

TUCSON EDUCATIONAL POLICY COMMITTEE (TEPC)

Agenda Wednesday, July 17, 2019

4:30-6:00pm Rm. 3230

AGENDA ITEMS

Announcements:

1. New Members Introductions (Cohen)
2. Educational Leadership Committee (Elliott)
3. Subcommittee updates: TCMS, TCCS, TEVs, Evaluation, Electives
4. Clerkship Overlap Update
5. Call to Audience (Cohen)

Voting Items:

1. Minutes from June 5, 2019 (Cohen) (Attachment)
2. Nominate and Elect new vice chair (Cohen) (Attachment)
3. 2019-2020 & 2020-2021 Academic Calendars with Financial Aid Revisions (de Luc) (Attachment)
4. Transition to Residency Bootcamp (Partha) (Attachment)
5. TEPC Processes and Procedures document update (Cho) (Attachment)

| FUTURE AGENDA ITEMS | | | |
|---------------------|---|------------|-----------------|
| | Items(s)/Timeframe | Time Frame | Assigned to |
| | Honors/Pass/Fail Grading Metrics in Pre-Clerkship | Aug. 7 | Moynahan/Givens |
| | Pediatric Emergency Medicine – New Course Approval (Attachment) | Aug. 7 | Bradshaw |
| | Emergency Medicine Course Updates – EMD 840 and EMD 845 (Attachments) | Aug. 7 | Bradshaw |
| | Pathways in Health and Medicine Block Change Form | Aug. 7 | Cagno |
| | Proposed CQI Project Plan re: questions survey (quality/utility of required sessions) | Aug. 15 | ?? |
| | GQ 2018 Summary follow-up to address low performing areas | Future | Givens |
| | Block/Longitudinal Directors' Survey on New Curriculum (Attachment) | Future | Cho |
| | Faculty Assessment of Student Performance form – Electives | Future | Cho/Warneke |
| | OB-GYN Clerkship Review | Future | Cho |
| | Grading and Progression Policy: Reintegration Requirements for LOAs | Future | Lebensohn |
| | Nervous System Pilot follow-up on outcome data | Feb. 2020 | Vanderah |

TEPC

**Meeting Attendance and Minutes from:
Wed., June 5, 2019 4:30-6:00pm, Rm 3230**

Meeting Minutes

MEETING ATTENDEES

| Voting Members | | Resource Members | |
|-------------------------------|---|-------------------------|---|
| Art Sanders | X | Ah Ra Cho | X |
| Bryan Little (2022) | X | Alex Lopez | X |
| Colleen Cagno | | Athena Ganchorre | |
| Dawn Coletta | X | Carlos Gonzales | X |
| Indu Partha | X | Emily Leyva | |
| Jim Warneke | X | George Fantry | |
| Joe Morales (2022, alternate) | X | JD Thomas | X |
| Jordana Smith | | Jennifer Yelich | |
| Josh Yell (2021) | X | Jerie Schulz | X |
| Lindsey Lepoidevin (2020) | X | Kadian McIntosh | |
| Maddy Banergee (2021) | | Karen Spear Ellinwood | X |
| Maria Czuzak | | Kevin Moynahan | |
| Patricia Lebensohn | | Kris Slaney | X |
| Stephen Wright | | Kristie Bowen | |
| Zoe Cohen | X | Raquel Givens | X |
| | | Sean Elliott | X |
| | | Sonia de Leon | X |
| | | Tanisha Price-Johnson | X |
| | | Winifred Blumenkron | |
| | | Dr. Murrain | X |
| | | Marc Tischler | X |

Announcements:

1. Educational Leadership Committee – Dr. Elliott noted that the previous meeting was devoted to the reviewing the results of the Admissions Application Cycle, and developing forward thinking strategies.
2. TCMS – The major topic from the previous meeting concerned the Block Director Teaching Hours, which will be presented at this TEPC meeting.
3. Clerkship Overlap – Dr. Elliott stated COM is in the middle of the Overlap. Due to recruitment strategies and the presence of David Dawley, clerkship sites were successfully secured. Current feedback has been positive overall, and opportunities for improvement will be responded to and monitored. Dr. Spear-Ellinwood and Mr. Dawley will conduct community-based instructional development with new preceptors.
4. July/July TEPC Meeting Dates – Chair Cohen announced that the June 19 and July 3 TEPC meetings have been cancelled. The next TEPC meeting will take place on July 17, 2019.
5. Electronic Votes – Dr. Cho announced that due to the lack of a voting quorum at the previous TEPC meeting, electronic votes were conducted on the following topics:
 - a. Foundations Calendar – A vote was taken and approved, with 10 yeases, and one abstain.
 - b. CRC Block Change Form – A vote was taken and approved, with 11 yeases.
6. Call to Audience – Dr. Elliott announced that following a meeting with the Deans and the Chairs of the

Basic Sciences department, they will be looking at ways to better engage and teach the Basic Sciences. One option that will be explored is to return to the Honors Pass/High Pass/Fail grading scale system in the pre-clerkship curriculum. This proposal will be brought to TEPC at a future meeting. Drs. Moynahan and Elliott will attend some lectures, as well as visit department chairs and department faculty meetings. Ms. Slaney asked that a semester leeway be given to implement the grading scale change.

Voting Items:

1. Minutes from May 1, 2019. A vote was taken, and the minutes were approved.
2. Minutes from May 15, 2019. A vote was taken, and the minutes were approved.
3. Applicant Cycle Secondary Screener Elective Proposal
Dr. Tanisha Price-Johnson introduced a proposal for a new elective where 3rd and 4th year students will earn one credit for participating in the secondary application screening and interview processes for the COM. Student screeners will be engaged in reviewing applicant personal and disadvantaged statements, demographic information, and experiences and additional questions, as well as taking part in interviews. The timeframe for the process is July thru January.

A vote was taken, and the Elective Proposal was approved.

Discussion Items:

1. Student Diversity Advisory Committee Letter/COM Response

Dr. Murrain, Deputy Dean of Diversity and Inclusion, presented a letter the Student Diversity Advisory Committee (SDAC) submitted to the Dean and select COM-T leadership on October 15, 2018. The letter acknowledged improvements COM-T has made, but addressed concerns with the curriculum; specifically how topics on diversity are represented. SDAC is a standing committee that advises COM leadership, and is comprised of leadership and members from multiple groups with 25-30 students represented.

As it relates to the Basic Science Curriculum, SDAC believes the COM-T is insufficient in supporting Under Represented in Medicine (URiM) students in the USMLE Step exams, as demonstrated by:

- Lower Step 1 averages,
- Limited access to additional supports (due to lack of funds),
- Majority of repeating students are of color,
- Lack of diversity among clinical examples and diverse faculty,
- Lack of appropriate integration of healthcare disparities into the curriculum (Didactics, Clinical Reason Courses, and Societies Program), and
- COM-T curriculum not being audited by clinicians familiar with Step 1 or faculty trained in GME to ensure appropriate preparation and student support are provided

In March 2019, COM-T responded to the SDAC letter with the following action items:

- In the Health Disparities Curriculum
 - Train the Trainers – three diversity workshops were conducted for COM-T leadership and department chairs. Twenty-three Diversity Champions will undergo trainings and provide various trainings throughout COM-T.
 - Collaboratively review the curriculum with the Pathways and HCD Thread directors, and COM-T ODI
 - Diversify Standardized Patients

- Foundations Block director will review and audit the curriculum to support initiatives
- Resources to Support Step 1
 - Increase access to Learning Specialists
 - SDAC developed a resource list for students
- Audit of Curriculum by Curricular Affairs

Discussion: Dr. Sanders asked for data on the Class of 2020 to understand the outcomes for Step 1 scores as it relates to the diverse populations, especially with the curriculum changes that have already been made. Dr. Partha asked about diverse faculty initiatives, to which Dr. Murrain responded that the Faculty Diversity Committee is collaborating with departments on how to diversify and provide unbiased training for search committees. Dr. Elliott added COM-T is working on additional initiatives including reaching out to other colleges on UA Main Campus to provide and teach content, providing interactive sessions facilitated by people of diverse backgrounds, and recruiting diverse standardized patients. Dr. Gonzales voiced concern that Banner is pushing clinical, and not encouraging opportunities for diverse faculty.

