomy, Neuroscience). The number of questions for each quiz varies and the total number of quiz questions within each block/course is not predetermined. Please note, unscheduled

(pop) quizzes are regarded in the same manner as the scheduled quizzes. Refer to specific block/course syllabi for specific quiz grade calculations.

NBME Customized Comprehensive Exam

At the end of Semester 1, students are given a National Board of Medical Examiners (NBME) Customized Comprehensive Exam. This NBME exam includes questions in all science disciplines integrated from FOM I, FOM II, and Medical Gross Anatomy. The questions are chosen from the NBME question bank with questions from previous versions of the United States Medical Licensure Exam (USMLE) Step 1, as well as individual NBME Subject exams in these science disciplines. The student's score on this examination does not contribute toward any part of the student's FOM I, FOM II, or Medical Gross Anatomy final grade; however, **mandatory** attendance is required.

NBME Comprehensive Basic Science Exams

The NBME Comprehensive Basic Science Exam (CBSE) is an exam covering all content taught in the Basic Sciences and is preparation for taking United States Medical Licensure Exam (USMLE) 1. This exam is given at the end of Semester 2 in May and again at the very end of the Pre-Clerkship curriculum in December of Semester 3 of Year 2. Scores on all these NBME examinations, the Customized and CBSE, do not contribute towards any part of the student's block/course grades or promotion to the Clerkship curriculum but require MANDATORY attendance. However, performance on the CBSE will likely impact how a student is counseled with regards to USMLE Step 1 preparation and testing.

FAILURES AND REMEDIATION POLICIES

If a student fails even one block/course in the Pre-Clerkship curriculum, independent of block/course remediation status, the student is placed on Academic Warning by the Student Promotions Committee (SPC).

All block/course remediation examinations are faculty-generated comprehensive examinations based on the block/course content. The Practice of Medicine (PoM) courses have separate remediation policies. Consult their respective syllabi for further details. The remediation examination date for each block/course is announced at the orientation of each block/course. Generally, remediation examinations take place following each major holiday (e.g., Thanksgiving, New Year, or Spring Break).

Students have access to recorded lectures and study materials in preparation for remediation examinations. It is the responsibility of the student to pursue focused self-study of examination materials. The student may contact the appropriate block/course leaders/directors or block/course faculty to clarify issues at a time convenient for both parties. It is highly recommended that students meet with the Office of Academic Support Services to set up a mentored remediation plan. Block/course lectures and/or structured sessions will NOT be reduplicated for an individual student as part of the remediation process. Remediation examinations are administered through the Office of Academic Affairs.

The student has one opportunity to take the remediation examination. If a student fails to pass this remediation examination, the student's name is forwarded to the SPC for discussion of a possible additional remediation plan, disciplinary action, or dismissal. Each recommendation is made based on the student's

performance in all Pre-Clerkship blocks/courses and is tailored to address that performance. The SPC considers each recommendation on a case-by-case basis.

All students who fail a block/course are allowed to take the block/course remediation examination. If the SPC decision requires a student to repeat all Foundations or Organ Systems blocks/courses before the remediation examination has taken place, the student is still allowed to take the remediation examination to improve GPA by obtaining an F/P for a block/course grade instead of an F.

Students need to know that remediation of a failed block/course does not constitute retaking the block/course.

Successful remediation does not erase the F grade in the block/course. The block/course grade on the student's transcript is recorded as an F/P. Remediation is an opportunity for a student to demonstrate competence in the failed block/course subject matter to a level acceptable to the block/course leadership. The numerical number sent to Student Affairs for GPA calculation is one (1) grade point per credit hour. Consult the Student Handbook for further details about grade reporting. **For purposes of student probation or advancement, remediating a failed block does not change the fact it was failed.**

Block/course leaders/directors determine if any other separate components (e.g., professional behavior) of their block/course, other than major assessments, must be passed in order to successfully remediate the failed block/course. Block/course leaders, in concert with specific instructors, determine how these components in their blocks or courses are remediated.

All Pre-Clerkship blocks/courses must be successfully passed or remediated to advance to the Clerkship Curriculum.

PROFESSIONALISM

The development and maintenance of a professional attitude is an ongoing responsibility of each student. Professional behavior is derived not from rules or regulations but from a personal commitment to act in a way serving the best interests of all--the clients or patients served, colleagues, the profession, society, as well as one's own family and self. Professional behavior is expected of all students when they are representing the Texas A&M College of Medicine.

