MD DEGREE

Equal Access to McGovern Medical School's Educational Program

McGovern Medical School is committed to providing all students with opportunities to take full advantage of its educational and academic programs. MMS and UTHealth Houston recognize that students with documented disabilities may require reasonable accommodations in order to achieve this objective and/or meet the technical standards and essential functions. Any accommodation must allow the student to complete the medical degree program within six years of matriculation. An accommodation request may not be considered reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or if it poses an undue administrative or financial burden.

If a student, with or without reasonable accommodation, cannot satisfy the technical standards/essential functions or if it is determined that the disability would interfere with patient or peer safety or otherwise impede their ability to complete the program and advance to graduation, residency training or licensure, then the student may be separated, discontinued or dismissed from the program.

Process: Candidates with questions regarding disability accommodations are encouraged to contact the McGovern Medical School Section 504 Coordinator (https://med.uth.edu/admissions/student-disability-ada-504-accommodations/) immediately to begin to address what types of accommodation may be considered. Admission to MMS is conditional on the candidate's having the ability to satisfy the technical standards, with or without reasonable accommodation, and results from a process that examines and values all of the skills, attitudes and attributes of each candidate on a case-by- case basis.

MD Student Development

Evaluation and Promotion

The official policies for evaluation of academic performance, promotion, grade grievance, and academic dismissal are outlined in the McGovern Medical School Policy on Student Advancement and Appeals on the McGovern Medical School website here (https://med.uth.edu/oep/policies/).

McGovern Medical School uses the following grade system: Honors, High Pass, Pass, Below Pass, or Fail. Grades and other information relative to a student's academic performance are transmitted to the Student Evaluation and Promotions Committee which, based upon an overall consideration of the student's grades, demonstrated knowledge, clinical performance, and suitability to practice medicine, decides whether a student should be promoted, continued with remedial work assigned, or dismissed. Any student whose active record indicates that he/she is not suitable to continue the study of medicine will be dismissed.

Students can be referred for evaluation and counseling for academic or personal concerns through the MMS Office of Admissions and Student Affairs. The Peer Tutoring Program is also available to all students at no charge.

Conduct and Discipline

Students are responsible for knowledge of and compliance with UTHealth Houston policies concerning student conduct and discipline as set forth in HOOP Policy 186, Student Conduct and Discipline (https://www.uth.edu/hoop/policy.htm?id=1448220), and the McGovern Medical School's Policy and Guidelines for the Evaluation and Promotions of Medical Students. Students may access the full HOOP online here (https://www.uth.edu/hoop/).

For information regarding student academic and behavioral issues, contact:
Sheela L. Lahoti, MD
Interim Vice Dean for Admissions and Student Affairs
McGovern Medical School 6431 Fannin, Suite G400
Houston, Texas 77030

Research Programs for Medical Students

Medical student research is an essential component of the overall mission of McGovern Medical School. The School's Medical Student Research Office (MSRO) offers students the necessary resources to successfully identify and pursue research opportunities. As part of its mission to promote student research, the MSRO administers a "Summer Research Program" that provides an intensive, hands-on, 10-week, 40 hours/week, research experience for medical students during the summer after their first year. The program fosters the development of critical thinking, scientific reasoning, and other research skills.

For the Summer Research Program students work closely with faculty mentors of their choice on research projects organized individually for each student. At the end of the research project, students write an abstract on which they are the first author. These abstracts are published and posted on the program's website. In addition, the students develop a research poster that is presented at the annual Medical School Research Forum and Webber Prize Competition held in the fall. Students who complete the Program receive a certificate of completion and an acknowledgment letter in their permanent academic file, also known as their Blue Book. Students may continue their research until graduation with their mentor. Visit the Summer Research Program website (https://med.uth.edu/oep/msro/msro-programs/srp/) for more information and application deadlines.

Students can also participate in the Scholarly Concentration Programs. All concentrations are thematic, interdisciplinary, longitudinal, and experiential, with guided faculty mentoring and structured group seminars/courses/journal clubs, etc. Students in concentrations are expected to conduct an independent scholarly project. Fourth-year medical students also have the option to pursue a research-intensive fourth-year curriculum, the Academic Career Focus Track (ACFT). Students in the ACFT and other graduating students who have done substantial research may participate in the Spring Senior Research Symposium and The John P. and Kathrine G. McGovern Medical Student Research Award Competition for graduating fourth-year students. The spring research event typically takes place in early March (before Match Day). Entry to the competition is voluntary. Students completing the Scholarly Concentration Program receive a certificate of completion and recognition at graduation. Visit the Scholarly Concentration Programs website (https://med.uth.edu/oep/msro/msro-programs/scp/) for more details.

A new extracurricular elective, Introduction to Research, opened in fall 2024 to assist students in developing fundamental research skills of literature review, close reading, developing research questions, experimental design, and writing. Designed for students with little or no research experience, the course helps prepare students for summer

research programs. See the Medical Student Research Office website for updates on this course offering.

Applicants and MD program students interested in more extensive research training may apply to one of McGovern Medical School's dual degree programs. More information about the dual degree programs can be found under Programs of Study (https://catalog.uth.edu/medical/programs/) page of this catalog. Students can also refer to the McGovern Medical School dual degree program page found here (https://med.uth.edu/about-us/dual-degree-programs/). Limited financial support is available for medical students pursuing research.

