

ADMISSIONS POLICIES

JOHN SEALY SCHOOL OF MEDICINE

THE UNIVERSITY OF TEXAS MEDICAL BRANCH

Galveston, Texas

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COMMITTEE PURPOSE, SCOPE, & STRUCTURE

The Admissions Committee shall be composed of twenty-four elected members, each with one vote, and shall select and accept students for admission to the John Sealy School of Medicine MD program of The University of Texas Medical Branch within the guidelines of the Texas Medical Dental School Application Service (TMDSAS) Match. The Admissions Committee shall be responsible for establishing and applying the requirements for admission, including interviewing candidates, for admission to the UTMB medical education program on behalf of the faculty. The Admissions Committee will decide which of the candidates meet these requirements, which candidates shall be interviewed, and based on candidates' holistic application and interview results, which candidates will be made offers of admission. All decisions made by the Committee are final.

- A. Voting Membership. Each voting member shall serve for three years, with eight members being elected annually by slate by the Faculty of Medicine at the meeting of the Faculty of Medicine. The term of office shall run from July 1 of the year of election until June 30, three years hence, except that if a matriculating class has not yet closed, the retiring members shall continue to participate in the selection of that class.
- B. Non-Voting Membership. The Admissions Committee may select associate members from the Faculty of Medicine, the faculty of one of the other schools of the University of Texas Medical Branch, or the community. These associate members are to serve for at least one year without vote and may continue to serve for additional years as determined by the committee. Associate members will assist the voting members in the evaluation of applicants.
- C. Quorum: Established by the Faculty of Medicine Bylaws as seventy-five percent (75.00%) of the voting members present. If fewer than seventy-five percent of the voting members are present, the committee may still conduct meetings, however no decisions shall be binding, nor shall any resolutions be adopted, unless approved by a sufficient vote at a meeting at which a quorum is established, or through asynchronous electronic voting where at least seventy-five percent of the voting members respond.
- D. Term. Each member shall serve a 3-year term. Members may be reelected for a total of two consecutive terms (6 years), and after two years hiatus, may be eligible for re-election to the Admissions Committee.
- E. Chair. Every two years, the Admissions Committee will elect a Chair who will serve two years, followed by two years as Past-Chair. To be elected Chair, a member must serve at least one year on the Admissions Committee prior to election. The Chair will work closely with the Past-Chair and co-lead the Admissions Committee. The Past-Chair will serve to advise the Chair and

perform duties as assigned. The total time commitment for Chair and Past-Chair is four (4) years, and the individual will not be eligible for re-election for at least 1 term (3 years). In the event that an officer leaves the committee prior to the expiration of the term, the committee will elect a replacement to complete the term. The Chair shall serve as a full voting member of the Academic Planning and Policy Committee.

- F. Meetings. The Admissions Committee will meet regularly from the opening of the centralized Texas Medical and Dental School Application Service (TMDSAS) until all seats are filled for the incoming class. Additional meetings of the Admissions Committee will be convened as needed to review issues related to the admissions committee, processes, review of applications, or consideration of wait-listed candidates.
- G. Subcommittees. An Admissions Executive Committee (AEC) shall be established as a standing subcommittee of the Admissions Committee. The AEC shall, when necessary, perform secondary reviews of applicants to resolve discrepancies in admissions recommendations amongst general members, and generate a rank-order list for general membership approval.
 - i. Voting membership of the AEC. The AEC will consist of 4 general members of the Admissions Committee, the Chair and Past Chair of the Admissions Committee.
 - ii. Non-voting membership of the AEC. The following are ex officio non-voting members of the AEC: the Assistant Dean for Admissions, a Diversity, Inclusion, and Equity Representative, and the Associate Dean for Student Affairs and Admissions.
 - iii. Terms of the AEC. Every year, two members of the AEC will be elected by the general Admissions Committee, and two members will rotate off. Nominations for the AEC may come from any member of the Admissions Committee, and self-nominations are allowed. In order to be eligible for membership on the AEC, Admissions Committee members must have served at least 1 year on the regular Admissions Committee. The term is one year.

Faculty who consistently fail to perform the above responsibilities may be removed from the Admissions Committee by vote of the AEC, in consultation with the Assistant Dean of Admissions and Recruitment.

*Pending approval from Board of Regents during the 1st quarter of 2023.

GENERAL ADMISSIONS POLICIES

Admissions Requirements

1. Application to John Sealy School of Medicine is made through the Texas common application administered by the Texas Medical and Dental Schools Application Service (TMDSAS) and, therefore, the admissions process is conducted in accordance with the Policies and Procedures for processing Applications which is approved annually by the TMDSAS Advisory Committee.
2. Complete the Medical College Admissions Test® (MCAT®)
3. Complete Altus Assessments Casper Situational Judgement Test
4. Complete a minimum of 90 semester hours of college work, and specific courses are required.

The required courses are:

English	6 semester hours or 9 quarter hours. Writing intensive courses taught in departments other than the English department are not acceptable.
Biological Science	14 semester hours (12 semester hours of lecture and 2 semester hours of formal lab) or 21 quarter hours (18 quarter lecture hours and 3 quarter lab hours) as required for college science majors. (One semester of Biochemistry can be substituted for one semester of Biology)
Mathematics	3 semester hours or 5 quarter hours of college Calculus or Statistics. Statistics must be taught in the Math department.
Physics	8 semester hours (6 semester hours of lecture and 2 semester hours of formal lab) or 12 quarter hours (9 quarter hours of lecture and 3 quarter hours of formal lab) as required for college science majors.
Chemistry	General Chemistry - 8 semester hours (6 semester hours of lecture and 2 semester hours of formal lab) or 12 quarter hours (9 quarter hours of lecture and 3 quarter hours of formal lab) as required for college science majors. Organic Chemistry - 8 semester hours (6 semester hours of lecture and 2 semester hours of formal lab) or 12 quarter hours (9 quarter

hours of lecture and 3 quarter hours of formal lab) as required for college science majors.