Professionalism is a critical and mandatory component addressed in every aspect of the College of Medicine curriculum. At this stage of your career, the faculty believe students need to be introduced to self- and peer evaluation processes and want to assist students in becoming aware of their professional attitudes and behaviors. This process is neither punitive nor vindictive and should not be viewed or treated as such. Only through honest self- and peer assessments are personal weaknesses or deficits identified, and positive behavior modification steps initiated. This tool is designed to be used as a constructive and proactive means for identifying behaviors needing modification and corrective action.

THE AGGIE CORE VALUES

- **Excellence:** An unwavering desire and commitment to greatness
- **Integrity:** Doing the right things regardless of the circumstances or personal consequences
- **Leadership:** Inspiring others to follow through the strength of one's character

- **Loyalty:** Dedication to our nation, our state, our university, our families, and those institutions and values which we individually hold dearest
- **Respect:** Earned through the consistency of character
- **Selfless Service:** Giving of one's self for the greater good, without regard to personal gain or recognition

Examples of Professional Behavior Include:

- Demonstrates a positive attitude toward learning (participates, shows enthusiasm, uses constructive criticism to improve, strives for excellence)
- Demonstrates initiative and self-motivation by showing up prepared to learn; willingness to contribute to the learning of others
- Reliability — can be counted on to be punctual, to complete assignments
- Accountability — willingness to accept responsibility; knows own limitations; willingness to seek help
- Contacts peers and appropriate personnel in a timely fashion when issues arise affecting student's attendance (e.g., accident, illness)

Examples of Unprofessional Behavior Include:

- Rude behavior to faculty, staff, and classmates
- Conducts self at the bare minimum that reflects mediocrity and a lack of awareness towards 'excellence is the goal'
- Demonstrates passivity or lack of interest in learning
- Demonstrates a negative attitude (e.g., frequent complaining, inciting others to complain)
- Failing to show up for required student activities and/or agreed-upon group sessions without excuse
- Unpunctual or delayed response to faculty/staff-initiated correspondence or requests

A complete description of Professionalism for Medical Students can be found in the Texas A&M University Health Science Center College of Medicine Student Handbook produced by the Office of Student Affairs: <https://medicine.tamu.edu/academics/students/handbook-forms.html>.

CURRICULUM & FACULTY EVALUATION

The [Office of Evaluation and Assessment \(OEA\)](#) is responsible for evaluating all curriculum components and their individual blocks and courses. Administration of the block/course evaluations is through the Oasis system. Student evaluations of all blocks, courses, and instructors' teaching in the medical school curriculum are an important means for the OEA to monitor and obtain useful information for improving the medical education program. The COM values students' questionnaire ratings and comments about their educational experiences, and student feedback is routinely included in course and teaching reviews.

Completion of block and course evaluations is a mandatory exercise for all students. In addition, faculty are evaluated at various times throughout blocks and courses. You will be notified which instructors you are required to evaluate. If you do not receive a mandatory evaluation for an instructor and would like to provide feedback, please access and complete the Virtual Feedback Form (see below). All student responses are collected confidentially; the OEA can identify students in order to monitor evaluation completion. However, all student responses provided to course directors, teaching faculty, and administration will remain anonymous. Students are required to complete online evaluations of each block/course/instructor as assigned by the provided deadline. Noncompliance will be referred to the Office of Academic Affairs.

You will receive instructions on how to access and complete your online curriculum evaluations during orientation.

In addition to completing ratings as part of the evaluation process, you have an opportunity to comment on the strengths and weaknesses of each block/course. Student comments need to be constructive and professional to assure they are taken seriously and lead to improvement. The use of confrontational, derisive, or sarcastic language is not considered constructive nor professional and only diminishes the credibility of your evaluation. With this understanding, all ratings and comments are welcome. Constructive comments about individual teachers are also welcome. Students are encouraged to offer supporting comments expressing a positive learning experience to make the curriculum stronger.

An optional Virtual Feedback Form is available for all students throughout the year. All comments are anonymous and are collected periodically by the Office of Evaluation and Assessment and communicated to the appropriate parties. This form does not replace the Block/Course or Faculty evaluation. If you have immediate concerns, please contact your block/course directors. If you have any questions, please email the Office of Evaluation and Assessment at COM-OEA@tamu.edu.