Contact the Medical Student Research Office (MSRO@uth.tmc.edu) for interest in research and scholarship.

MD Expenses

Tuition and fees are subject to change and become effective on the date enacted. The Texas Legislature does not set the specific amount for any particular student fee. Student fees are authorized by state statute; the specific fee amounts and the determination to increase fees are made by the university administration and The University of Texas System Board of Regents.

Please refer to the UTHealth Houston Student Financial Services website for the Cost of Attendance (https://www.uth.edu/sfs/cost-of-attendance.htm) (COA). The COA is an estimated cost of a student's educational and living expenses for the period of enrollment. It includes tuition, fees, books/supplies, room and board, and other expenses.

For current tuition and fee schedules for the MD program, see the Bursar's Office (https://www.uth.edu/bursars/student-resources/tuition-fees/mcgovern-medical-school/) website. For other fee information, see required fees (https://www.uth.edu/bursars/student-resources/tuition-fees/required-fees-all-schools/), course and lab fees (https://www.uth.edu/bursars/student-resources/tuition-fees/mcgovern-medical-school/) and student services fees (https://www.uth.edu/bursars/student-resources/tuition-fees/student-service-fees/).

Tuition and Fees (2025-2026)
Resident Tuition: $21,083.00
Non-Resident Tuition: $28,738.00

School Specific Fees
Laboratory: $35.00 (MS1/MS2 Years)
Foundations of Medical Science Course Fee (BSCI 1100; MS1 Year): $675.00
Malpractice Insurance: $25.00
Computer Resource: $200.00
Technology Fee: $1,551.00
Library Resource: $165.00
Simulation and Skills Fee: $1,375.00
UWorld Fee: $499.00 (MS2 Year); $569.00 (MS3 Year)
National Achievement Exams Fee: $130.00 (MS1 Year); $473.00 (MS2 Year); $550.00 (MS3 Year); $184.00 (MS4 Year)
Student Orientation Fee: $162.00 (MS1 Year); $65.00 (MS2 Year); $80.00 (MS3 Year); $75.00 (MS4 Year)
Health Insurance[1]: $3,438[2]
Graduation[3]: $150.00
Information Technology Access Fee: $126.00
Medical Counseling Service Fee: $123.75 (MS1 and MS2 Years); $165.00 (MS3 and MS4 Years)

1 Health insurance is required of all UTHealth Houston students. If students have a health insurance policy, they may provide proof of comparable insurance to Auxiliary Enterprises no later than the 12th class to have this charge waived. Details on the insurance plan are available through the Auxiliary Enterprise Office.
2 The 4th year Class is charged $4012 to cover 14 months of Health Insurance. The months of May and June are added to allow the time between the end of the 4th year and the beginning of their residency.
3 A graduation fee of $150 payable at registration for the final academic term is required of all students. This fee does not include regalia rental.

Through reciprocal agreements, students at other institutions of The University of Texas System, as well as graduate students from Rice University, Baylor College of Medicine, Texas Woman's University, and the University of Houston, may take some graduate courses for credit at McGovern Medical School, subject to the approval of the instructor. In addition, McGovern Medical School medical students may take some courses for credit at any of the above institutions. Mechanism for payment of tuition or registration fees vary according to the individual institution. Consult with that Registrar's Office for specific details.

Scholarships

Scholarships are awarded based on need, merit, or a combination of both. Scholarships do not need to be repaid, but may have specific criteria for the recipient to remain eligible (i.e., grade point average, hometown, undergraduate university, high school, etc.). Competitive scholarships are reviewed in the same manner as all other scholarships. Students may apply online through the Office of Admissions and Students Affairs once each academic year.

Scholarship award decisions are made by the Scholarship Committee.

Books and Supplies

The cost of required textbooks and supplies averages about $3,012.79 (excluding cost of computer) for the pre-clerkship curriculum and $2,010.43 for the clerkships and required advanced clinical experiences. Information regarding specific textbook requirements and costs may be found here (https://med.uth.edu/admissions/admissions/entering-class-checklist/).

Laptop Requirement

Information technology and informatics are integral parts of medical education and practice. In order to fully utilize information resources required by the faculty during your education, the school requires that all incoming medical students have laptop computers that meet specific minimal requirements.

The requirements for the current entering class are provided on the Office of Admissions and Student Affairs web site.

Disability Insurance

McGovern Medical School encourages students to consider whether or not they wish to purchase disability insurance. The Office of Admissions and Student Affairs has information regarding available plans.

Liability Insurance

Students are covered under The University of Texas System Professional Medical Liability Self-Insurance Plan with standard limits for medical

students set at $25,000 per claim and $75,000 as the annual aggregate. Basic coverage is included for $25 a year as one of the required fees.

For students completing extramural electives in their fourth year may be required to purchase increased coverage if mandated by the hosting institution. Students can purchase increased limits to meet needs of up to $2,000,000 per claim and $5,000,000 aggregate.

Ethics

McGovern Medical School recognizes that in addition to intellectual capability and expert technical skills and knowledge, a good physician must have a solid and unassailable foundation and commitment to ethical behavior and principles. Patients and society at large expect and deserve no less. These principles are embedded in the life of the School and its faculty.