2. Block Director Teaching Hours Proposal

Dr. Tischler brought to TEPC a proposal introduced at TCMS concerning the amount of teaching credit being given to Block Directors compared to their designated responsibilities. Areas identified as new responsibilities include:

- Assuring quality and consistency with session objectives of questions that appear on exams, quizzes, self-assessments and retakes
- Providing a report on students performing below 75% on exams and in the block, and provide help to students regarding their block performance, including one-on-one exam reviews and tutoring
- Meeting with core faculty at appropriate intervals during the planning phase of the block and during the block
- Responding to new curricular requirements as they become mandated

Due to increased responsibilities and drop in block hours, the following recommendations are proposed:

- Increase the weekly block hours from 75 to 100. This will account for the drop in hours and significant additional responsibilities/work load that Block Directors are now required to complete. While the length of blocks was shortened, the total workload for the shortened blocks is greater.
- Award Block Directors with an additional 30 hours of total effort for the summer remediation courses, which are separate from the block and required additional work during the six-week offering.

Chair Cohen will forward the proposal to Dr. Moynahan.

The TEPC Meeting ended at 5:30 p.m.

TEPC Vice-Chair Description

TEPC: The purview of the Tucson Educational Policy Committee (TEPC) represents the general faculty in accordance with the General Faculty Bylaws and the principles of shared governance with the Administration.

Educational objectives that define the educational program leading to the M.D. degree will be produced and published by the TEPC and approved by the General Faculty. These are the objectives to which student learning will be assessed, and against which evaluations of effectiveness and outcomes will be measured. To that end, the Committee will:

- Ensure the design and delivery of the educational program is in compliance of all affecting accreditation standards;
- Ensure the educational objectives are matched to assessable competencies expected of physicians by the profession at large and by the public;
- Ensure the educational program in place enables students to meet the educational objectives.

Vice-Chair roles: Vice chairs will be chosen from voting members who have at least 2 years left on the committee. The vice-chair will be invited to join planning meetings for TEPC and will be expected to run meetings if the chair is unable. The following year, the vice-chair will assume "Chair" responsibilities and a new vice-chair will be elected.

Duties and Responsibilities:

1. Leadership-The vice chair will act as chair if needed. The vice chair must keep TEPCs mission in mind as the committee moves forward
2. Planning meetings- The vice chair will be invited to and expected to attend (if possible) planning meetings for TEPC (held monthly)
3. Annual Report and Committee Highlights- The vice chair will work with the chair to develop the annual report to submit for the General Faculty Meeting due at the end of January each year. The vice chair will also submit committee highlights that briefly summarize the committee's work for the annual Committee Appreciation Reception, generally due in June of each year.

AY 2019-2020: Class of 2023

| Event | Start Date | End Date |
|--|-------------------|-------------------|
| Medical Student Bridge Program | 7/15/2019 | 7/19/2019 |
| Fall Semester BEGINS | 7/22/2019 | |
| Introduction to the Profession | 7/22/2019 | 7/26/2019 |
| Foundations (6 wks) (Financial aid fall BEGINS) | 7/29/2019 | 9/6/2019 |
| <i>Labor Day (holiday)</i> | 9/2/2018 | |
| Musculoskeletal System (6 wks) | 9/9/2019 | 10/18/2019 |
| Nervous System (9 wks) | 10/21/2019 | 12/20/2019 |
| <i>Veterans Day (holiday)</i> | 11/11/2019 | |
| <i>Thanksgiving (holiday)</i> | 11/28/2019 | 11/29/2019 |
| Fall Semester ENDS | | 12/20/2019 |
| Winter Recess | 12/23/2019 | 1/3/2020 |
| <i>New Year's Day</i> | 1/1/2020 | |
| Spring Semester BEGINS | 1/6/2020 | |
| Cardiovascular, Pulmonary & Renal Systems (11 wks) | 1/6/2020 | 3/20/2020 |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | 1/20/2020 | |
| Spring Recess | 3/23/2020 | 3/27/2020 |
| Digestion, Metabolism & Hormones (9 wks) | 3/30/2020 | 5/29/2020 |
| Spring Semester ENDS | | 5/29/2020 |

AY 2019-2020: Class of 2022

| Event | Start Date | End Date |
|---|-------------------|-------------------|
| Fall Semester BEGINS | 8/12/2019 | |
| Life Cycle (7 wks) | 8/12/2019 | 9/27/2019 |
| <i>Labor Day (holiday)</i> | 9/2/2019 | |
| Immunity and Infection (8 wks) | 9/30/2019 | 11/22/2019 |
| <i>Veterans Day Observed (holiday)</i> | 11/11/2019 | |
| Advanced Topics (3 weeks) | 11/25/2019 | 12/13/2019 |
| <i>Thanksgiving Recess (holiday)</i> | 11/28/2019 | 11/29/2019 |
| Mock NBME & OSCE 2 | 11/25/2019 | 12/13/2019 |
| Fall Semester ENDS | | 12/20/2019 |
| <i>Winter Recess</i> | 12/23/2019 | 1/3/2020 |
| <i>New Year's Day</i> | 1/1/2020 | |
| Spring Semester BEGINS | 1/6/2020 | |
| Board Study & Exam (USMLE Step 1) | 1/6/2020 | 2/14/2020 |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | 1/20/2020 | |
| Transition to Clerkships | 2/17/2020 | 2/21/2020 |
| Clerkship 1 (8 wks) | 2/24/2020 | 4/17/2020 |
| Clerkship 1A (6 wks) | 2/24/2020 | 4/3/2020 |
| Clerkship 1a (4 wks) | 2/24/2020 | 3/20/2020 |
| Clerkship 1b (4 wks) | 3/23/2020 | 4/17/2020 |
| Clerkship 2 (8 wks) | 4/20/2020 | 6/12/2020 |
| Clerkship 2A (6 wks) | 4/6/2020 | 5/15/2020 |
| Clerkship 2a (4 wks) | 4/20/2020 | 5/15/2020 |
| BREAK: End of Clerkship 2A (6 wk rotations) | 5/18/2020 | 5/22/2020 |
| <i>Memorial Day (holiday)</i> | 5/25/2020 | |
| Clerkship 2b (4 wks) | 5/18/2020 | 6/12/2020 |
| BREAK: End of Clerkship 2 (8 & 4 wk rotations) | 6/15/2020 | 6/19/2020 |
| Clerkship 3 (8 wks) | 6/29/2020 | 8/21/2020 |
| Clerkship 3A (6 wks) | 6/1/2020 | 7/10/2020 |
| <i>Independence Day (holiday)</i> | 7/4/2020 | |
| Clerkship 3a (4 wks) | 6/1/2020 | 7/10/2020 |
| Spring Semester ENDS | | 6/26/2020 |
| Rollover clerkships to 20-21AY Fall | | |
| Clerkship 3b (4 wks) | 6/29/2020 | 7/24/2020 |
| Clerkship 4A (6 wks) | 7/13/2020 | 8/21/2020 |
| Spring Semester ENDS | | 8/14/2020 |