Biochemistry 3 semester hours or 5 quarter hours of biochemistry are required.

A minimum grade of “C” must be earned in each of the required courses. A broad background in humanities is encouraged. The baccalaureate degree is highly desirable. Applicants who state on their application that they will complete a baccalaureate degree prior to matriculation into medical school are expected to do so.

Conditional Acceptance

Acceptance into John Sealy School of Medicine is conditional and contingent upon completing the following requirements:

These conditions include:

1. Satisfactory performance in college work completed after submission of the TMDSAS application and subsequent to this acceptance must be demonstrated. This means that no grades of “D” or “F” can be made at any time subsequent to the submission of your application.
2. All required premedical courses must be completed with a grade of “C” or better. All courses reported on the TMDSAS application must be taken prior to the date of matriculation have been completed and passed with a grade of C or better. Official transcripts from all colleges and universities, including those with courses currently in progress, must be received by the Office of Enrollment Services.
3. All requirements for at least one baccalaureate degree listed on application must be satisfactorily completed prior to the date of matriculation. The Office of Enrollment Services must receive all documentation.
4. Admission into John Sealy School of Medicine is contingent upon the ability to meet John Sealy School of Medicine’s essential functions, with or without reasonable accommodations.
5. All accepted students must complete two separate criminal background checks prior to matriculation. The first is conducted by the Texas Department of Criminal Justice. The second is conducted by UTMB.
6. All accepted students must submit records of immunization, including immunization for bacterial meningitis prior to matriculation.

7. All accepted students must provide evidence of health insurance by logging into mySTAR to the Insurance Confirmation page and enter their insurance information by the first day of class.
8. All accepted students must undergo and present an appropriate drug screen.

All conditions of acceptance must be satisfied prior to the start of the required orientation activities for the year of matriculation. Applicants who fail to satisfy these conditions by the stated deadline may be required to defer matriculation for one year. In addition, they may forfeit their acceptance to John Sealy School of Medicine.

Review of Admissions Requirements

Admissions Requirements are reviewed by a task force consisting of members of the Admissions Committee and the Curriculum Committee no less than every three years to determine alignment with the curriculum. The task force will submit all recommendations to these two committees for approval. Approved amendments will adhere to policies of the Texas Code and the Texas Medical and Dental Schools Application Service (TMDSAS).

Course Work Taken at Foreign Universities

Only college work completed at a U.S. or Canadian college or university, fully accredited by the regional accrediting agency or its equivalent, is acceptable and no waivers of this condition will be granted.

Policy on Equal Opportunity

The University of Texas Medical Branch at Galveston, in accordance with applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a Vietnam era veteran in any of its policies, practices and procedures. Also, The University of Texas does not discriminate on the basis of sexual or gender orientation. This includes, but is not limited to admissions, financial aid, educational services, and access to facilities and services.

International Applicants

John Sealy School of Medicine's goal is to accept only those students who are guaranteed to complete the entire four years of the curriculum based on citizenship or permanent residency status. Therefore, only applicants who are permanent US residents or American Citizens will be considered for interview and admission.

Diversity Categories

- A. In accordance with the University of Texas Medical Branch Vision, Mission, Values Statement, the John Sealy School of Medicine Admissions Committee is committed to "educating and inspiring skilled physicians and scientists who are dedicated to lifelong learning and reflect the diversity of the people who we serve." Therefore, the AC will intentionally recruit and select a class whose racial and socioeconomic demographics are representative of Texas residents and the surrounding community utilizing a holistic approach. Based on the ethnographic and socioeconomic makeup of the Houston-Galveston Metropolitan Area, the John Sealy School of Medicine Admissions Committee will support pipeline programs and partnerships explicitly focused on increasing Black/African American, Hispanic/Latino, and economically disadvantaged applicants' matriculation to medical school.
- B. Any applicant whose TMDSAS application Race or Ethnicity is American Indian, Alaska Native, Black, African American, Hispanic, Latino, Hawaiian, or Pacific Islander will be classified as a URM per TMDSAS criteria. Any applicant designated as Disadvantaged A or B on their TMDSAS application will be deemed economically disadvantaged. The designations are based on parental education level and income, household size, residential asset value, and descriptors of the applicant's hometown (rural or inner city).

Criminal Background Check

- A. Effective January 1, 2004, a new JACHO standard became effective, requiring criminal background checks on students as well as staff and volunteers who provide care, treatment, and services. Since this has been common practice for the John Sealy School of Medicine students, the security clearance will continue to be done through the TDCJ hospital. The AEC will review students not cleared by TDCJ for a reconsideration of acceptance.
- B. In addition, all entering students must undergo a security background check and drug screen within 60 days of starting classes. No student will be allowed to attend orientation or classes until this requirement has been met. The AEC will review students who fail the security background check and drug screen for a reconsideration of acceptance.
- C. Per TMDSAS policy, post-application submission, applicants charged, convicted of, plead guilty, or no contest to a felony or misdemeanor crime must notify TMDSAS and the school admissions offices within ten (10) business days from the date of the charged or convicted. The AEC will review accepted students who fail to abide by this policy for a reconsideration of acceptance.

Non-Degree Applicants

Applicants who will not have completed a baccalaureate degree by the time of matriculation into medical school must clearly be outstanding in every respect. Of primary concern with such younger non-degree applicants is the question of emotional maturity. Evidence of maturity must be evident and may be drawn from the nature and the extent of extra-curricular activities, the applicant's narrative, the letters of reference, and personal interviews. In other regards, non-degree applicants are considered as other applicants, except that they may be required to be interviewed by committee members

Graduate or Professional Students

The criteria for inviting a graduate or professional student for interview are the same as those for all other applicants in addition to the following:

- i. Above-average performance in graduate-level or professional coursework must be evidenced.
- ii. A letter from the applicant's supervising or major professor and Dean of Students of the professional school is required. In addition to the regular Pre-Professional Evaluation or a letter of evaluation.