Because these principles are so important, students are asked to make an explicit commitment to them.

Ethical Pledge (Code of Professional Conduct)

Incoming students are asked to agree to and sign the following ethical pledge following their acceptance to McGovern Medical School.

- I acknowledge and accept the privileges and responsibilities given to me as a physician-in-training and dedicate myself to provide care to those in need.
- I will approach all aspects of my education with honesty and integrity, embracing opportunities to learn from patients, teachers, and colleagues.
- I will always maintain the highest standards of professional conduct.
- I will certify only that which I have personally verified, and I will neither receive nor give unauthorized assistance on examinations.
- I will value the knowledge of wisdom of the physicians who have preceded me.
- I will recognize my weaknesses and strengths and strive to develop those qualities that will earn the respect of my patients, my colleagues, my family, and myself.
- I will respect the humanity, rights, and decisions of all patients and will attend to them with compassion and without bias.
- I will maintain patient confidentiality and be tactful in my words and actions.
- I will value the diversity of patients' experiences, cultures, and beliefs because it enhances my ability to care for them and enriches my education.
- I will not forget that there is an art to medicine as well as a science and that warmth, sympathy, and understanding are integral to patient care.
- I will strive to earn the trust my patients place in me and the respect that society places upon my profession.
- I recognize the privileges afforded to me as a physician-in-training and promise not to abuse them.
- Even as a student, I have a responsibility to improve the standard of health in my community, to increase access to care for the underserved, and to advance medical knowledge.
- As I accept these new responsibilities, I will not forget the importance of my own health and well-being. I will continue to value my relations with those who have supported me in the past and those who will share in my future.
- Knowing my own limitations and those of medicine, I commit myself to a lifelong journey of learning how to cure, relieve pain, and comfort with humility and compassion.
- I make these promises solemnly, freely, and upon my honor.

White Coat Ceremony

Dr. Arnold P. Gold, a faculty member at Columbia University College of Physicians and Surgeons, initially conceived the White Coat Ceremony. The White Coat Ceremony marks students' initial entry into the medical profession. A White Coat Ceremony is typically held between the fall and spring semesters of the first year. Students are presented white coats, which symbolize their journey to becoming physicians. At the end of the ceremony, the students recite The Physician's Oath of Hippocrates and re-affirm the Ethical Pledge.

MD Academic Organization

USMLE Step 1

Students are required to sit for USMLE Step 1 prior to the start of the fourth-year coursework (Career Focus Track phase). A student who does not pass is required to retake the examination within 90 days of notification of failure. An extension to the 90-day deadline to retake the exam may be granted on application to the Office of Admissions and Student Affairs.

USMLE Step 2

Students are required to take USMLE Step 2 CK prior to graduation.

The Curriculum Committee is charged by the Dean to provide oversight of the medical education program, including the design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

Competencies and Medical Education Program Objectives

McGovern Medical School expects all of its students to demonstrate the following competencies prior to graduating with the M.D. degree.

1. **Patient Care and Clinical Skills** – Graduates must be able to provide patient-centered care that is compassionate, appropriate, and effective for the promotion of health and the evaluation and management of disease.
2. **Medical Knowledge** – Graduates must be able to demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.
3. **Interpretation of Medical Data/Practice-Based Learning and Improvement** – Graduates must be able to demonstrate the ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care based on constant self-evaluation and life-long learning.
4. **Interpersonal and Communication Skills** – Graduates must be able to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

5. **Professionalism** – Graduates must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
6. **Health Systems and Society**– Graduates must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

The medical education program objectives are specified for each competency area and can be found here (https://med.uth.edu/oep/medical-education-2/core-competencies-and-educational-program-objectives-epos/).

Learning Resource Center

The Learning Resource Center (https://med.uth.edu/lrc/) (LRC) manages study spaces, liaises with faculty and students, and provides information on innovative teaching and learning resources in support of the school's curricular offerings. In 2024, a floor-to-ceiling renovation was completed, providing students with reconfigured and updated spaces to study individually and collaboratively. With 24/7 access, the LRC provides 250+ seating spaces, including over 110 study carrels/stations, 14 group study rooms, and two fully equipped "clinic" rooms to practice physical exam skills. On-site IT staff provides support to students on the repair, maintenance, and configuration of their school-approved computer devices. In addition to a large facility in the medical school building, students have access to satellite facilities elsewhere in the medical school building and at the Lyndon B. Johnson Hospital. Students also have 24/7 access to student lounges at these sites. In collaboration with librarians from the Texas Medical Center Library, the LRC staff assists students with online search strategies and information literacy skills. The library also provides a comprehensive collection of print and digital resources, correlated to the medical school's curricular offering.

MD Admissions

Admission to McGovern Medical School is determined by the Admissions Committee, which is composed of faculty members from both basic science and clinical departments.

For all medical schools of The University of Texas System, the Texas Legislature requires that 90% of the admitted class each year be Texas residents; therefore, no more than 10% of the entering class can be non-residents.

UTHealth Houston endeavors to foster an educational and working environment that provides equal opportunity to all members of the university community. To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program, or activity sponsored or conducted by UTHealth Houston on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status, disability, genetic information, gender identity or expression or any other basis prohibited by law.