AY 2019-2020: Class of 2021

| Event | Start Date | End Date |
|--|-------------------|-------------------|
| Fall Semester BEGINS | 8/19/2019 | |
| Intersessions 1 | 8/19/2019 | 8/30/2019 |
| <i>Labor Day (holiday)</i> | <i>9/2/2019</i> | |
| Clerkship 1: 8 wks | 9/2/2019 | 10/25/2019 |
| Clerkship 1A: 6 wks | 9/2/2019 | 10/11/2019 |
| Clerkship 1a: 4 wks | 9/2/2019 | 9/27/2019 |
| Clerkship 1b: 4 wks | 9/30/2019 | 10/25/2019 |
| Clerkship 2: 8 wks | 10/28/2019 | 12/20/2019 |
| Clerkship 2A: 6 wks | 10/14/2019 | 11/22/2019 |
| Clerkship 2a: 4 wks | 10/28/2019 | 11/22/2019 |
| <i>Veterans Day Observed (holiday)</i> | <i>11/11/2019</i> | |
| Clerkship 2b: 4 wks | 11/25/2019 | 12/20/2019 |
| Clerkship 3A: 6 wks | 11/25/2019 | 1/17/2020 |
| <i>Thanksgiving Recess (holiday)</i> | <i>11/28/2019</i> | <i>11/29/2019</i> |
| Fall Semester ENDS | | 12/20/2019 |
| <i>Winter Recess</i> | <i>12/23/2019</i> | <i>1/3/2020</i> |
| <i>New Year's Day</i> | <i>1/1/2020</i> | |
| Spring Semester BEGINS | <i>1/6/2020</i> | |
| Clerkship 3: 8wks | 1/6/2020 | 2/28/2020 |
| Clerkship 3a: 4 wks | 1/6/2020 | 1/31/2020 |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | <i>1/20/2020</i> | |
| Clerkship 4A: 6 wks | 1/20/2020 | 2/28/2020 |
| Clerkship 3b: 4 wks | 2/3/2020 | 2/28/2020 |
| OSCE III | 2/10/2020 | 2/14/2020 |
| Exam will be scheduled on one of the days during this week. | | |
| Intersessions 2 | 3/2/2020 | 3/13/2020 |
| Post-Clerkship | 3/16/2020 | 6/5/2020 |
| <i>Memorial Day (holiday)</i> | <i>5/25/2020</i> | |
| Spring Semester ENDS | | 6/5/2020 |

AY 2019-2020: Class of 2020

| Event | Special Note | Start Date | End Date |
|--|--|-------------------|-------------------|
| Fall Semester BEGINS | Year IV students participating in electives will observe the holiday schedule of the institutions of their elective rotations. | 7/8/2019 | |
| Overview: Year IV requirements | Students in Year IV must complete 11 required weeks and 24 elective weeks as follows: 4 weeks: Core Subinternship 4 weeks: Emerg. Med or Crit. Care Selective 3 weeks: Surgical Subspecialty (unless completed in year 3) 24 weeks minimum: elective courses in an approved program before graduation 16 weeks maximum at non-UA COM supervised sites | | |
| <i>Labor Day (holiday)</i> | | 9/2/2019 | |
| <i>Veterans Day Observed (holiday)</i> | | 11/11/2019 | |
| <i>Thanksgiving Recess (holiday)</i> | | 11/28/2019 | 11/29/2019 |
| USMLE, Step 2 (CK) - computerized | Should be taken prior to 11/30 | | 11/30/2019 |
| Fall Semester ENDS | | | 12/20/2019 |
| <i>Winter Recess</i> | | 12/23/2019 | 1/3/2020 |
| USMLE, Step 2 (CS) | Should be taken no later than 12/31 | | 12/31/2019 |
| <i>New Year's Day</i> | | 1/1/2020 | |
| Spring Semester BEGINS | | 1/6/2020 | |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | | 1/20/2020 | |
| <i>Financial Aid Spring ENDS</i> | | | 5/1/2020 |
| Spring Semester ENDS | | | 5/15/2020 |
| <i>Spring Convocation/Commencement Week</i> | <i>Graduation week coincides with the University graduation</i> | 5/11/2020 | 5/15/2020 |

ACADEMIC CALENDAR - TUCSON

TEPC Approved: 11/28/2018

TEPC Rev. Approved: 12/13/2018

FINANCIAL AID VERSION

| CLASS OF 2023 | Fall Semester 2019 | | | | | | | | | | | | | | | | | | | | | Spring Semester 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|---------------------------|--------------------|-------------------------------------|---------------------|----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------|-----------|------------|------------|------------------------|--------------------------------|------------|------------|------------|-------------------------|-----------|-------------------------------------|------------------------|------------|----------|-----------|-----------|-----------|-----------------------|--|-----------|-----------|----------|----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|------------------------|---|-----------|----------|----------|--|--|
| | July 2019 - December 2019 | | | | | | | | | | | | | | | | | | | | | January 2020 - May 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7/8/2019 | 7/15/2019 | 7/22/2019 | 7/29/2019 | 8/5/2019 | 8/12/2019 | 8/19/2019 | 8/26/2019 | 9/2/2019 | 9/9/2019 | 9/16/2019 | 9/23/2019 | 9/30/2019 | 10/7/2019 | 10/14/2019 | 10/21/2019 | 10/28/2019 | 11/4/2019 | 11/11/2019 | 11/18/2019 | 11/25/2019 | 12/2/2019 | 12/9/2019 | 12/16/2019 | 12/23/2019 | 12/30/2019 | 1/6/2020 | 1/13/2020 | 1/20/2020 | 1/27/2020 | 2/3/2020 | 2/10/2020 | 2/17/2020 | 2/24/2020 | 3/2/2020 | 3/9/2020 | 3/16/2020 | 3/23/2020 | 3/30/2020 | 4/6/2020 | 4/13/2020 | 4/20/2020 | 4/27/2020 | 5/4/2020 | 5/11/2020 | 5/18/2020 | 5/25/2020 | 6/1/2020 | 6/8/2020 | | |
| | Week Beginning | # Weeks per Course | Total # of weeks | MED 802 Foundations | | | | | | | | | | | | | | MED 804 Musculoskeletal System | | | | | | | MED 803 Nervous System | | | | | | | MED 805 Cardiovascular, Pulmonary, Renal | | | | | | | | | | | | | | MED 806 Digestion, Metabolism, Hormones | | | | | |
| | | | 7/29/2019 to 9/6/2019 | | | | | | | | | | | | | | 9/9/2019 to 10/18/2019 | | | | | | | 10/21/2019 to 12/20/2019 | | | | | | | 1/6/2020 to 3/20/2020 | | | | | | | | | | | | | | 3/30/2020 to 5/29/2020 | | | | | | |
| | | | MED 815A Doctor & Patient/Societies | | | | | | | | | | | | | | | | | | | | | MED 815B Doctor & Patient/Societies | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | MED 810A Clinical Reasoning | | | | | | | | | | | | | | | | | | | | | MED 810B Clinical Reasoning | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| CLASS OF 2022 | Fall Semester 2019 | | | | | | | | | | | | | | | | | | | Spring Semester 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | August 2019 - December 2019 | | | | | | | | | | | | | | | | | | | January 2020 - August 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 8/12/2019 | 8/19/2019 | 8/26/2019 | 9/2/2019 | 9/9/2019 | 9/16/2019 | 9/23/2019 | 9/30/2019 | 10/7/2019 | 10/14/2019 | 10/21/2019 | 10/28/2019 | 11/4/2019 | 11/11/2019 | 11/18/2019 | 11/25/2019 | 12/2/2019 | 12/9/2019 | 12/16/2019 | 12/23/2019 | 12/30/2019 | 1/6/2020 | 1/13/2020 | 1/20/2020 | 1/27/2020 | 2/3/2020 | 2/10/2020 | 2/17/2020 | 2/24/2020 | 3/2/2020 | 3/9/2020 | 3/16/2020 | 3/23/2020 | 3/30/2020 | 4/6/2020 | 4/13/2020 | 4/20/2020 | 4/27/2020 | 5/4/2020 | 5/11/2020 | 5/18/2020 | 5/25/2020 | 6/1/2020 | 6/8/2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Week Beginning | # Weeks per Course | Total # of weeks | MED 808 Life Cycle | | | | | | | MED 807 Immunity and Infection | | | | | | | MED 809 Advanced Topics | | | | | MED 816 Basic Sciences Capstone (USMLE Step 1 Study) | | | | | | | | | | | | 2022-FCM/OBG/PED/PSYI-001 | | | | | 2022-FCM/OBG/PED/PSYI-002 | | | | | BREAK | | 2022-FCM/OBG/PED/PSYI-003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 8/12/2019 to 9/27/2019 | | | | | | | 9/30/2019 to 11/22/2019 | | | | | | | 11/25/2019 to 12/20/2019 | | | | | 1/6/2020 to 2/21/2020 | | | | | | | | | | | | 3/2/2020 - 4/10/2020 | | | | | 4/13/2020 - 5/22/2020 | | | | | | | 6/1/2020 - 7/10/2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | MED 815C Doctor & Patient/Societies | | | | | | | | | | | | | | | | | | | | | 2022-SURG/MED-001 | | | | | | | | | | | | | | | | | | | | | 2022-SURG/MED-002 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | MED 810B Clinical Reasoning | | | | | | | | | | | | | | | | | | | | | NEUR/AMBMED-001 | | | | | | | | | | | | | | | | | | | | | NEUR/AMBMED-002 | | | | | | | | | | | | | | | | | | | | | NEUR/AMBMED-003 | | | | | | | | | | | | | | | | | | | | | NEUR/AMBMED-004 | | | | | | | | | | | | | | | | | | | | |

