



The University of Texas at Austin

WHAT STARTS HERE CHANGES THE WORLD

The University of  
Texas  
at Austin

Medical School Catalog  
2018-2019



The University of Texas at Austin  
Office of the Registrar

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# Introduction

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*The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.*

**Sam Houston**

*Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.*

**Mirabeau B. Lamar**

*Where liberty has arisen, learning must be cherished—or liberty itself becomes a fragile thing.*

**Lyndon B. Johnson**

## Mission of the University

*The mission of the University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research, and public service.*

*The University provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. It contributes to the advancement of society through research, creative activity, scholarly inquiry, and the development and dissemination of new knowledge, including the commercialization of University discoveries. The University preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs, and provides other public service.*

*The Dell Medical School at The University of Texas at Austin was established in September 2013 and has been designed from the ground up as a 21st-century medical school at a top-tier research university in a vibrant, entrepreneurial, socially conscious and conscientious city. The Dell Medical School aims to measurably improve health by educating leaders, developing new models of care, advancing innovation from health products to health care delivery, and building models that scale for increasing impact. As part of a groundbreaking role for academic medicine in rethinking and redesigning health care to enable better health for all, the Dell Medical School will award a Doctorate of Medicine (M.D.) with the first class of medical students matriculating in 2016.*

## Officers of the Administration

### The University of Texas at Austin

Gregory L. Fenves, PhD, *President*

Maurie D. McInnis, PhD, *Executive Vice President and Provost*

Darrell L. Bazzell, BA, *Senior Vice President and Chief Financial Officer*

Scott Rabenold, MBA, *Vice President for Development*

Leonard N. Moore, PhD, *Vice President for Diversity and Community Engagement*

Patricia C. Ohlendorf, JD, *Vice President for Legal Affairs*

S. Claiborne Johnston, MD, PhD, *Vice President for Medical Affairs and Dean, Dell Medical School*

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Chris Sedore, *Vice President and Chief Information Officer*

Christopher M. Del Conte, MEd, *Vice President and Athletics Director*

Christine A. Plonsky, BS, *Women's Athletics Director and Executive Senior Associate Athletics Director*

Nancy A. Brazzil, BS, *Deputy to the President*

Jay Dyer, *Deputy to the President for Governmental Relations*

Harrison Keller, PhD, *Deputy to the President for Strategy and Policy*

Carlos E. Martinez, JD, *Chief of Staff*

Gary J. Susswein, MA, *Chief Communications Officer*

## Administrative Officers of the Colleges and Schools

Mark J.T. Smith, PhD, *Senior Vice Provost for Academic Affairs and Dean, Graduate School*

D. Michelle Addington, PhD, *Dean, School of Architecture*

Jay Hartzell, PhD, *Dean, Red McCombs School of Business*

Jay M. Bernhardt, PhD, *Dean, Moody College of Communication*

Sherry Field, PhD, *Interim Dean, College of Education*

Sharon L. Wood, PhD, PE, *Dean, Cockrell School of Engineering*

Douglas Dempster, PhD, *Dean, College of Fine Arts*

Sharon Mosher, PhD, *Dean, John A. and Katherine G. Jackson School of Geosciences*