Any student or potential student who has a complaint regarding equal opportunity under this policy should contact the respective school's associate dean for student affairs, or the Equal Opportunity Advisor in the University Relations and Equal Opportunity (https://www.uth.edu/hr/department/equal-opportunity/) office.

The full policy can be found online in the UTHealth Houston Handbook of Operating Procedures (HOOP) Policy 183, Nondiscrimination, Anti-Harassment and Equal Opportunity (https://www.uth.edu/hoop/policy.htm?id=1448214).

Academic Prerequisites

Applicants must complete at least 90 undergraduate semester hours, including the prerequisite coursework listed below, at a regionally accredited United States or Canadian college or university. Preference is given to students who obtain a baccalaureate degree prior to admission to medical school. Graduate courses do not satisfy premedical requirements.

Prerequisite Coursework

English: a minimum of 6 semester hours of college English. Any college English course earned at an accredited institution of higher education that fulfills a general education English requirement of a baccalaureate degree will be accepted. Remedial or developmental courses or "English as a Second Language" courses are not accepted.

Biological Sciences: 14 semester hours (12 lecture hours plus 2 lab hours). One year may be completed by advanced placement. The other year must be completed in residence at a college and must include formal laboratory work. Biological science courses must be as required for science majors.

Inorganic Chemistry: 8 semester hours (6 lecture hours plus 2 lab hours). The courses should be for science majors, including the corresponding laboratory experience. Should include familiarity with analytic and volumetric techniques. Inorganic courses include general chemistry, physical chemistry and quantitative analysis.

Organic Chemistry: 8 semester hours (6 lecture hours plus 2 lab hours). The courses should be for science majors, including the corresponding laboratory experience.

Physics: 8 semester hours (6 lecture hours plus 2 lab hours). Physics courses must be as required for science majors and must include laboratory experience.

Prerequisite Coursework

Please refer to the Office of Admissions and Student Affairs for full details (https://med.uth.edu/admissions/why-mcgovern/requirements/).

Medical College Admission Test

The Medical College Admissions Test (MCAT) is required for admission. The exam should be taken within 5 years of applying to medical school and no later than the last September test date in the year of application submission (i.e. no later than September 30 of the year before you expect to begin medical school).

Evaluation of Applicants

McGovern Medical School, in conformity with the purpose assigned it by the Texas Legislature and its mission statement, selects the best qualified students for its entering class who demonstrate a potential to become competent and caring physicians and who will serve the identified needs of the State of Texas. The Admissions Committee considers the totality of each application and gives importance to the factors enumerated below.

1. Intellectual Capacity

Each student who is accepted must have the intellectual ability to successfully complete medical school and master the essentials of the practice of medicine. Considered are undergraduate and graduate record, standardized test scores, academic awards and honors (e.g. Phi Beta Kappa, National Merit, etc.), research accomplishments, degree of difficulty of undergraduate academic program, pre-professional evaluations, personal interview, and any other data submitted.

2. Interpersonal and Communication Skills

The practice of medicine demands a high level of interpersonal skills and a compassionate attitude. Ability to communicate is essential for these qualities. Considered are community or charitable service, e.g., volunteering to help the less fortunate; extracurricular activities and organizations; leadership positions; employment history; recognition for humanitarian service; awareness and direct knowledge of cultural elements as they may impact on health care; evidence of being well-written and well-spoken exemplified by standardized test scores in verbal abilities, the MCAT score on the written essay, statements made on the application or in the personal interview and any other relevant considerations which the students or his or her pre-professional advisors may present.

3. Breadth and Depth of Pre-medical Educational Experience

The modern practice of medicine requires a strong scientific background and also an ability to understand the complex non-scientific problems facing physicians and patients, e.g., ethical or socioeconomic problems. The bare completion of the pre-medical requirements is a base on which to build further knowledge and prepare physicians for a lifetime of study so that they will remain the best possible practitioners of medicine. Considered are undergraduate core curriculum or course selection; participation in the intellectual life of the university, e.g., belonging to discipline organizations — chemistry or philosophy club; extent of reading; papers written or published; knowledge displayed at the interview; Honors Program; pre-professional evaluations; any other relevant indications of scholarly accomplishment.

4. Potential for Service to the State of Texas

A state medical school must have as a primary concern producing practitioners who will serve that state in residency; applicant's goals for the future; size and location of hometown and whether applicant resides in a Health Professions Shortage Area; potential for future provision of health services to under-served areas or needed specialties; linguistic skills appropriate to the Health Profession Shortage Area the applicant wishes to serve.

5. Motivation

A physician must be prepared for a lifetime of dedicated intense service to her or his patients. This requires a high level of selfless motivation. Considered are success in overcoming adverse economic or educational conditions; employment history occurring simultaneously with undergraduate academic preparation; participation in activities requiring time management skills, e.g., varsity athletes, campus symphony, etc.; constantly improving undergraduate record; veteran status; experience in health-related activities.

6. Integrity

A physician, because of the public trust given to members of the medical profession, must have qualities of integrity beyond reproach. Considered are pre-professional evaluations; any academic integrity violation; conduct of a crime; any other relevant background relating either positively or negatively to applicant's standard of integrity (e.g. Honorable Discharge or Discharge under Honorable Conditions).