AN INDIVIDUAL WHO IS ELIGIBLE TO PRACTICE MEDICINE IN THE STATE OF TEXAS IS NOT ELIGIBLE FOR ADMISSION TO MEDICAL SCHOOL (DOCTOR OF OSTEOPATHIC MEDICINE OR INTERNATIONAL MEDICAL GRADUATE (IMG)).

SCHOOL POLICIES

Holistic Admissions Policy

- A. Utilizing holistic admissions practices, committee members must consider aspects such as the recommendation of the health professions advisor or advisory committee, personal attributes, academic profile, undergraduate coursework, grades, and MCAT® scores. Academic and non-academic factors are of equal importance.
- B. Consideration is given to the applicant's maturity, motivation, and intellectual curiosity as reflected by academic honors, demonstrated leadership roles, research experiences, and participation in activities such as public or community service, athletics, performing arts, and social organizations.
- C. The Admissions Committee also considers interpersonal skills, oral and bilingual communication skills, and unique educational, career, or life experiences.
- D. Only applicants with sufficiently competitive personal attributes, academic records, aptitude and achievement test scores, and pre-professional evaluations should be considered for admissions.
- E. To aid in assessing competitiveness, Admissions Committee members should refer to an applicant's screener score during interview selection and final rating during offers of admissions.
- F. In accordance with Texas Administrative Code and the Texas Medical and Dental School Application Services (TMDSAS), preference is given to legal residents of Texas and no more than 10% of the selected class may be non-Texas residents.

See Appendix for related documents.

Appendix A: Holistic Admissions Policy

Appendix B: School-Specific Personal Attributes

Conflict of Interest and Outside Influence Policy

- A. Any persons participating in the admissions process, including JSSOM faculty and staff members, interviewers, and staff, must recuse themselves in any case where they have, or appear to have, a conflict of interest concerning the applicant.
- B. Persons participating in the medical school admissions process are expected to disclose such relationships and to recuse themselves from review or

deliberations on such applicants.

- C. The Assistant Dean of Admissions and Recruitment, Associate Dean of Student Affairs and Admissions, and the admission office staff will serve as the point of contact for students or other individuals seeking information concerning the status of a prospective student's application, thereby providing a clear buffer between outside individuals and the admissions committee.
- D. The only materials which shall be considered by the Admissions Committee are the Texas Medical and Dental Schools Applications Services (TMDSAS) application and supporting documentation, including letters of recommendation, submitted through the official application process. Verbal or written expressions of support submitted by a third-party outside of the official application process are not part of the applicant's file and are not provided to or considered by the Admissions Committee.
- E. Examples of potential conflicts of interest include, but are not limited to, a faculty member who:
 - Is related by blood or marriage to the applicant
 - Is in or has been in a significant teaching, mentoring, career advising, or social relationship with the applicant
 - Has served as a healthcare provider to the applicant
 - Has participated in the assessment or academic advising of an applicant
 - Is in a significant social relationship with a colleague who is related to the applicant
 - Where a conflict of interest relating to the applicant has been previously identified
- F. JSSOM Admissions Committee members with such conflicts are not allowed to contribute to discussions, deliberations, or vote (in the instance of a voting member) on any motions involving the applicant.
- G. Admission committee members will sign an attestation to abide by this policy and the procedures.

See Appendix for related documents.

Appendix C: Admissions Conflict of Interest and Outside Influence Policy

Appendix D: Conflict of Interest and Outside Influence Policy Attestation Form

Diversity and Inclusion Policy

- A. The JSSOM will remain in compliance with all Federal and State laws and regulations with respect to non-discrimination.
- B. Through our curriculum and programs, the JSSOM will promote awareness and respect, enhance education, and strengthen partnerships fostering diversity and inclusion.
- C. The JSSOM will be an active partner in promoting diversity, equity, and inclusion at UTMB and in the region while adhering to relevant policies in the Institutional Handbook of Operating Procedures (IHOP).
- D. We will actively engage with the UTMB Diversity Council and partner with the University in developing diversity and inclusion initiatives

See Appendix for related documents.

Appendix E: Diversity and Inclusion Policy

INSTITUTIONAL POLICIES

Americans with Disabilities Act, ADA

It is the policy of the University of Texas Medical Branch (UTMB) at Galveston to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of UTMB-Galveston, solely on the basis

See Appendix for related documents.

Appendix F: Policy 07.01.01- Students with Disabilities

Technical Standards/Essential Functions

All accepted applicants must meet the minimum required technical standards and essential functions. All accepted applicants must electronically sign this document thru the mySTAR portal. If accepted applicants have a documented disability or would like to obtain information regarding services for students with disabilities at UTMB, they may contact the Institutional ADA Officer.

See Appendix for related documents.

Appendix F: Policy 07.01.01- Students with Disabilities

Appendix A: Holistic Admissions Policy

UNIVERSITY OF TEXAS MEDICAL BRANCH (UTMB HEALTH) JOHN SEALY SCHOOL OF MEDICINE ADMINISTRATIVE MEMORANDUM

SUBJECT: Holistic Admissions Policy
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I. PURPOSE AND SCOPE

- A. To specify policy and procedures for admissions committee members.
- B. To ensure JSSOM complies with the Liaison Committee on Medical Education (LCME) standards for the medical education program, including LCME Standard 10.3.

II. BACKGROUND

The JSSOM Office of Admissions and Admissions Committee have faculty established criteria for student selection, and have developed and implemented effective policies and procedures regarding decisions about medical student selection and admission.