| CLASS OF 2021 | Fall Semester 2019 | | | | | | | | | | | | | | | | | | Spring Semester 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|-----------------------------|--------------------|---------------------------|---------------------------|-----------|-----------|-----------|-----------|-----------------------|---------------------------|------------|-----------|------------|------------|-------------------------|---------------------------|-----------|------------|--------------------------|------------|---------------------------------|---------------------------|-----------|-----------|----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------------------|-------------------|-----------|-----------|-----------|-------------------------|-------------------|-----------|-----------|----------|----------------------|-------------------|--|--|--|---------------------|-------------------------------|--|--|--|--|--|-------------|--|--|--|--|--|--|----------------------------|--|--|--|--|--|--|
| | August 2019 - December 2019 | | | | | | | | | | | | | | | | | | January 2020 - June 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 8/19/2019 | 8/26/2019 | 9/2/2019 | 9/9/2019 | 9/16/2019 | 9/23/2019 | 9/30/2019 | 10/7/2019 | 10/14/2019 | 10/21/2019 | 10/28/2019 | 11/4/2019 | 11/11/2019 | 11/18/2019 | 11/25/2019 | 12/2/2019 | 12/9/2019 | 12/16/2019 | 12/23/2019 | 12/30/2019 | 1/6/2020 | 1/13/2020 | 1/20/2020 | 1/27/2020 | 2/3/2020 | 2/10/2020 | 2/17/2020 | 2/24/2020 | 3/2/2020 | 3/9/2020 | 3/16/2020 | 3/23/2020 | 3/30/2020 | 4/6/2020 | 4/13/2020 | 4/20/2020 | 4/27/2020 | 5/4/2020 | 5/11/2020 | 5/18/2020 | 5/25/2020 | 6/1/2020 | 6/8/2020 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Week Beginning | # Weeks per Course | Total # of weeks | 2021-FCM/OBG/PED/PSYI-005 | | | | | | 2021-FCM/OBG/PED/PSYI-006 | | | | | | 2021-FCM/OBG/PED/PSYI-007 | | | | | | 2021-FCM/OBG/PED/PSYI-008 | | | | | | | | | | | | 2021-SURG/MED-004 | | | | | 2021-SURG/MED-005 | | | | | 2021-SURG/MED-006 | | | | | Year 4 Requirements: 12 Weeks | | | | | | | | | | | | | | | | | | | |
| | | | 8/19/2019 - 8/30/2019 | | | | | | 9/2/2019 - 10/11/2019 | | | | | | 10/14/2019 - 11/22/2019 | | | | | | 11/25/2019 - cont. to 1/17/2020 | | | | | | | | | | | | 9/2/2019 - 10/25/2019 | | | | | 10/28/2019 - 12/20/2019 | | | | | 1/6/2020 - 2/28/2020 | | | | | --Subinternship (4) | | | | | | | --EM/CC (4) | | | | | | | --Surgery Subspecialty (4) | | | | | | |
| | | | 2021-FCM/OBG/PED/PSYI-007 | | | | | | | | | | | | | | | | | | 2021-FCM/OBG/PED/PSYI-008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | NEUR/AMBMED-007 | | | | | | | | | | | | | | | | | | NEUR/AMBMED-10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| CLASS OF 2020 | Fall Semester 2019 | | | | | | | | | | | | | | | | | | | | | | | | Spring Semester 2020 | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|---------------------------|-----------|---|-----------|----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------|-----------|------------|------------|------------|-----------|------------|------------|------------|-----------|-----------|------------|--------------------------|------------|---|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|-----------|--|--|--|--|--|
| | June 2019 - December 2019 | | | | | | | | | | | | | | | | | | | | | | | | January 2020 - July 2020 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7/6/2019 | 7/15/2019 | 7/22/2019 | 7/29/2019 | 8/5/2019 | 8/12/2019 | 8/19/2019 | 8/26/2019 | 9/2/2019 | 9/9/2019 | 9/16/2019 | 9/23/2019 | 9/30/2019 | 10/7/2019 | 10/14/2019 | 10/21/2019 | 10/28/2019 | 11/4/2019 | 11/11/2019 | 11/18/2019 | 11/25/2019 | 12/2/2019 | 12/9/2019 | 12/16/2019 | 12/23/2019 | 12/30/2019 | 1/6/2020 | 1/13/2020 | 1/20/2020 | 1/27/2020 | 2/3/2020 | 2/10/2020 | 2/17/2020 | 2/24/2020 | 3/2/2020 | 3/9/2020 | 3/16/2020 | 3/23/2020 | 3/30/2020 | 4/6/2020 | 4/13/2020 | 4/20/2020 | 4/27/2020 | 5/4/2020 | 5/11/2020 | | | | | |
| | | | REQUIRED COURSES: 11 wks; ELECTIVES: 24 wks; 35 Total Year 4 Required Units | | | | | | | | | | | | | | | | | | | | | | | | Cont' REQUIRED COURSES - 11 wks; ELECTIVES - 24 wks | | | | | | | | | | | | | | | | | | | | | | | |
| | | | USMLE Step 2 (CK) - Should be taken prior to 11/30/2019 | | | | | | | | | | | | | | | | | | | | | | | | GRAD. WK | | | | | | | | | | | | | | | | | | | | | | | |
| | | | USMLE Step 2 (CS) - Should be taken no later than 12/31/2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | |
|------------------------------------|-----------|-----------|----------|-----------|-----------|-----------|----------|
| 6/15/2020 | 6/22/2020 | 6/29/2020 | 7/6/2020 | 7/13/2020 | 7/20/2020 | 7/27/2020 | 8/3/2020 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Personalized Active Learning (PAL) | | | | | | | |