7. Technical Standards and Essential Functions

Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that accepted students must meet certain standards of capability (with or without reasonable accommodations) for matriculation, continued enrollment, and graduation with the MD degree. McGovern Medical School (MMS) intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure and who will serve the identified needs of the State of Texas. The following abilities and characteristics are defined as technical standards, which, in conjunction with academic standards established by the faculty, are requirements for admission, promotion, and graduation. Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education. Although these standards serve to delineate the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum.

- **Observation**: Candidates must have the skills to be able to accurately obtain information from demonstrations and patient examinations in order to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.). The skills necessitate the use of a sense of vision, hearing, and somatic sensation or a functional equivalent.
- **Communication**: Candidates must be able to communicate effectively with faculty, colleagues, staff, patients, their families, and members of the health care team. They must be able to obtain a medical history in a timely fashion, interpret non-verbal information, and establish therapeutic rapport with patients. Candidates must be able to read and record information accurately and clearly in a healthcare setting.
- **Motor Function**: Candidates must possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely and efficient manner while providing general and emergency care that are reasonably required of physicians. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular functions, and balance and equilibrium. They must be able to adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.
- **Intellectual-Conceptual, Integrative and Quantitative Abilities**: Candidates must be able to assimilate detailed and complex information presented in both didactic and clinical coursework, and engage in problem solving. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group and collaborative activities, problem-based learning groups, individual study, preparation and presentation of reports, simulations, and use of computer technology. Candidates are expected to measure, calculate, reason, analyze, synthesize, and transmit information across modalities. In addition, candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
- **Behavioral and Social Attributes**: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. This includes, but is not limited to, accepting the

responsibility of learning, exercising good judgment, and promptly completing all responsibilities associated with the diagnosis and care of patients. **Candidates are expected to exhibit integrity, honesty, professionalism, compassion, and display a spirit of cooperation and teamwork.** They must understand and abide by the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Candidates must be able to work effectively, respectfully and professionally as a part of the healthcare team, and to interact with patients, their families, health care professionals, colleagues, faculty, and staff in a courteous, professional, and respectful manner. Candidates are expected to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. They must be able to tolerate physically taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments. They must be capable of regular, reliable and punctual attendance at classes and in regard to their clinical responsibilities.

- **Ethical Standards**: Candidates must meet the legal standards to be licensed to practice medicine. As such, candidates for admission must acknowledge and provide written explanation of any felony offense or disciplinary action taken against them prior to matriculation to McGovern Medical School. In addition, should the student be convicted of any felony offense while in medical school, they agree to immediately, but within 5 business days, notify the Vice Dean of Admissions and Student Affairs or designee as to the nature of the conviction. Failure to disclose prior or new offenses can lead to disciplinary action by MMS that may include dismissal.

Application Procedure

All applicants to McGovern Medical School must complete the following:

A **primary** application

- Applicants to the MD program must apply through the Texas Medical and Dental Schools Application Service (TMDSAS).
  - Applications for entry are typically accepted between May 1 and October 1 of the year preceding matriculation.
  - Applicants should contact TMDSAS for the most current information.
  - Application information is available on TMDSAS's website (https://www.tmdsas.com)

  Mailing address:
  Texas Medical and Dental Schools Application Service
  P.O. Box 2175
  Austin, Texas 78768
  512-499-4785

- Those applying to the MD/PhD dual degree program must complete the American Medical College Application Service (AMCAS) Application (https://students-residents.aamc.org/preparing-medical-school/preparing-medical-school/). The application can be accessed here (https://students-residents.aamc.org/preparing-medical-school/preparing-medical-school/).

A **secondary** application

- A McGovern Medical School Secondary Application is required of all applicants.
- Candidates will receive an email invitation from our school containing the link and instructions to complete our secondary application after we have received their complete application from TMDSAS. Please allow for processing time by TMDSAS (https://www.tmdsas.com).

A **CASPer Test** score

- All applicants applying to McGovern Medical School are required to complete an online assessment, Computer-Based Assessment for Sampling Personal Characteristics (CASPer), to assist in our selection process.
  - Applicants must go to takealtus.com to sign up for the Medicine test (CSP-10111 – U.S. Medicine), under your specific country (USA), and reserve a test using your TMDSAS ID and a piece of government-issued photo ID.

Once applications are processed by TMDSAS, they are forwarded to McGovern Medical School, where they are reviewed and evaluated by the Admissions Committee. The same criteria for evaluation are applied to all candidates.

After receiving an offer of acceptance, applicants are required to indicate their acceptance decision online within two weeks of notification. An applicant who later decides to accept a position at another institution should give prompt notice of withdrawal to McGovern Medical School.

McGovern Medical School recognizes the procedures and deadlines recommended by the Association of American Medical Colleges and the American Medical Colleges Application Services.

Entering medical students are required to consent to and pay for a criminal background check by an entity designated by McGovern Medical School. Admission is expressly contingent upon successful completion, review, and approval of the content of the criminal background check. The criminal background process will be repeated before the student enters the clinical rotations.