III. POLICY

- A. Utilizing holistic admissions practices, committee members must consider aspects such as the recommendation of the health professions advisor or advisory committee, personal attributes, academic profile, undergraduate coursework, grades, and MCAT® scores. Academic and non-academic factors are of equal importance.
- B. Consideration is given to the applicant's maturity, motivation, and intellectual curiosity as reflected by academic honors, demonstrated leadership roles, research experiences, and participation in activities such as public or community service, athletics, performing arts, and social organizations.
- C. The Admissions Committee also considers interpersonal skills, oral and bilingual communication skills, and unique educational, career, or life experiences.
- D. Only applicants with sufficiently competitive personal attributes, academic records, aptitude and achievement test scores, and pre-professional evaluations should be considered for admissions.
- E. To aid in assessing competitiveness, Admissions Committee members should refer to an applicant's screener score during interview selection and final rating during offers of admissions.
- F. In accordance with Texas Administrative Code and the Texas Medical and Dental School Application Services (TMDSAS), preference is given to legal residents of Texas and no more than 10% of the selected class may be non-Texas residents.

IV. MONITORING OF THIS POLICY

- A. Assistant Dean for Admissions and Recruitment
- B. Office of Student Affairs

V. DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
MCAT®	Medical College Admissions Test®

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Appendix B: School-Specific Personal Attributes

Collaboration/Teamwork: Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.

Curiosity: Demonstrates a deep and persistent desire to learn new things and problem solve through inquiry in academic and non-academic settings.

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

Conscientiousness: Consistently fulfills obligations in a timely and satisfactory manner by exercising self-discipline and self-control to pursue and achieve their goals; takes responsibility for personal actions and performance.

Cultural Humility/Cultural Competence: Demonstrates knowledge of socio-cultural factors that affect interactions and behaviors as well as a lifelong commitment to learning and growing about such content; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in themselves and others; interacts effectively with people from diverse backgrounds.

Ethical Responsibility to Self and Others: Behaves honestly and ethically; cultivates personal and academic integrity; adheres to ethical principles and follows the rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

Compassion/Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society; locally, nationally, and globally.

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

Situational Judgement: Ability to identify the most appropriate response or course of action in a scenario, crisis, or ethical dilemma.

Appendix C: Admissions Conflict of Interest and Outside Influence Policy

UNIVERSITY OF TEXAS MEDICAL BRANCH (UTMB HEALTH) JOHN SEALY SCHOOL OF MEDICINE ADMINISTRATIVE MEMORANDUM

SUBJECT: Admissions Conflict of Interest and Outside Influence Policy
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I. PURPOSE AND SCOPE

- A. To specify policy and procedures for admissions committee members.
- B. To ensure JSSOM complies with the Liaison Committee on Medical Education (LCME) standards for the medical education program, including LCME Standards 1.2 and 10.2.

II. BACKGROUND

The decisions of the JSSOM Admissions Committee regarding applicants must be free from intimidation and not influenced by any political or financial factors. Members and involved parties (including administration, professional staff, alumni and all employees) must report a possible conflict of interest immediately to the Assistant Dean for Admissions and Recruitment. It is JSSOM's policy to request the disclosure of potential conflicts of interest so that action may be taken to ensure that such conflict does not influence objective decision making.

III. POLICY

- A. Any persons participating in the admissions process, including JSSOM faculty and staff members, interviewers, and staff, must recuse themselves in any case where they have, or appear to have, a conflict of interest concerning the applicant.
- B. Persons participating in the medical school admissions process are expected to disclose such relationships and to recuse themselves from review or deliberations on such applicants.
- C. The Assistant Dean of Admissions and Recruitment, Associate Dean of Student Affairs and Admissions, and the admission office staff will serve as the point of contact for students or other individuals seeking information concerning the status of a prospective student's application, thereby providing a clear buffer between outside individuals and the admissions committee.
- D. The only materials which shall be considered by the Admissions Committee are the Texas Medical and Dental Schools Applications Services (TMDSAS) application and supporting documentation, including letters of recommendation, submitted through the official application process. Verbal or written expressions of support submitted by a third-party outside of the official application process are not part of the applicant's file and are not provided to or considered by the Admissions Committee.
- E. Examples of potential conflicts of interest include, but are not limited to, a faculty member who:

- Is related by blood or marriage to the applicant
 - Is in or has been in a significant teaching, mentoring, career advising, or social relationship with the applicant
 - Has served as a healthcare provider to the applicant
 - Has participated in the assessment or academic advising of an applicant
 - Is in a significant social relationship with a colleague who is related to the applicant
 - Where a conflict of interest relating to the applicant has been previously identified
- F. JSSOM Admissions Committee members with such conflicts are not allowed to contribute to discussions, deliberations, or vote (in the instance of a voting member) on any motions involving the applicant.
- G. Admission committee members will sign an attestation to abide by this policy and the procedures.

IV. MONITORING OF THIS POLICY

- C. Assistant Dean for Admissions and Recruitment
D. Office of Student Affairs

V. DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
N/A	

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Appendix D: Conflict of Interest and Outside Influence Policy Attestation

John Sealy School of Medicine Admissions Committee Conflict of Interest and Outside Influence Attestation

The integrity of the admissions process depends upon the unbiased determination of the appropriate merits of each applicant. Attempts to influence admissions decisions by the use of a person's university or community stature, promise of financial donation (or threat to discontinue financial donation), or any other means that do not directly address the merits of the applicant are not consistent with principles of UTMB and John Sealy School of Medicine. To ensure the integrity of the admissions process, any person involved in the admissions process must attest to the following statements annually:

1. Persons participating in the medical school admissions process are not permitted to review applications or assess applicants with whom they have a prior relationship. Prior relationships include but are not limited to: related by blood or marriage; a family or business relationship; significant teaching, mentorship, or social relationship; significant social relationship with a colleague who is related to the applicant; a workplace relationship in which a colleague is related to an applicant; or where a conflict of interest relating to the applicant has been previously identified.
2. Persons participating in the medical school admissions process are expected to disclose such relationships and to recuse themselves from review or deliberations on such applicants.
3. The Assistant Dean of Admissions and Recruitment, Associate Dean of Student Affairs and Admissions, and the admission office staff will serve as the point of contact for students or other individuals seeking information concerning the status of a prospective student's application, thereby providing a clear buffer between outside individuals and the admissions committee.
4. The only materials which shall be considered by the Admissions Committee are the TMDSAS application and supporting documentation, including letters of recommendation, submitted through the official application process. Verbal or written expressions of support submitted by a third-party outside of the official application process are not part of the applicant's file and are not provided to or considered by the Admissions Committee.