| Fall 2020 | | | | | | | | | | | |
|--|-----------|--|----------|--|-----------|-----------|----------|-----------|-----------|--|--|
| 6/15/2020 | 6/22/2020 | 6/29/2020 | 7/6/2020 | 7/13/2020 | 7/20/2020 | 7/27/2020 | 8/3/2020 | 8/10/2020 | 8/17/2020 | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | | |
| 2022-FCM/OBG/PED/PSYI-003 cont. to 6/1/2020 | | CONT. 2022-FCM/OBG/PED/PSYI-004 7/13/2020 - 8/21/2020 | | 2022-SURG/MED-003 6/29/2020 - 8/21/2020 | | | | | | | |
| BREA | | NEUR/AMBMED-005 6/29/2020 - 7/24/2020 | | NEUR/AMBMED-006 7/27/2020 - 8/21/2020 | | | | | | | |

| Fall 2020 | | |
|--------------------------|-----------|-----------|
| 6/15/2020 | 6/22/2020 | 6/29/2020 |
| 14 | 15 | 16 |
| 42 | 43 | 44 |
| Requirements: 4 weeks | | |

AY 2020-2021: Class of 2024

| PRE-CLERKSHIP PHASE | START DATE | END DATE |
|--|-------------------|-------------------|
| Medical Student Bridge Program | 7/9/2020 | 7/16/2020 |
| Fall Semester BEGINS | 7/20/2020 | |
| Introduction to the Profession | 7/20/2020 | 7/24/2020 |
| Foundations (6 wks) (Financial aid fall BEGINS) | 7/27/2020 | 9/4/2020 |
| <i>Labor Day (holiday)</i> | 9/7/2020 | |
| Musculoskeletal System (6 wks) | 9/7/2020 | 10/16/2020 |
| Nervous System (9 wks) | 10/19/2020 | 12/18/2020 |
| <i>Veterans Day (holiday)</i> | 11/11/2020 | |
| <i>Thanksgiving (holiday)</i> | 11/26/2020 | 11/27/2020 |
| Fall Semester ENDS | | 12/18/2020 |
| Winter Recess | 12/21/2020 | 1/1/2021 |
| <i>New Year's Day</i> | 1/1/2021 | |
| Spring Semester BEGINS | 1/4/2021 | |
| Cardiovascular, Pulmonary & Renal Systems (11 wks) | 1/4/2021 | 3/19/2021 |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | 1/18/2021 | |
| Spring Recess | 3/22/2021 | 3/26/2021 |
| Digestion, Metabolism & Hormones (9 wks) | 3/29/2021 | 5/28/2021 |
| Spring Semester ENDS | | 5/28/2021 |

AY 2020-2021: Class of 2023

| PRE-CLERKSHIP PHASE | START DATE | END DATE |
|---|-------------------|-------------------|
| Fall Semester BEGINS | 8/10/2020 | |
| Life Cycle (7 weeks) | 8/10/2020 | 9/25/2020 |
| <i>Labor Day (holiday)</i> | 9/7/2020 | |
| Immunity and Infection (10 weeks) | 9/28/2020 | 12/4/2020 |
| <i>Veterans Day Observed (holiday)</i> | 11/11/2020 | |
| Advanced Topics (2 weeks) | 12/7/2020 | 12/18/2020 |
| <i>Thanksgiving Recess (holiday)</i> | 11/26/2020 | 11/28/2020 |
| Fall Semester ENDS | | 12/18/2020 |
| <i>Winter Recess</i> | 12/21/2020 | 1/1/2021 |
| <i>New Year's Day</i> | 1/1/2021 | |
| Spring Semester BEGINS | 1/4/2021 | |
| Basic Sciences Capstone - Step 1 Study (7 weeks) | 1/4/2021 | 2/19/2021 |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | 1/18/2021 | |
| CLERKSHIP PHASE | START DATE | END DATE |
| Transition to Clerkships | 2/22/2021 | 2/26/2021 |
| Clerkships: 6 week rotations | | |
| 2023-FCM/OBG/PED/PSYI-001 (6 weeks) | 3/1/2021 | 4/9/2021 |
| 2023-FCM/OBG/PED/PSYI-002 (6 weeks) | 4/12/2021 | 5/21/2021 |
| BREAK: 6 week rotations | 5/24/2021 | 5/28/2021 |
| 2023-FCM/OBG/PED/PSYI-003 (6 weeks) | 5/31/2021 | 7/9/2021 |
| 2023-FCM/OBG/PED/PSYI-004 (6 weeks) | 7/12/2021 | 8/20/2021 |
| Clerkships: 8 week & 4 week rotations | | |
| 2023-SURG/MED-001 (8 weeks) | 3/1/2021 | 4/23/2021 |
| 2023-NEUR/AMBMED-001 (4 weeks) | 3/1/2021 | 3/26/2021 |
| 2023-NEUR/AMBMED-002 (4 weeks) | 3/29/2021 | 4/23/2021 |
| 2023-SURG/MED-002 (8 weeks) | 4/26/2021 | 6/18/2021 |
| 2023-NEUR/AMBMED-003 (4 weeks) | 4/26/2021 | 5/21/2021 |
| 2023-NEUR/AMBMED-004 (4 weeks) | 5/24/2021 | 6/18/2021 |
| <i>Memorial Day (holiday)</i> | 5/31/2021 | |
| BREAK: 8 week & 4 week rotations | 6/21/2021 | 6/25/2021 |
| Spring Semester ENDS (Financial Aid Spring ENDS) | | 6/25/2021 |
| | | |
| Rollover clerkships to 21-22AY Fall | | |
| 2023-SURG/MED-003 (8 weeks) | 6/28/2021 | 8/20/2021 |
| 2023-NEUR/AMBMED-005 (4 weeks) | 6/28/2021 | 7/13/2021 |
| <i>Independence Day (holiday)</i> | 7/3/2021 | |
| 2023-NEUR/AMBMED-006 (4 weeks) | 7/26/2021 | 8/20/2021 |
| Spring Semester ENDS | | 8/20/2021 |

AY 2020-2021: Class of 2022

| PRE-CLERKSHIP PHASE | START DATE | END DATE |
|--|-------------------|-------------------|
| Fall Semester BEGINS | 6/29/2020 | |
| Clerkship 3 (8 wks) | 6/29/2020 | 8/21/2020 |
| Clerkship 3b (4 wks) | 6/29/2020 | 7/24/2020 |
| Clerkship 4A (6 wks) | 7/13/2020 | 8/21/2020 |
| Intersessions 1 | 8/24/2020 | 8/28/2020 |
| <i>Labor Day (holiday)</i> | 9/7/2020 | |
| Clerkships: 6 week rotations | | |
| 2022-FCM/OBG/PED/PSYI-005 (6 weeks) | 8/31/2020 | 10/9/2020 |
| 2022-FCM/OBG/PED/PSYI-006 (6 weeks) | 10/12/2020 | 11/20/2020 |
| 2022-FCM/OBG/PED/PSYI-007 (6 weeks) | 11/23/2020 | 1/15/2021 |
| <i>Winter Recess</i> | 12/21/2020 | 1/1/2021 |
| 2022-FCM/OBG/PED/PSYI-008 (6 weeks) | 1/18/2021 | 2/26/2021 |
| Clerkships: 8 week & 4 week rotations | | |
| 2022-SURG/MED-004 (8 weeks) | 8/31/2020 | 10/23/2020 |
| 2022-NEUR/AMBMED-007 (4 weeks) | 8/31/2020 | 9/25/2020 |
| 2022-NEUR/AMBMED-008 (4 weeks) | 9/28/2020 | 10/23/2020 |
| 2022-SURG/MED-005 (8 weeks) | 10/26/2020 | 12/18/2020 |
| 2022-NEUR/AMBMED-009 (4 weeks) | 10/26/2020 | 11/20/2020 |
| 2022-NEUR/AMBMED-010 (4 weeks) | 11/23/2020 | 12/18/2020 |
| <i>Veterans Day Observed (holiday)</i> | 11/11/2020 | |
| <i>Thanksgiving Recess (holiday)</i> | 11/26/2020 | 11/27/2020 |
| Fall Semester ENDS | | 12/18/2020 |
| <i>Winter Recess</i> | 12/21/2020 | 1/1/2021 |
| <i>New Year's Day</i> | 1/1/2021 | |
| Spring Semester BEGINS | 1/4/2021 | |
| 2022-SURG/MED-006 (8 weeks) | 1/4/2021 | 2/26/2021 |
| 2022-NEUR/AMBMED-011 (4 weeks) | 1/4/2021 | 1/29/2021 |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | 1/18/2021 | |
| 2022-NEUR/AMBMED-012 (4 weeks) | 2/1/2021 | 2/26/2021 |
| Intersessions 2 | 3/1/2021 | 3/12/2021 |
| <i>Memorial Day (holiday)</i> | 5/31/2021 | |
| Spring Semester ENDS | | 7/2/2021 |

