Long School of Medicine
The University of Texas at San Antonio®

Undergraduate Medical Education (UME) Policy

Title: Preclinical Grade Composition Policy			
Origination Date: 4/19/2012	*Revision history: 08/20/2026; 04/16/2026; 08/18/2022; 11/09/2018*	*Last amended/reaffirmed: 08/20//2026*	*Review frequency: 4 years*
Purpose:	To specify the grade composition for each module in the preclinical phase of the Long School of Medicine MD curriculum and benchmarks for assigning grades of Pass, High Pass, and Honors, Remediated Pass, and Fail.		
Policy:	In all modules *except Language of Medicine, Clinical Skills, Form and Function, and Medicine, Behavior & Society,* the total module grade will be comprised of three components: • Summative Component: 80 points will derive from summative assessment of content delivered during the module (e.g. end-of-module written examination, practical examination, mid-module examination, weekly summative examinations, TBL individual and group quizzes, or "capstone" project). • Synthesis Case Component: 20 points will derive from assessment in Synthesis Case Curriculum (e.g. iRAT, tRAT, peer assessment). • Pass/Fail Participatory Component: will derive from sufficient participation in activities during the course that do not count toward the summative grade. "Sufficient participation" is defined by each module and communicated to students in the specific module grading policy. In *Language of Medicine*, the total module grade will be comprised of two components: • Summative Component: 100 points will derive from summative assessment of content delivered during the module (e.g. written examinations, practical examinations) and lab-related assignments. • Pass/Fail Participatory Component: will derive from sufficient participation in activities during the course that do not count toward the summative grade. "Sufficient participation" is communicated to students in the module grading policy. In *Clinical Skills,* the total module grade will be comprised of points derived from a variety of formative and summative assessments. In *Form and Function,* the total module grade will be comprised of three components: • Summative Component: 80 points will derive from summative assessment of content delivered during the module (e.g. end-of-module written examination, anatomy practical examination, weekly summative examinations, TBL individual and group quizzes, or "capstone" project). To meet passing requirements, students must achieve 56/80 summative points, and a minimum of 18 of those points must come from the afternoon anatomy lab. • Synthesis Case Component: 20 points will derive from assessment in Synthesis Case Curriculum (e.g. iRAT, tRAT, peer assessment). • Pass/Fail Participatory Component: will derive from sufficient participation in activities during the course that do not count toward the summative grade. "Sufficient participation" is defined by each module and communicated to students in the specific module grading policy. In *Medicine, Behavior & Society,* the total module grade will be comprised of two components: • Summative Component: 100 points will derive from summative assessment of content delivered during the module (e.g. end-of-module written examination, practical examination, weekly quizzes, or cumulative OSCE). • Pass/Fail Participatory Component: will derive from sufficient participation in activities during the course that do not count toward the summative grade. "Sufficient participation" is communicated to students in the module grading policy. Final module grades will derive from assessment of student knowledge, skills, and abilities as described above. No extra credit or bonus points will contribute to the final module grade.		

	Minimum Passing Standard: To pass any module, a student has to meet Minimum Passing Standards in every component of the grade. This will consist of: • Earning at least 56.00/80 OR 70.00/100[1] points on Summative Component • Earning at least 14.00/20 points on Synthesis Case Component (in applicable modules) • 70.00% score on the OSCE II (capstone OSCE) (Clinical Skills module only) • Passing the Pass/Fail Participatory Component as defined by the given module (in applicable modules) Benchmarks for "Honors" Grade Assignment: A student is assigned a grade of "Honors" in a given module when all of the following criteria are met: • Earning at least 72.00/80 OR 90.00/100[1] points on Summative Component • Earning at least 18.00/20 points from Synthesis Case Component (in applicable modules) • Passing the Pass/Fail Participatory Component as defined by the given module (in applicable modules) In applicable modules, if the sum of the Summative and Synthesis Case components meets or exceeds 90.00, but any single "Honors" benchmark was not met, the highest grade earned according to this policy will be assigned. Benchmarks for "High Pass" Grade Assignment: A student is assigned a grade of "High Pass" in a given module when all of the following criteria are met: • Earning at least 68.00/80 OR 85.00/100[1] points from Summative Component • Earning at least 17.00/20 points from Synthesis Case Component (in applicable modules) • Passing the Pass/Fail Participatory Component as defined by the given module (in applicable modules) In applicable modules, if the sum of the Summative and Synthesis Case components meets or exceeds 85.00, but any single "High Pass" benchmark was not met, the highest grade earned according to this policy will be assigned. Criteria to assign a grade of "Remediated Pass": A student is assigned a grade of "Remediated Pass" when a student demonstrates competency/meets passing benchmarks for a course through a remediation process after initially failing to meet minimum passing standards. Criteria to assign a grade of "Fail": A student is assigned a grade of "Fail" under the following circumstances: • Student is unable to demonstrate competency/meet passing benchmarks for a course through a remediation process; or • Student is unable to demonstrate competency/meet minimum passing standards for a second or more time within one academic year.
Process:	Grades will be assigned in accordance with the criteria outlined in this policy.

Approval Body: Long School of Medicine Curriculum Committee

CERTIFIED BY:

Elizabeth Hanson

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Date: 2026.08.24 09:17:06 -05'00'

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Curriculum Committee Chair ***Date***

Name: Elizabeth Hanson, MD
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ACCEPTED AND AGREED TO:

Deborah Conway

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Name: Deborah Conway, MD
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Related regulations, policies, and accreditation standards:
LCME Element 9.6 Setting Standards of Achievement
Scheduled Class Time in Preclinical Coursework Policy
Impact of Course Failure on Academic Progression

Footnote:
[1] For Language of Medicine Module, Clinical Skills Module, and Medicine, Behavior & Society Module