As a member of the Admissions Committee, I have read and agree to abide by the Conflict of Interest and Outside Influence Policy for the Admissions Committee of John Sealy School of Medicine:

Print name

Signature

Appendix E: Diversity and Inclusion Policy

I. PURPOSE AND SCOPE

- A. To assure JSSOM embraces diversity and inclusion as a core part of our mission
- B. To commit to students, faculty, and staff, that we create an environment free of discrimination and one that promotes diversity, equity, and inclusion

II. BACKGROUND

The John Sealy School of Medicine is committed to the recruitment of a diverse group of highly qualified students, staff, and faculty. We strive to create an environment which is inclusive, welcomes and celebrates diversity, and promotes health equity. We believe diversity enhances our academic environment and fosters growth in our students, staff, and faculty.

III. POLICY

- A. The JSSOM will remain in compliance with all Federal and State laws and regulations with respect to non-discrimination.
- B. Through our curriculum and programs, the JSSOM will promote awareness and respect, enhance education, and strengthen partnerships fostering diversity and inclusion.
- C. The JSSOM will be an active partner in promoting diversity, equity, and inclusion at UTMB and in the region while adhering to relevant policies in the Institutional Handbook of Operating Procedures (IHOP)
- D. We will actively engage with the UTMB Diversity Council and partner with the University in developing diversity and inclusion initiatives.

IV. MONITORING OF THIS POLICY

- A. Medical Student AAMC Graduation Questionnaire-annually
- B. Environmental assessment of medical students, staff, and faculty-annually
- C. Monitor composition and characteristics of workforce-annually
- D. Monitor and summarize student mistreatment reports-annually
- E. Review programming and initiative promoting DEI and develop plan-annually

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Appendix F: Policy 07.01.01- Students with Disabilities

I. Title

Students with Disabilities

II. Policy

- A. The University of Texas Medical Branch (UTMB or University), in compliance with applicable federal laws and regulations, strives to maintain an environment free from discrimination against individuals on the basis of race, color, national origin, sex, age, religion, disability, sexual orientation, gender identity, genetic information, or veteran status. It is the policy of the University to fully comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended (ADAAA).
- B. The University will make a reasonable accommodation for a qualified student with a disability.
- C. Applicants with disabilities will be evaluated on a case-by-case basis in accordance with the Essential Functions in effect for the specific program in the school to which the applicant is seeking placement. All students must possess not only the academic abilities, but also the physical, cognitive and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty of the programs in question. Students who pose a direct threat to themselves or others are excluded from this policy.
- D. Although some disabilities (e.g., spinal cord injury or blindness) are readily observable, other disabilities are not as obvious. In the case of disabilities that are not as obvious, a qualified professional must perform a specialized assessment to identify the disability

Note: Although it is impossible to list all disabilities, the same non-discriminatory policies of access and accommodations apply. The following, however, are not considered disabilities under the ADA: homosexuality, bisexuality, transvestitism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or from other sexual disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from current illegal use of drugs. Normal pregnancy and handedness are also excluded as disabilities under the ADA.

III. Recruitment Materials

- A. Recruitment materials for all schools will state UTMB's commitment to equal opportunity for individuals with disabilities, as well as to students regardless of race, color, national origin, sex, age, religion, gender identity, sexual orientation, genetic information, or veteran status. The recruitment materials will also state that the academic program has Essential Functions that

describe specific skills and outcomes that a student must be capable of performing to be successful in the program with or without reasonable accommodations. The Essential Functions of each program will be available to applicants on request and online:

[Essential Functions, School of Nursing](#)

[Essential Functions, School of Health Professions](#)

[Clinical Laboratory Sciences](#)

[Nutrition & Metabolism](#)

[Occupational Therapy](#)

[Physician Assistant Studies](#)

[Physical Therapy](#)

[Respiratory Care](#)

[Essential Functions, School of Medicine](#)

[Essential Functions, Graduate School of Biomedical Science](#)

- B. Recruitment materials also indicate that an applicant with a documented disability can request reasonable accommodations, if needed, during the admissions process by seeking assistance from the Institutional Americans with Disability Act Officer (IADAO). Recruitment materials reflect that all medical and psychiatric information provided by the student pursuing an accommodation is confidential. The name, address and telephone number of the IADAO is listed on all recruitment material.
- C. All application forms, invitations and other correspondence with applicants will include a statement of equal opportunity for students with disabilities. Letters of invitation to interviews will invite students to request any needed accommodations for the interview process.
- D. Academic programs will indicate the following in admission documents:
“UTMB is committed to equal opportunity for students with disabilities. If you have a documented disability or would like to obtain information regarding services for students with disabilities at UTMB, please contact the Institutional ADA Officer. This information will be confidential; only those individuals responsible for assuring reasonable accommodations will be given this information.”

IV. Student Handbook and Bulletins

- A. The school handbooks and bulletins of each UTMB School will contain the following statement:
“UTMB is committed to equal opportunity for students with disabilities. Each academic program has Essential Functions that describe specific skills and outcomes that a student must be capable of performing to be successful in the program with or without reasonable accommodations. The Essential Functions of each program is available upon request. If you have a documented disability or would like to obtain information regarding services for students with disabilities at UTMB, please

contact the Institutional ADA Officer. This information will be confidential; only those individuals responsible for assuring reasonable accommodations will be given this information.”