AY 2020-2021: Class of 2021

| TRANSITION TO RESIDENCY PHASE | SPECIAL NOTE | START DATE | END DATE |
|--|--|-------------------|-------------------|
| Fall Semester BEGINS | Year IV students participating in electives will observe the holiday schedule of the institutions of their elective rotations. | 6/8/2020 | |
| Overview: Year IV requirements | Students in Year IV must complete 11 required weeks and 24 elective weeks as follows: 4 weeks: Core Subinternship 4 weeks: Emerg. Med or Crit. Care Selective 3 weeks: Surgical Subspecialty (unless completed in year 3) 24 weeks minimum: elective courses in an approved program before graduation 16 weeks maximum at non-UA COM supervised sites | | |
| <i>Labor Day (holiday)</i> | | 9/7/2020 | |
| <i>Veterans Day Observed (holiday)</i> | | 11/11/2020 | |
| <i>Thanksgiving Recess (holiday)</i> | | 11/26/2020 | 11/27/2020 |
| USMLE, Step 2 (CK) - computerized | Should be taken prior to 11/30 | | 11/30/2020 |
| Fall Semester ENDS | | | 11/20/2020 |
| <i>Winter Recess</i> | | 12/21/2020 | 1/1/2021 |
| USMLE, Step 2 (CS) | Should be taken no later than 12/31 | | 12/31/2020 |
| <i>New Year's Day</i> | | 1/1/2021 | |
| Spring Semester BEGINS | | 11/23/2020 | |
| <i>Dr. Martin Luther King, Jr. Day (holiday)</i> | | 1/18/2021 | |
| <i>Financial Aid Spring ENDS</i> | | | 4/30/2021 |
| Spring Semester ENDS | | | 5/14/2021 |
| <i>Spring Convocation/Commencement Week</i> | <i>Graduation week coincides with the University graduation</i> | 5/10/2021 | 5/14/2021 |

2020-2021 UNIVERSITY OF ARIZONA HOLIDAY SCHEDULE

Friday, July 3, 2020

Monday, September 7, 2020

Wednesday, November 11, 2020

Thursday, November 26 & Friday, November 27, 2020 (2 days)

Thursday, December 24 & Friday, December 25, 2020 (2 days)

Monday, December 28 through Thursday, December 31, 2020 (4 days)

Friday, January 1, 2021

Monday, January 18, 2021

Monday, May 31, 2021

Friday, May 14, 2021

Independence Day

Labor Day

Veteran's Day

Thanksgiving

Christmas

University Closure

New Year's Day

Martin Luther King, Jr Day

Memorial Day

Convocation

GUIDELINES FOR ACADEMIC CALENDAR

| | |
|--|--|
| Phase 1 (pre-clerkship) | <p>**This curriculum phase of study is defined as the first 18-months of medical school with focus on the 8 basic sciences core courses, Doctor & Patient/Societies course, and the Clinical Reasoning course, including all longitudinal curriculum sessions intertwined throughout the core courses.</p> <p>**The preclerkship phase starts with Intro to the Profession(non-credit bearing) in mid to late July</p> <p>**There are 10 weeks between the end of first preclinical year and beginning of second preclinical year, designated by PAL</p> |
| Phase 2 (Clerkship) | This curriculum phase of study is defined as the 12-months of 7 core clerkship courses, including Intersections, Transition to Clerkships, and ambulatory medicine course. |
| Phase 3 (Transition to Residency) | This curriculum phase of study is defined as the final 14-months of clinical curriculum, including core sub internship, electives, surgical subspecialty, emergency medicine/critical care courses, back-to-basic sciences/transition to residency bootcamp selectives. |
| OSCE | <p><i>OSCE (End of Clerkship Phase):</i></p> <p>Confirm OSCE week does not overlap with Transition. Check with Liz Leko.</p> <p>Per Liz Leko, only need 1 week to rotate entire class, (check with Liz)</p> <p>OCSE 3 is scheduled Week 5 of the last 6-wk rotation (i.e. Week 2 of the last 3-wk rotation).</p> |
| | <p>→USMLE Step 2 (CK) should be taken prior to November 30</p> <p>→USMLE Step 2 (CS) should be taken no later than December 31</p> |

→ABOR Policy - Fall semester must end no later than **December 22**

→Check start and end dates of each year - make sure no overlap

→Check all holidays and UA winter closure - include info in tables

→Adjust winter closure weeks, if needed

→Check UA academic calendar for dates of graduation week; COM graduation week should coincide with University graduation

→Graduation falls on Thursday or Friday during graduation week

Details of Transition to Residency Requirements:

Students in the Transition to Residency Phase Requirements: 44 total units:

Core Sub-internship (4 units)

Emerg. Med/Crit. Care (4 units)

Surgical Subspecialty (4 units)

Back to Basic Science (4 units)

Additional elective requirements (28)

(12 maximum non-clinical units may count towards this requirement)

Send to the following for review: (OMSE first, then rest of list)

Block Coordinators: Sonya Martyna-Seaman, Jennifer Cogan, Jennifer Yelich, Casey Sapio

Sean Elliott

Kris Slaney, Registrar

Kristie Bowen, Director of Student Affairs

Liz Leko, Associate Director, Clinical & Professional Skills

Jessica LeDuc, Assistant Director for Financial Aid

Tanisha Price, Executive Director, COM Admissions

George Fantry, Associate Dean, Student Affairs

Athena Ganchorre, Director, Student Development

Grace Wagner, MSRP

Block Directors



SYLLABUS

MED 841 - Preparation for Residency Boot Camp

Description of Course

The Preparation for Residency Boot Camp Course is a 2-week elective course offered to 4th year medical students at the end of their medical school career. The course is meant to prepare students for the start of their professional medical career. Specialty specific course material in the fields of Internal Medicine, Family Medicine, Emergency Medicine, Pediatrics and General Surgery will be presented in the format of lectures, small group discussion and simulations. Course material will be presented by clinical faculty and house staff from the respective departments with the goal of preparing students for the unique demands of residency.

Instructor and Contact Information

Course Director:
Indu Partha, MD
520-626-5492
ipartha@email.arizona.edu

Course Coordinator:
Jennifer Cogan
520-626-2683
jenc@medadmin.arizona.edu

Course Objectives

During this course, students will:

- Learn the basics about finances and budgeting at the start of their medical career.
- Review evaluation and management of common medical emergencies and cross-cover calls.
- Improve knowledge of diagnosis and management of common inpatient conditions.