Curriculum

The basic four-year program outlined below is required for the MD degree. The curriculum is organized into three phases: pre-clerkship, clerkship, and the career focus tracks. Variations and adjustments may be made as the Curriculum Committee deems necessary.

Pre-clerkship Phase

Year 1/Fall Semester/20 instructional weeks

BSCI 1100 Foundations of Medical Science P/F

The purpose of this module is to provide students with the fundamentals necessary to study human disease at an advanced level. Students will learn the basic structure and function of major organs at the same time as they practice the related physical exam and clinical skills in Doctoring. In addition, students will learn the basic biochemical, cellular, and physiological mechanisms that underlie the major classes of disease. Course fee: $675-anatomy Pass/Fail Course fee: $675

BSCI 1101 Doctoring 1: History and Physical Exam P/F
This course introduces the student to the basic clinical skills of interviewing a patient and conducting a comprehensive medical history. Students learn to perform a normal physical examination on a healthy adult and document patient encounters (comprehensive history and physical examination) in an organized, accurate manner. The student integrates their own experiences during the course with longitudinal theme content to illustrate ways in which a physician communicates respect, compassion, and empathy. The student applies knowledge obtained from the longitudinal themes including the treatment of special patient populations (geriatric, pediatric etc.) and they will have specific training in the interview of the psychiatric patient. Pass/Fail

Year 1/Spring Semester/18 instructional weeks

BSCI 1200 Hematology and Introduction to Pathology
The Hematology and Introduction to Pathology (HIP) module begins with an introduction to basic principles underlying disease: cell injury, adaptation, cell death and the effects that these processes have on tissues and organs. This is followed by an introduction to neoplasia. The second portion of the HIP module focuses on hematologic disorders, including anemias, coagulation disorders, and thrombotic disorders and how these conditions are treated. Reactive white blood cell disorders and hematologic malignancies will also be presented. Fail Thru Honors(MED)

BSCI 1201 Cardiovascular System
The Cardiovascular Module focuses on expanding the concepts presented in Foundations and developing a knowledge base in pathology, pharmacology and clinical skills associated with the heart and vascular system. The emphasis is on management of cardiovascular disease including hypertension, myocardial infarction, congestive heart failure, arrhythmias, and both congenital and acquired cardiovascular defects. The concepts presented in this module are linked those presented during the subsequent pulmonary and renal modules to emphasize the tight integration of these organ systems. Fail Thru Honors(MED)

BSCI 1202 Pulmonary System
This course begins with a review of pulmonary physiology from Foundations, followed by lung development and introduces radiologic imaging of lung structure. Students will study more in-depth lung physiology, and infectious and obstructive diseases of the lung in both adults and children. Students will be introduced to pathology, physiology, radiology and management of various acute critical conditions such as sepsis, acute respiratory distress syndrome and pulmonary embolism. Fail Thru Honors(MED)

BSCI 1203 Renal System
The Renal System Module covers the physiology defining normal renal function, clinical characteristics and pathology / pathophysiology of diseases of the kidney, and clinical disorders that result from failure of the kidney to function correctly. Students will learn to evaluate changes in fluid and electrolyte balance, mineral metabolism and glomerular function and renal clearance. The clinical implications of renal dysregulation/ dysfunction will be explored. Fail Thru Honors(MED)

BSCI 1204 Doctoring 2:Longitudinal Clinical Experience
During Doctoring 2 students begin to use the skills acquired in Doctoring 1. Students will interview, perform comprehensive and focused histories, and perform comprehensive physical exams to evaluate patients with diseases and symptoms. Students will document patient encounters in an organized manner. Student will be able to integrate clinical and basic science knowledge in order to: analyze basic laboratory results; develop a differential diagnosis; determine a basic science pathology and pathophysiology. The student will be able to integrate their own experiences during the course with longitudinal theme content to describe in depth at least two key lessons learned by attending an interprofessional patient safety meeting. Fail Thru Honors(MED)

Year 2/Fall Semester/20 instructional weeks

BSCI 2102 Doctoring 3: Longitudinal Clinical Experience
Doctoring 3 builds on skills gained from Doctoring 1 & 2 (interview, comprehensive/focused history, comprehensive/focused physical exam) to evaluate patients with diseases and symptoms, and document patient encounters in an organized, accurate manner. The student will be able to integrate clinical and basic science knowledge in order to: analyze basic laboratory results; develop a differential diagnosis; determine a basic science pathology and pathophysiology. The student will be able to integrate their own experiences during the course with longitudinal theme content to describe in depth at least two key lessons learned by attending an interprofessional patient safety meeting. Students are required to complete Basic Life Skills during Doctoring 3. This course spans the fall and spring semesters. Fail Thru Honors(MED)

BSCI 2100 Gastrointestinal System
The Gastrointestinal Module builds on the concepts learned in Foundations and other systems modules further enhancing their knowledge base in anatomy, biochemistry, microbiology, pharmacology, pathology, and clinical expertise pertaining to the field of gastroenterology, hepatology, and nutrition. This module uses a variety of pedagogies, including didactic lectures, problem-based learning (PBL) cases and independent study. Fail Thru Honors(MED)