B. In addition, school handbooks will contain:

1. A precise description of the admission requirements and the ethical standards of the school;
2. A precise description of the academic performance standards, which define good standing in the academic program;
3. Policies that govern academic progress and graduation;
4. The conditions for remediation and counseling;
5. A description of the maximum amount of time that can be taken for completion of the academic program and the awarding of the appropriate degree.

V. Essential Functions

A. Students must be able to perform the following Essential Functions, with or without accommodations.

1. Observation (to include the various sensory modalities): Students must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a microscopic image, etc.). Students must possess functional use of the senses that permit such observation.
2. Communication: Students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written material.
3. Psychomotor Skills: Students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within each program. Students must be able to display motor functioning sufficient to fulfill the professional roles toward which each program educates.
4. Intellectual and Cognitive Abilities: Students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply information. Creative problem solving and clinical reasoning require all of these intellectual abilities.
5. Professional and Social Attributes: Students must exercise good judgment and promptly complete all responsibilities required of each program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisite for all programs
6. Ethical Standards: A

student must demonstrate professional attitudes and behaviors and must perform in an ethical manner in dealings with others. All programs require personal integrity and the adherence to standards that reflect the values and functions of the profession. Many programs also require adherence to a code of ethics.

- B. Each program may further elaborate on these general descriptions so that they are congruent with the professional roles toward which each program educates. The Faculty of the Schools of Health Professions, Medicine, Nursing and Graduate School of Biomedical Science has developed Essential Functions Documents (EFDs). An EFD includes the minimum physical, cognitive, and behavioral standards expected of all students accepted in that academic program at UTMB. The Essential Functions are described as expected outcomes rather than in terms of the processes used to achieve the standard. The EFDs of each school will be reviewed and updated annually. Students must be able to perform, with or without a reasonable accommodation, both sets of essential functions.

VI. Procedures for Admission: Documentation and Progress

- A. Academic programs will include a procedure for use during the admission process whereby accepted applicants are asked whether they can meet the Essential Functions of the academic program with or without reasonable accommodations. Students receive information in the letter of acceptance as well as during orientation. Each accepted applicant signs a form indicating they have received this information. During orientation, accepted applicants have the burden of proof to demonstrate that they can meet the Essential Functions of the academic program.
- B. Accepted applicants who indicate that they can meet the Essential Functions of the academic program, but need reasonable accommodations to do so will be referred to the IADAO. The IADAO will contact the applicant to request documentation of the disability.

VII. Accommodations

- A. Students needing information about the physical accessibility of the facilities on campus should contact the IADAO.
- B. Educational or programmatic accommodations are individually determined to fit the specific needs of a student with a disability. The IADAO will confer with administrators from the school in which the student is enrolled to ensure that the student has requested accommodation is reasonable; that is, it does not alter the fundamental nature of the program and that it can be provided without undue hardship to the institution. If the IADAO and school administrator cannot reach an agreement, the Vice President of Legal Affairs, Associate Vice President of Human Resources and Employee Relations and the Chair of the Academic Executive Committee or their representative will cooperatively make the final determination about the accommodation.

C. Some general categories of accommodations and a rationale for each are presented below:

1. Accommodations that allow equal access to information presented in lecture format.
Rationale: A student with a disability should have equal access to information that an instructor provides. A student needs to be able to obtain this information through some modality that circumvents the limitation created by his/her disability.
2. Accommodations that allow equal access to reference materials required for class.
Rationale: A student with a disability should have equal access to books, periodicals, and other study materials that an instructor requires or assigns. A student needs to access this information through some modality that circumvents the limitation created by his/her disability.
3. Accommodations that allow equal opportunity to demonstrate what has been learned.
Rationale: A student with a disability should have equal opportunity to demonstrate that he/she has learned the instructional material, whether that material relates to classroom, laboratory, or clinical learning. If a disability limits the manner in which the student can communicate his/her knowledge, adjustments to the usual format should be made or other mechanisms, which facilitate this communication, should be made available.

VIII. Student Responsibilities

A. Accepted Students

An applicant who has been accepted into a program within one of UTMB's schools and plans to matriculate will:

1. Read the Essential Functions Document of the program in question. These will be included in the acceptance letter from the Admissions Director (or designated administrative official) of each program. The student will sign and date the document that verifies his or her capacity to complete the essential functions, either with or without reasonable accommodations.
2. Return the signed and dated document related to Essential Functions to the student affairs officer along with the response to the program's acceptance letter. The signed and dated document will be placed in the student's file. If a student indicates a need for an accommodation, the Director of Admissions will forward information to that student about the institutional policy on

- students with disabilities and about the need to contact the IADAO (if student has not already done so).
3. Requests for accommodations will be processed in accordance with the process set out in IV. of this section.

B. Enrolled Students

Students who are enrolled in an educational program at UTMB who discover the presence of a disability are eligible for reasonable accommodations and are accountable for complying with the provisions of this policy. Students who become aware of the presence of a disability and intend to request an accommodation should contact the IADAO.

IX. Process for Requesting an Accommodation

- A. Current students and accepted applicants who wish to request an accommodation should contact the IADAO to initiate the disability accommodation process. Through an interactive process, the IADAO will coordinate with the necessary institutional staff to identify the essential functions of the program of study and determine whether there is an effective, reasonable accommodation that will enable the student or applicant to perform those essential functions.
- B. The IADAO will inform the student of the documentation and other requirements needed to substantiate the presence of a qualified disability. The documentation from the student and his or her professional diagnostician or medical provider must specify the claimed disability, the identity of the professional individual who determined the disability status, how the status was determined, and recommend reasonable and specific ways to accommodate the student's disability within the context of the academic program. The IADAO will evaluate the information to determine eligibility within the guidelines of the ADA.
- C. In order for accommodations to be coordinated, requests should be made far enough in advance to allow the IADAO time to coordinate accommodations with the academic program. Generally, it is best to make requests prior to the beginning of the semester; however, if this is not possible students should make the request as soon as possible after discovery of the disability or need for an accommodation. Students are responsible for all costs associated with verifying their disability, i.e., if an assessment is deemed necessary. The only exceptions to this obligation are those circumstances where UTMB requires a second professional opinion regarding the claimed disability; in those circumstances, UTMB will pay for the second assessment. If a third assessment is needed, any costs associated will be divided equally between the student and UTMB.
- D. The IADAO will consult with representatives of the academic programs and other individuals as needed when evaluating whether an accommodation can be granted without undue hardship or financial strain on an academic or education program, the school or the institution as a whole.