AUDITING POLICIES

A Texas A&M University Health Science Center College of Medicine student who is on a leave of absence may regularly attend non-mandatory classes as an observer after securing permission from the Office of Academic Affairs. The student may not participate in mandatory sessions, including laboratory, small groups, and examinations, nor will they be allowed to take other assessments, such as quizzes.

The PoM courses have separate auditing requirements. After securing permission from the Office of Academic Affairs, the student may attend the classes in PoM didactic lectures only as an observer. The auditing student may not participate in small group sessions, White Coat shadowing experiences, simulation center activities, or the service-learning project, quiz, quiz review, and examinations for PoM.

MEDICAL SCIENCES LIBRARY RESOURCES

There are several options available to access required and recommended textbooks and other useful reference materials through Texas A&M University's Medical Sciences Library (MSL). Ebook collections, including [Clinical Key](#) and [Access Medicine](#) databases, provide ebooks and learning reference material. For example, two required textbooks, *Netter's Atlas of Human Anatomy* and *Robbins & Cotran Pathologic Basis of Disease* (Big Robbins), are available through Clinical Key. The two recommended pharmacology textbooks are available through the Access Medicine database. In addition, Evidence-Based Medicine resources, *Bates' Visual Guide to Physical Examinations* and *First Aid Step Prep* books are available as electronic resources. Many other resources are available in print format and may be checked out from the MSL at all COM campus locations. Availability of both print and electronic resources may be checked in the MSL's catalog at <https://chiron.tamu.edu/vwebv/searchBasic>.

To access these electronic learning resources:

1. Go to: <http://guides.library.tamu.edu/medicine>.

2. Click on the link to the textbook, database, or resource.
3. Enter your **NetID** login name and password.
4. A new window will open with the search results.

Note there are many other texts and resources available at the MSL's website, including case studies.

ADDITIONAL RESOURCES

Pre-Clerkship leadership would like to reference the following policies outlined in the College of Medicine [Student Handbook](#):

- Attendance
- Professionalism
- Dress Code
- Honor Code Policy
- Early Concern Policy
- Student Code of Conduct
- Mistreatment Policy (Standards of Conduct in the Teacher-Learner Relationship).
 - Students can also find this policy and reporting mechanisms online at <https://medicine.tamu.edu/about/professionalism/report.html>
 - A student may also report mistreatment via phone by calling 1-855-397-9835.

Additionally, there will be specific instructions regarding mandatory professional dress requirements in the presence of patients (in the classroom, on a field trip, or in preceptorship/clinic settings). Be aware, regional campuses may have modifications to our dress code policies. When visiting regional campuses, be sure to obtain information on campus-specific expectations of dress code.

OFFICE OF ACADEMIC SUPPORT SERVICES

Angela Hairrell, Ph.D. | Director of Academic Support Services

Bryan: HPEB 1040 | ph: 979.436.0236 | mobile: 979.219.1582 | ahairrell@tamu.edu

Dr. Hairrell is primarily responsible for students in BCS.

Chris Diem '05, M.Ed. | Associate Director for Academic Support Services

Temple: MEC 409 | ph: 254.724.8814 | diem@tamu.edu

Mr. Diem is primarily responsible for students in Temple, Dallas, and Round Rock.

Erica Chance, Ed.D. | Assistant Director for Academic Support Services

Houston: WP 608 | ph: 713.677.7670 | chancee@tamu.edu

Dr. Chance is primarily responsible for students in Houston.

Mary Ellen Santerre, MS, Med

Counseling and Development Specialist II

Bryan: HPEB 1052 | ph: 979-436-0146 | mesanterre@tamu.edu

Ms. Santerre is primarily responsible for students in BCS.

For appointments: <https://medicine-tamuhsc-insight.symplicity.com>

ACKNOWLEDGMENT PAGE

Please be sure to acknowledge that you have read, understand, and agree to abide by the policies and procedures stated in the Pre-Clerkship Student Manual by signing, with your UIN, the electronic verification form available online.

Students MUST use the link below to complete acknowledgment by November 12, 2021:

https://tamuhsc.co1.qualtrics.com/jfe/form/SV_511Ct6Sb6vdiLRk