BSCI 2101 Nervous System & Behavior
The Nervous System and Behavior Module (NSB) is a team-taught course that provides an interdisciplinary approach to understanding the nervous system and behavior. The module consists of multi-modal learning approaches: lectures, clinical presentations with patients, laboratory sessions, clinical correlations, small group learning exercises, self-study exercises and problem based learning (PBL) cases. The ultimate objectives and goals of the NSB Module are to provide an understanding of the structure, function and dysfunction of the nervous system. Mental illness, behavioral dysfunction, and substance use issues are presented from a biopsychosocial perspective with both pharmacological and psychological interventions for treatment. Fail Thru Honors(MED)

BSCI 2103 Endocrine System
This module focuses on hypothalamic-pituitary axis, and normal growth patterns and growth disorders. Students will learn about diagnostic strategies and therapeutic options for various diseases including pituitary, metabolic, adrenal and thyroid disorders. Students will also be introduced to the diagnosis and pharmacologic management of osteoporosis. Fail Thru Honors(MED)

Year 2/Spring Semester/10 instructional weeks

BSCI 2201 Reproductive Systems
This module focuses on hormonal regulation of reproductive function, evaluation and management of infertility, and pregnancy, including preconception planning and the physiology of birth. Students will be introduced to the management of diabetes, hypertension, and infectious diseases during pregnancy. They will also learn about uterine, ovarian and breast pathology, as well as the genetics of breast and gynecologic malignancies. Students will also be introduced to breast imaging and the medical treatment of breast cancer, as well as management of sexually transmitted infections and male genitourinary pathology. Students will discuss sexual identity, sexual function, and the reproductive health of older adults. Fail Thru Honors(MED)

BSCI 2202 Musculoskeletal System & Derm
Students will learn about the morphology, pathophysiology, clinical presentations and management of common skin disorders. They will spend time in the dermatology clinic where they will have the opportunity to perform skin examinations, and learn about evaluating and diagnosing skin conditions. Students will also learn about various bone disorders and soft tissue malignancies, including pathophysiology, diagnosis, differential diagnosis, management and treatment. The approach to various forms of musculoskeletal pain, relevant physiology, and treatments will be explored. Fail Thru Honors(MED)

BSCI 2304 Transition to Clerkship (P/F)
This course prepares students for the clerkships. It is composed of required sessions including large group and skills sessions. Pass/Fail

Clerkship Phase

The Clerkship Phase occurs in Year 3 of the curriculum and consists of 48 instructional weeks. The required clerkships include family medicine, internal medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and surgery, as well as a three-week elective and a one week geriatrics rotation. The goal of the clerkship phase is to provide broad exposure to the major disciplines of medicine. Specific descriptions are below. Geriatrics and the elective are pass/fail.

FAMD 3001 Family Medicine
The goal of this clerkship is to introduce the principles and practice of Family Medicine, and to provide the essential clinical skills and training, which students will find useful in whichever specialty they choose to pursue. This clerkship focuses on the approach to the ambulatory patient and learning activities are planned to introduce the skills, knowledge, and attitudes that all physicians need when faced with such a patient. The curriculum for this course focuses more on the process of evaluating and treating a new patient or problem, and is not limited by a specific content. A core content will be addressed that is central to the acute, chronic, and preventive care that family physicians deliver. Additional knowledge and skills are gained in the specific areas relevant to the patient encounters. Students develop a framework within which they can initiate evaluation and care for any patient, regardless of clinical setting or problem, and do so in a fashion that fosters an ongoing relationship with the patient. Fail Thru Honors(MED)

GERI 3030 Geriatrics (Pass/Fail)
The geriatric and palliative third year rotation is designed to enable medical students to practice effectively in a clinical setting. Students will actively participate in the ongoing, daily care of older and/or palliative patients. Students will be paired with a geriatric or palliative preceptor who will provide clinical teaching and feedback. Throughout the clerkship, students will work with a variety of geriatric and/or palliative focused health professionals as part of the interprofessional team approach. Pass/Fail

INTM 3001 Medicine
The Internal Medicine Clerkship is an eight week rotation split into two four week blocks with the primary goal of introducing students to the evaluation and treatment of adults hospitalized with acute medical illness. Emphasis is placed on developing the skills to diagnose common clinical conditions and to recognize the clinical presentations of common diseases. Students will take patient histories, perform comprehensive physical exams, formulate problem lists with appropriate differential diagnoses, and document their findings in the electronic health record. Students will participate in the evaluation of a variety of patients as part of a team of residents and students under the supervision of an internal medicine faculty member. Fail Thru Honors(MED)

NEUR 3000 Required Neurology
The Neurology clerkship is a four week rotation designed to educate students to take a relevant neurologic history, perform a comprehensive neurologic exam and based on their findings, effectively localize the lesion or determine the relevant neuroanatomical correlation. Students will have an opportunity to perform a neurologic exam on a standardized patient, encounter common neurologic emergencies in the simulation lab and repeatedly apply their knowledge in both inpatient and outpatient settings where they will encounter a broad range of neurologic diagnoses. Fail Thru Honors(MED)

OBGY 3001 Obstetrics/Gynecology
The Obstetrics and Gynecology clerkship covers pathophysiology of the female reproductive system. The basis for the diagnosis, management, and treatment of diseases specific to women are also covered. Students participate in patient encounters in the operating room, labor and delivery, emergency room, ambulatory clinics and on the hospital wards. Fail Thru Honors(MED)