- E. Once an accommodation has been granted, the student or applicant must: Inform the course (academic or clinical) instructor/director, if needed, (through the IADAO) of the authorization or approval for an accommodation at the start of a course/clinical experience, or as soon as possible after an accommodation has been granted, so that the course instructor/director can coordinate the specified accommodation(s).

X. Faculty Responsibilities

- A. Faculty members are responsible for implementing approved accommodations as described in the official letter sent by the IADAO to the student, program director, and faculty advisor. Such accommodations may include the provision of auxiliary aids, extra time for completion of tests, and other services. No class review session or event should be scheduled in any location that limits appropriate physical and programmatic access. The IADAO can assist faculty with questions about accommodations.
- B. Approved accommodations are not advantages but instead are a means of making sure every student has full access to educational programs. Faculty should refer all student questions about this policy or requests for accommodations to the IADAO.
- C. Each course director or instructor, whether based in an academic or clinical setting, will:
 - 1. Review the policy each year pertaining to students with disabilities.
 - 2. Discuss implementation of approved accommodations with the student. (The student will have already been informed of the implementation of the accommodation recommended and approved by the IADAO.) This should be done on the first day of class
 - 3. Discuss with the IADAO any concerns/questions related to the student's ability or to the approved accommodations.

XI. Institutional ADA Officer (IADAO) Responsibilities

The Associate Vice President of Employee Relations will appoint an individual to serve as Institutional ADA Officer (IADAO) for UTMB. This individual will report to the Associate Vice President of Human Resources and Employee Relations. This individual will:

- A. Monitor all student accommodation activity for employees, faculty, students, and patients;
- B. Process requests for accommodations, in compliance with the ADA, while ensuring that the accommodations can be made without undue hardship or financial strain upon the academic/educational programs, the school, or the institution as a whole;
- C. Communicate changes in law or institutional policy relating to recommended accommodations for students with disabilities to the

- schools with Disabilities (CSSD) within five (5) working days of their receipt;
- D. Review this policy annually to ensure that it complies with law and institutional policies; and
- E. Issue an annual report on accommodations.

XII. Coordinator of Services for Students with Disabilities (CSSD) Responsibilities

The Associate Vice President for Student Services of UTMB or his/her designee will serve as the CSSD. The responsibilities of this individual will be to:

1. Work with the IADAO and school administrators on requests for accommodations;
2. Annually review the performance of each school at UTMB jointly with the IADAO;
3. Bring all issues related to students with disabilities to the attention of the Associate Vice President for Student Services (if not serving as the CSSD), the dean of the respective school, and the Associate Vice President of Human Resources and Employee Relations to provide information related to the process and policy;
4. Consult with the Department of Legal Affairs Office and the Associate Vice President of Human Resources and Employee Relations relative to issues of policy and law;
5. Work with the IADAO to provide education about the requirements of the ADA to faculty, staff, students, and administration; and
6. Notify the Schools on an annual basis regarding yearly ADA training issues.

XIII. Maintenance and Confidentiality of Records

A. Documentation in the student's official accommodation file in the Institutional ADA Office will include, but is not limited to:

1. Letters from the student specifying the disability and requesting accommodation(s) due the disability;
2. The student's evaluation for a disability from a qualified professional diagnostician/or medical provider;
3. A written response from the university to the request for accommodation; and
4. A record of the accommodation(s) made for the student.

B. Records maintained by the IADAO qualify as education records under FERPA and will be maintained accordingly.

XIV. Review of Denied Accommodation

A. Students who are denied an accommodation may request review of the decision by contacting the Associate Vice President of Student Services.

B. At the request of the Associate Vice President, the IADAO will provide all documentation provided by the student in support of the request for an accommodation.

C. The Associate Vice President may determine, based on the information provided by the student to the IADAO, that:

1. The denial was proper; or
2. The denial was improper and the accommodation should be provided.
3. The determination will have to be approved by the Provost.

D. The determination made by the Associate Vice President is final, except in those cases governed by Section XV of this policy.

XV. Complaints

Informal Resolution

1. Students who have complaints regarding implementation of accommodations may contact the IADAO to discuss informal options for resolution. The student should notify the IADAO in writing within 24 hours of any problem or concern relating to the

implementation of any approved accommodation(s) based on a disability. This period allows the IADAO to investigate and respond where appropriate.

2. After the student consults with the IADAO, the IADAO will discuss the issue with the faculty or staff member involved and attempt to resolve the issue. If the student, IADAO, and faculty or staff member are unable to resolve the conflict, the student has

the option to file a written complaint with the Department of Internal Investigations in accordance with the procedure set out below.

XVI. Formal Complaint Process

A. A student who feels that the process outlined in this policy has not been followed or that they have been discriminated against based on a disability may file a complaint with the Department of Internal Investigations. In general, complaints of discrimination may be based on one or more of the following:

1. Denial of reasonable and appropriate accommodations in the classroom environment;
2. Discrimination within the academic environment on the basis of disability;
3. Inaccessibility of a UTMB program or activity;
4. Retaliation due to an academic accommodation; and
5. Any other alleged violations of the ADA or Section 504.

a) In order to initiate the formal complaint process, the student should file a written complaint with the IADAO or the Department of Internal Investigations. Alternative means of filing a grievance, such as personal interviews or a tape recording of the complaint, will be made available upon request. The written complaint should include: Detailed and specific occurrences and dates and locations of said complaint with any additional information to be included, such as e-mails, or graded items;

b) The student will also state what steps he/she has taken to resolve the situation prior to this appeal letter; and

c) In addition, the student will state how he/she would like the conflict to be resolved.