Expected Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate effective leadership, communication, professionalism and teamwork in a residency setting.
- Demonstrate practical and technical skills during code simulation.
- Demonstrate understanding of how to perform common medical procedures encountered in chosen area of specialty.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Required Texts or Readings

None

Required or Special Materials

None

Grading Scale and Policies

Course grading: Pass/Fail based on completion of assignments and participation.

Classroom Behavior/Attendance Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Confidentiality of Student Records <http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Tucson Educational Policy Committee

Processes and Procedures

University of Arizona College of Medicine
Educational Policy Committee Policies & Procedures
Approved by the TEPC – October 28, 2009 Amended December 15, 2010; [add date here](#)
[when newest version approved by TEPC](#)

Article I. Mission

- A. The Educational Policy Committee (EPC) is a faculty committee for policy making and oversight of medical student education. It works closely with ~~both the Tucson- and Phoenix-~~ Educational Policy Subcommittees, collaborates with the Chief Academic Officer, and represents the general faculty. It is charged with assuring the highest standards of quality for the educational program leading to the M.D. degree; advancing educational goals; ~~assuring~~ ~~monitoring~~ that accreditation standards are met; and working to assure an excellent, coordinated, integrated, and consistent course of instruction for the preparation of future physicians.
- B. The Educational Policy Committee has responsibility to advise in regard to and/or act upon the following without seeking the approval of the general faculty.
- 1) Ensure compliance with current Liaison Committee on Medical Education (LCME) standards and/or LCME re-accreditation recommendations.
 - 2) Oversee curriculum planning efforts. This includes approving schedules for courses and other graded activities within the curriculum; determining credit for educational experiences; approving electives and activities, including non-academic activities, that have an impact on scheduled curriculum time; establishing the durations of required courses and clerkships; creating new required courses or clerkships and retiring required courses or clerkships from the curriculum; and sanctioning grant proposals that may affect curricular content, methods, or scheduled curricular time.
 - 3) Design and approve instruments for student evaluation of courses, clerkships, and electives.
 - 4) Monitor courses, clerkships, and electives for effectiveness by conducting in-depth reviews, and then implementing changes in response to reviews.
 - 5) Consider individual student petitions for program changes and curriculum policy waivers upon request of the Associate Dean for Student Affairs.
 - 6) Create or approve educational objectives leading to the M.D. degree; policy concerning assessment of student achievement; **policy concerning student progress policy (in consultation with the Student Progress Committee);** and requirements for graduation.
 - 7) Address other curricular issues that arise, unless deemed sufficiently important by committee members to warrant attention by the faculty-at-large.

Commented [ARC1]: Is this the Deputy Dean for Education? (not sure who the Chief Academic Officer is)

Commented [ARC2]: Most appropriate word? Assuring is used twice.

Commented [ARC3]: This policy will be revised in July/Aug 2019, but not sure why it is highlighted as of this moment?

Tuesday, March 01, 2016

Article II. Members

A. Composition

1) General

The membership of the Educational Policy Committee is specified in Article II.D.5.c of the Bylaws of the Faculty of the College of Medicine.

2) Faculty

The formula for apportioning ~~Phoenix and~~ Tucson-Track members of the Committee is specified in Article II.D.1 of the Bylaws of the Faculty of the College of Medicine. ~~In 2008, this was eight faculty members from Phoenix and~~ Currently TEPC comprises twelve faculty members from Tucson.

3) Students

The Bylaws also specify the number and distribution of student seats on the committee. In 2008, this was interpreted as being one student per medical- school class from the Tucson Track ~~and one alternate student and one student per class from the Phoenix Track~~. Student TEPC members ~~from each Track~~ shall be directly elected by the student body ~~of that Track~~.

B. Terms of office

Typically each faculty member is elected for a ~~three five~~-year term. Exceptions can be by the Committee in order to achieve regular staggering of members' terms. If a faculty member is elected to fill a vacancy on the committee, that member shall complete the term of the member whose resignation left the vacancy. Student members are directly elected by their class in their first semester of medical school and serve for four years.

Commented [ARC4]: I believe this has changed to three years?)

C. Duties of members

It is the responsibility of each member of the Educational Policy Committee to participate in carrying out the mission of the Committee as described in Article I above. Such participation includes regular attendance at Committee meetings and contribution to Committee proceedings, provision of information, thoughtful consideration of matters before the Committee, and service on subcommittees, including chairing subcommittees. Members are asked to notify the chair and/or the ~~Office of Medical Student Education~~ Office of Curricular Affairs in advance of any absence from a regularly scheduled meeting.

D. Resignation and Vacancy

Members may resign from the Committee by sending notice in writing (including email) to the Committee chair. Members who miss 50 percent of Educational Policy Committee meetings within six consecutive months will be asked to increase their participation, reconsider their membership, and/or resign from the Committee. In the case of a faculty-member vacancy, the vacancy will be filled as specified by the Bylaws of the Faculty of the College of Medicine. In the case of a student vacancy, the Educational Policy Committee chair will notify the Student Council, so that a replacement can be elected promptly.

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Article III. Officers

A. Committee Officers, Election of Officers, and Terms of Office

The Chairs of the ~~Phoenix Educational Policy Subcommittee and the~~ Tucson Educational Policy Subcommittee will serve as the officers of the whole Committee. The position of Chair of the Committee begins on July 1, and lasts for one year, ~~and will be held alternately by the Chair of the Phoenix Subcommittee and the Chair of the Tucson Subcommittee. At any time, the Subcommittee Chair who is not serving as Chair of the Committee will serve as Vice-chair of the Committee.~~

B. Election of Subcommittee Chairs

Chairs of ~~the T-EPC and P-EPC~~ will be elected by the members of each Subcommittee. The term of office will be two years. ~~An election will be held in Tucson or in Phoenix in alternate years, so that every year a new Subcommittee Chair will be elected either in Tucson or in Phoenix.~~ During his/her first year in office, a Subcommittee Chair will serve as Vice-Chair of the Committee, and during his/her second year in office, s/he will serve as Chair of the Committee. Every member who has served on the Educational Policy Committee for at least one year will stand for election as Subcommittee Chair unless s/he opts not to do so. Eligible members will be approached by the chair prior to an election to determine if they are willing to stand for election. A member who has fewer than two years left in his or her term will be expected to stand for election to a new term on the Educational Policy Committee if s/he is elected as Subcommittee Chair. Election will be by secret ballot. A majority of the votes cast is required for election. If necessary, run-off elections will be conducted until one candidate receives a majority of the votes.

C. Duties of Officers

The Chair and Vice-Chair form a leadership team that is responsible for setting the agenda for each Educational Policy Committee meeting, based on the goals and duties of the Committee, in conjunction with the ~~Senior Associate Deans for Medical Student Education~~ and ~~a resource person from each Office of Medical Student Education~~ members from Office of Curricular Affairs and other relevant individuals from the College of Medicine - Tucson. The agenda is set at least one week prior to each regular Committee meeting. Ultimate responsibility for setting the agenda in advance of the meeting lies with the Chair. The agenda may be amended by vote at the meeting, with the exception of the addition of items requiring a vote, which require advance notice to the membership.

The Chair will preside over Educational Policy Committee meetings. In the absence of the Chair, the Vice-Chair will preside. The Chair may appoint in advance another member of the committee to preside over a meeting if the Chair and Vice-Chair will be absent. All officers should be familiar with basic procedures governing conduct of meetings as described in Robert's Rules of Order Simplified and Applied.