PSYC 3001 Psychiatry
The Psychiatry clerkship is a six week rotation where students will participate in a multidisciplinary team to help provide care for patients with ongoing psychiatric illness. Students in this clerkship will build on their knowledge about behavioral sciences from their Doctoring, Nervous System and Behavior module, and Foundations of Medical Science experiences and will expand their interviewing, diagnostic and treatment skills for psychiatric disorders. Fail Thru Honors(MED)

SURG 3001 Surgery
The Surgery clerkship curriculum emphasizes the basic clinical skills required to solve common surgical problems. Students will be introduced to preoperative, postoperative, emergency, and ambulatory care of patients. By the completion of this clerkship, students will be expected to demonstrate an understanding of the pathophysiology of surgically treatable diseases and to have acquired sufficient knowledge and diagnostic skills to be able to recognize when a patient's condition might best be served by a surgical consultation. Students will also develop skills for the safe, effective, and efficient management of patients in the hospital and ambulatory setting. Fail Thru Honors(MED)

PED 3001 Pediatrics
Pediatrics is an eight week rotation, with four weeks spent on the inpatient unit at Children's Memorial Hermann Hospital or Memorial Hermann Hospital Sugarland and four weeks spent at one of several outpatient pediatric clinics scattered around Houston. Students will be exposed to the care of newborn infants, children with acute and chronic medical conditions, and well children coming in for their regular checkups. A major focus of the clerkship is injury and illness prevention. Students will become familiar with congenital and acquired conditions, as well as normal and abnormal patterns of development.

Elective

All students have the opportunity to explore a wide variety of specialties during their three week third year elective. During this time students may explore specific specialty interests, or they may work on a project associated with their Scholarly Concentration. Pass/Fail

Students will have four weeks of vacation during the Clerkship Phase.

Career Focus Tracks Phase

The Career Focus Tracks Phase occurs in Year 4 of the curriculum and consists of 42 instructional weeks. The goal of the Career Focus tracks is to provide students with clinical experience related to their intended career path, and to provide career mentoring and guidance. There are four tracks: primary care, acute care, academic career, and applied anatomy. During the tracks, all students complete three required advanced clinical selectives: ambulatory care, advanced patient care, and critical care. Additionally, the career focus tracks require six (6) four-week electives tailored to the students' interests.

Students will take the required Comprehensive Clinical Competency Examination (CCCE) at the beginning of Year 4.

Career Focus Tracks (CFT 4001)

Students choose one of four fourth year tracks, corresponding to their career goals. These tracks have specialty-related educational activities throughout the year.

- The Primary Care track is designed for students interested in Pediatrics, Internal Medicine, Family Medicine, and Psychiatry. Students planning on practicing OB/Gyn in the community might also select this track.
- The Acute Care track is primarily designed for students planning to go into Emergency Medicine or Anesthesia.
- The Applied Anatomy track is designed for students interested in surgical specialties, pathology, and radiology.
- Academic Career is a track for students who have embarked on a significant research project during medical school. They are permitted to devote additional elective time to research in order to ready their project for publication.

AMB 4000 Required Ambulatory Medicine
The required fourth-year ambulatory rotation is an outpatient clinic-based selective, allowing students to choose a particular area of focus consistent with their career trajectory. Students are able to request an ambulatory experience in emergency medicine, family medicine, internal medicine, obstetrics-gynecology, or pediatrics. Students will care for patients coming in for preventative health checkups and those with minor acute illnesses. Students also revisit the principles of evidence-based medicine and complete a critical literature review for a clinical question of their choosing. Fail Thru Honors(MED)

RCC 4000 Required Critical Care
The required critical care rotation places fourth year students in an ICU setting, caring for the sickest patients in the hospital under the supervision of critical care fellows and faculty. Students are able to request from a list of ICUs, tailoring the experience to their intended career. There is a focus on procedures and ventilator management. Fail Thru Honors(MED)

APC 4000/4001 Advanced Patient Care
This rotation, commonly referred to as an "acting internship" or a "Sub-I" rotation, puts fourth year students on inpatient teams in the role of an intern, giving students primary responsibility for hospitalized patients under the direct supervision of a faculty member. Students will work on a call or shift system alongside the residents, taking admissions, practicing order entry, and working with case managers to ensure safe discharges. Students may choose a rotation that best fits their career plans from a wide variety of inpatient services.

RTR- 4000 Transition to Residency
This course includes specialty-based workshops, panel discussions, plenary speakers, and clinical skills practice sessions designed to prepare students for residency.

McGovern Medical School's fourth-year elective programs permit students to seek clinical opportunities away from Houston, at their own expense, ranging from family practice in rural communities to experiences in the most sophisticated settings requiring advanced technology. International clinical and research electives also are available. The School is fortunate regarding the wealth of clinical opportunities available to its students.

The fourth-year elective catalog is available online here (https://med.uth.edu/admissions/current-students/ms4/).

Fourteen weeks are available for vacation or additional electives. These weeks may be used during the required clerkships in special circumstances and with prior approval of the Office of Admissions and Student Affairs.