B. If the complaint is received by the IADAO, the IADAO will notify the Department of Internal Investigations of the allegation. The IADAO will also provide the written complaint, and any documentation related to the allegation (student's request for

accommodation, outcome of informal resolution attempts, etc.) to the Department of Internal Investigation.

C. Once the student's written complaint is received by the Department of Internal Investigations, the Department of Internal Investigations will investigate the claim pursuant to internal investigations procedures. The Department of Internal Investigations

may contact the student for further information, as needed. When deemed necessary, the Department of Internal Investigations may consult with UTMB's Department of Legal Affairs personnel for further guidance and support.

E. Once the Department of Internal Investigations reaches a decision, the student will receive a written response with a summary of the findings and any recommendations. A written letter of findings and any recommendations will also be provided to the IADAO and the Student Affairs Officer from the school in which the student is enrolled.

XVII. Definitions

Coordinator of Services for Students with Disabilities (CSSD): The Vice President for University Services of UTMB or his/her designee will serve as the CSSD.

Disability: Defined by the Americans with Disabilities Act of 1990, as amended (ADA), an individual has a disability if she/he:

1. has a physical or mental impairment that substantially limits one or more major life activities;

2. has a record of such impairment or

3. Is regarded as having such impairment.

Note: To qualify as a disability under the ADA, the impairment must be permanent or of extended duration.

Essential Functions: Basic activities (cognitive, psychomotor, and affective) that a student must be able to complete within each professional program of the various schools. A description of more specific essential functions for each of the programs within the schools may be obtained through the Admissions Director of each program. ‘

Institutional ADA Officer (IADAO): The IADAO is appointed by the Associate Vice-President of Human Resources and Employee Relations and coordinates the ADA Panel for the UTMB Enterprise. Learning Disability: (as defined by the Rehabilitation Services Administration) "A disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken) or written language or nonverbal means" (RSA PFD-85-7, 1985, p.2). Learning

disabilities are commonly manifested as difficulties with reading, spelling, and expressing ideas in writing, or solving mathematical problems.

Major Life Activity: Defined by the ADA, major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Professional Diagnosticians: An individual who possesses the knowledge, skills and professional credentials to assess and diagnose a specific disability and recommend reasonable accommodations based on a specific disability.

Reasonable Accommodation: Any adjustment or modification that allows the qualified individual with a disability equal access to participation as a student in the various programs of the schools at the UTMB. Any reasonable accommodation should not cause undue hardship, financial or otherwise, to the academic/educational programs, schools, or the institution as a whole. Reasonable accommodations may include: making existing facilities readily accessible to and useable to individuals with disabilities; acquisitions or modification of equipment or devices, appropriate adjustment or modifications of examinations, training material, or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

XVIII. Relevant Federal and State Statutes

[Section 504, Rehabilitation Act of 1973](#)

[Americans with Disabilities Act of 1990/ ADA Amendments Act of 2008](#)

[Family Educational Rights and Privacy Act of 1974](#)

XIX. Other Relevant Documents

[Essential Functions, School of Nursing](#)

[Essential Functions, School of Health Professions](#)

[Clinical Laboratory Sciences](#)

[Occupational Therapy](#)

[Physician Assistant Studies](#)

[Physical Therapy](#)

[Respiratory Care](#)

[Essential Functions, School of Medicine](#)

[Essential Functions, Graduate School of Biomedical Science](#)

XX. Contact Information

Institutional ADA Officer

Lee Hage Jamail Student Center, Room 2.118.

(409) 747-4818

Dates Approved or Amended

Originated: 10/24/1997	
Reviewed with Changes	Reviewed without Changes
06/16/2014	
10/01/2015	
12/14/2018	

Appendix G: Assured Admissions Programs

JOINT ADMISSION MEDICAL PROGRAM

The Joint Admissions Medical Program (JAMP) is a statewide pipeline/assured admissions program for economically disadvantaged applicants funded by the Texas Legislature and administered by the Texas Higher Education Coordinating Board in 2003. Council schools must interview all students who meet matriculation criteria, and qualified students are matched to one of the 13 council schools using the TMDSAS match process. Additionally, JAMP provides:

- Support through undergraduate scholarships and summer stipends
- Placement into JAMP Summer Internship experiences
- Hands-on experience through clinical enrichment opportunities
- Comprehensive, multi-phase MCAT preparation program
- Personal and professional development through dedicated mentoring
- Guaranteed admission to a Texas medical school if all criteria are met
- Scholarships to attend medical school

The admissions committee shall interview all applicants who meet JAMP council criteria for matriculation to medical school; adhering to the JAMP and TMDSAS match guidelines.

JAMP Summer II Internship Description – The JAMP Summer II Internship is designed to expose rising senior JAMP students to the various aspects of medical education and to the medical school environment. It consists of a five-week academic enrichment program which is held on the campus of UTMB Health. The typical student's schedule will involve 30-35 hours per week in formally organized structured courses, seminars, and enrichment activities. Courses such as Molecular Mechanism of Disease, Application of Problem Based Learning, and Medical Humanities, serve as an introduction to medical school curriculum. Students also attend interactive lectures and workshops that will enhance professional identity development, financing medical education, diversity and inclusion, time management, study skills, and stress management. Students will spend a minimum of 4 hours per week rotating through UTMB Health clinics and/or our community partnerships/clinical sites in Galveston. At the UTMB Health clinics, students will be matched with UTMB Health residents and faculty in various specialties. Students also receive valuable information relative to the medical school interview process and participate in practice interview sessions. Various recreational and service group activities are planned each week for social and professional benefit.