The Chair also is responsible for overseeing correspondence arising out of Educational Policy Committee business. In order to be effective in leading the Committee, it is necessary for members forming the leadership team to keep themselves abreast of matters relevant to the Committee, including progress of block and clerkship reviews, matters arising out of reviews and annual reports, status of LCME re-accreditation and progress on compliance, etc.

~~The Chair and Vice-Chair will also serve as the respective chairs of the two Track-specific subcommittees of the Educational Policy Committee, namely, the Tucson subcommittee of the~~

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~~Educational Policy Committee (T-EPC) and the Phoenix subcommittee of the Educational Policy Committee (P-EPC).~~ The chairs of the T-EPC and P-EPC are responsible for presenting reports at general faculty meetings ~~at the two campuses.~~

D. Resignation

An officer may resign from the Committee by providing written notice to the Committee. An officer who does not regularly provide input for agenda-setting meetings and attend Educational Policy Committee meetings will be asked to resign.

E. Vacancies

In the event of resignation of the Chair in the first half of the term, the Vice-Chair will assume the Chair position and will serve for the remainder of that term only. In the event of resignation of the Chair in the second half of the term, the Vice-Chair will assume the Chair position, finish that term, and serve an additional term of one year.

In the event of resignation of the Vice-Chair, a new Vice-Chair will be elected and will be expected to take over as Chair when the term of the Chair ends. These rules may be adjusted in special cases, as deemed appropriate by the Committee.

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Article IV. Resource People

Members of the ~~Offices of Medical Student Education~~Office of Curricular Affairs, ~~the Offices of Student Development~~Office of Student Affairs, and other relevant individuals for the College of Medicine – Tucson ~~the Arizona Health Sciences Libraries~~ will serve as resource staff to the Educational Policy Committee and its subcommittees. Resource people may be invited to join in discussions, but do not have voting privileges.

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Article V. Meetings

A. Time and location of meetings

- 1) The frequency of meetings will vary according to the amount of material the Committee needs to consider. The Chair and Vice-Chair will balance the need for meetings of the Educational Policy Committee ~~with the need for meetings of the Phoenix and Tucson Educational Policy Subcommittees.~~
- 2) Meetings typically are held on the first and/or third Wednesday of each month from 4:30 to 6:00 pm in teleconference rooms in Tucson ~~and Phoenix.~~

B. Agenda

Any person within the College of Medicine community involved in medical education and having a particular concern about or proposal for the curriculum may suggest items for the Educational Policy Committee's agenda. Any such suggestion must be presented in advance to the Chair, who, in consultation with the Vice-Chair and others as appropriate, will set a priority for the item and decide whether and when it will appear on the agenda.

No item is to be added to the agenda without the approval of the Chair, the Vice-Chair in the absence of the Chair, or of the committee as a whole when it is in session.

The agenda with supporting materials is to be distributed at least 48 hours prior to the meeting.

C. Quorum

A quorum of the Educational Policy Committee is seven voting members, ~~including at least one member from each campus.~~ Votes by proxy are not allowed.

D. Visitors

In keeping with Arizona's Open Meeting Law, any person with an interest in Educational Policy Committee proceedings may attend Educational Policy Committee meetings. The Chair should be notified in advance of such an individual's intention to attend a meeting. Visitors may not participate in Committee discussions unless invited by the presiding officer to do so.

The Educational Policy Committee reserves the right to meet in executive session and excuse visitors when deemed necessary and as allowed by Arizona's Open Meeting Law, for example, if personnel performance issues are being discussed. No vote may be taken during an executive session.

E. Procedures

- 1) General procedures
Except as otherwise expressly provided in these Policies & Procedures or the Bylaws of the General Faculty, the proceedings of the Committee and of its sub-committees and officers shall be in accordance with the current edition of Robert's Rules of Order Simplified and Applied.
- 2) Decisions to be made by vote
 - a) The following items are to be decided by majority of the votes cast:
 - i. Approval of schedules for blocks, clerkships, and other graded activities within the curriculum
 - ii. Determination of credit for educational experiences
 - iii. Approval of electives and activities, including non-academic activities, that have an impact on scheduled curriculum time

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- iv. Creation of a new required course or clerkship or retiring of a required course or clerkship
 - v. Sanction of any grant proposal that may affect curricular content, methods, or scheduled curricular time
 - vi. Modifications to the format of student evaluations of blocks and clerkships
 - vii. Individual student petitions for program changes and curriculum policy waivers
 - viii. Changes to policies on student assessment, student progress, or graduation requirements
 - ix. Amendment of these Policies & Procedures
- b) For any other item arising at a meeting, a decision may be made either by majority vote on a motion, or informally by consensus of committee members as assessed by the chair. Any member may, at the meeting at which the item occurs, call for a vote on any item, before or after a declaration of consensus by the chair.

3) Electronic discussions

Discussions via email allow participation by all members on their own time, including those who may be unable to attend a particular meeting. Members may elect to hold a discussion by email about any matter before the Committee that they feel warrants this broader opportunity for input. Putting of motions will not be carried out by email. Voting may be carried out by email or online if the Committee deems an item to be of sufficient importance or urgency to warrant it.

Article VI. Subcommittees

A. General Features

- 1) The structure of any subcommittee of the Educational Policy Committee, including membership, numbers and representation, service terms, and charge, may be modified at any time by the Educational Policy Committee. Subcommittee terms shall be staggered to assure continuity. Members are encouraged to serve for several years.
- 2) Membership
Subcommittees may include, as fully participating subcommittee members, persons who are not members of the Educational Policy Committee. Chairs of subcommittees will be selected or appointed from the subcommittee membership.

A list of students recommended to serve on Educational Policy Committee subcommittees will be provided by Student Council. Although student representatives of the Educational Policy Committee enjoy preferred standing for appointments to its subcommittees, students other than Educational Policy Committee members may serve on subcommittees. Students serving as regular members of subcommittees shall be accorded full voting privileges

~~Students serving as regular members of subcommittees shall be accorded full voting privileges.~~

- 3) Resource members

In addition to receiving support from members of the ~~Offices of Medical Student Education, the Offices of Educational Development, and the Arizona Health Sciences Libraries~~ Office of Curricular Affairs, Office of Student Affairs, and other relevant individuals at the College of Medicine – Tucson, subcommittees of the Educational Policy Committee may solicit the support and assistance of any person outside the faculty if that resource person is deemed necessary to the successful execution of its charge.

Resource members of subcommittees of the Educational Policy Committee will assume advisory roles with no voting privileges.

B. Standing Subcommittees

- 1) ~~Phoenix Educational Policy Committee and Tucson~~ Educational Policy Committee
These subcommittees of the Educational Policy Committee have responsibility for policy and oversight of track-specific aspects of the curriculum ~~in the Phoenix Track and the Tucson Track, respectively of the College of Medicine - Tucson. Every Educational Policy Committee member serves on the track-specific subcommittee for his/her home campus.~~
- 2) Evaluation Subcommittee.

C. Ad Hoc Subcommittees

At the discretion of the Educational Policy Committee or its Chair, ad hoc subcommittees of the Educational Policy Committee may be established to study any curricular issue. Any ad hoc subcommittee so created will be directed and empowered according to its charge as established by the Educational Policy Committee.

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Any ad hoc subcommittee of the Educational Policy Committee shall be dissolved upon the acceptance by the Educational Policy Committee of its final report, unless extended by a renewed charge.

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Article VII. Amending the Policies & Procedures

These Policies and Procedures may be amended by an affirmative vote of a majority of the members present at a meeting, and only if at least 1 month prior notice that a vote will take place has been given. A vote to amend the Policies & Procedures may be conducted by email or online, after a motion to amend has been put at an Educational Policy Committee meeting. The vote is not by secret ballot.