Eric T. Meyer, PhD, *Dean, School of Information*

Ward Farnsworth, JD, *Dean, School of Law*

Randy L. Diehl, PhD, *Dean, College of Liberal Arts*

S. Claiborne Johnston, MD, PhD, *Vice President for Medical Affairs and Dean, Dell Medical School*

Paul Goldbard, PhD, *Dean, College of Natural Sciences*

Alexa K. Stuijbergen, PhD, RN, FAAN, *Dean, School of Nursing*

M. Lynn Crismon, PharmD, *Dean, College of Pharmacy*

Angela Evans, MA, *Dean, Lyndon B. Johnson School of Public Affairs*

Luis H. Zayas, PhD, *Dean, School of Social Work*

Brent L. Iverson, PhD, *Dean, School of Undergraduate Studies*

## The University of Texas System

Larry R. Faulkner, PhD, *Chancellor ad interim*

David E. Daniel, PhD, *Deputy Chancellor*

Steven W. Leslie, PhD, *Executive Vice Chancellor for Academic Affairs*

Scott C. Kelley, EdD, *Executive Vice Chancellor for Business Affairs*

Raymond S. Greenberg, MD, PhD, *Executive Vice Chancellor for Health Affairs*

Daniel H. Sharporn, JD, *Vice Chancellor and General Counsel*

Barry McBee, JD, *Vice Chancellor and Chief Governmental Relations Officer*

Randa S. Safady, PhD, *Vice Chancellor for External Relations*

Amy Shaw Thomas, JD, *Vice Chancellor for Academic and Health Affairs*

William H. Shute, JD, *Vice Chancellor for Federal Relations*

Stephanie A. Huie, PhD, *Vice Chancellor for Strategic Initiatives*

David Lakey, MD, *Vice Chancellor for Health Affairs and Chief Medical Officer*

## Board of Regents

### Officers

Sara Martinez Tucker, *Chairman*

Jeffery D. Hildebrand, *Vice Chairman*

Paul L. Foster, *Vice Chairman*

Francie A. Frederick, *General Counsel to the Board of Regents*

### Members

#### Terms scheduled to expire February 1, 2019

Jeffery D. Hildebrand, Houston

Paul L. Foster, El Paso

Ernest Aliseda, McAllen

#### Terms scheduled to expire February 1, 2021

Sara Martinez Tucker, Dallas

David J. Beck, Houston

R. Steven Hicks, Austin

### Terms scheduled to expire February 1, 2023

Kevin P. Eltife, Tyler

Janiece M. Longoria, Houston

James C. "Rad" Weaver, San Antonio

### Student Regent with term to expire May 31, 2019

Brittany E. Jewell, The University of Texas Health Science Center at Houston

Each Regent's term expires when a successor has been appointed and qualified and has taken the oath of office. The Student Regent serves a one-year term.

## Medical School Administration

### Senior Leadership

S Claiborne Johnston, MD, PhD, *Dean*

Susan Cox, MD, *Executive Vice Dean for Academics; Chair, Department of Medical Education*

Richard Freeman, MD, *Vice Dean of Clinical Affairs*

C. Martin Harris, M.D., MBA, *Associate Vice President of the Health Enterprise and Chief Business Officer*

Maninder Kahlon, PhD, *Vice Dean for Partnerships & Strategy*

Mark Kimbell, MBA, *Associate Vice President for Development*

Robert Messing, MD, *Associate Dean for Research Development*

### Department Chairs

Steven Abrams, MD, *Chair, Department of Pediatrics*

Kevin J Bozic, MD, MBA, *Chair, Department of Surgery & Perioperative Care*

Susan Cox, MD, *Chair, Department of Medical Education*

David Paydarfar, MD, *Chair, Department of Neurology*

Michael Pignone, MD, MPH, *Department of Internal Medicine*

Stephen Strakowski, MD, *Department of Psychiatry*

William Tierney, MD, *Chair, Department of Population Health*

Amy Young, MD, *Chair, Department of Women's Health*

### Department of Medical Education

Susan Cox, MD, *Executive Vice Dean for Academics; Chair, Department of Medical Education*

John Luk, MD, *Assistant Dean for Interprofessional Integration*

Jonathan MacClements, MD, *Assistant Dean for Graduate Medical Education; Designated Institutional Official*

Alejandro Moreno, MD, *Assistant Dean for Clinical Integration*

Chris Moriates, MD, *Assistant Dean for Health Care Value*

Elizabeth Nelson, MD, *Associate Dean for Undergraduate Medical Education*

Rene Salazar, MD, *Assistant Dean for Diversity*

LuAnn Wilkerson, Ed.D, *Associate Dean for Evaluation and Assessment*

## Academic Calendar

### Long Session 2018-2019

Date	Event
June 19	Tuesday: Financial aid disbursement for all students.
June 25	Monday: Classes begin for MS1 students.
June 28	Thursday: Tuition payment deadline for all students.

July 2	Monday: Classes begin for MS2 and MS3 students.
July 16	Monday: Twelfth class day; this is the date the official enrollment count is taken.
December 21	Friday: Last class day.
January 3	Thursday: Financial aid disbursement begins.
January 7	Monday: Classes begin.
January 10	Thursday: Tuition payment deadline.
February 6	Wednesday: Twelfth class day; this is the date the official enrollment count is taken.
June 28	Friday: Last class day.

# General Information

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## Accreditation

The University of Texas at Austin is accredited by the Southern Association of Colleges and Schools Commission on Colleges (<http://www.sacscoc.org>) to award baccalaureate, masters, and doctorate degrees. Contact Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas at Austin.

Representatives from the Liaison Committee on Medical Accreditation (LCME) conducted a site visit in early 2018 and Dell Medical School received its Provisional Accreditation status in June of 2018.

At The University of Texas at Austin, we transform lives for the benefit of society. The Dell Medical School is building on this core purpose as we fulfill our vision for the benefit of all.

## Our Vision

A vital, inclusive health ecosystem:

- *Vital*: Vigorous, animated, full of life and energy, dynamic.
- *Inclusive*: Open to everyone.
- *Ecosystem*: The complex of a community and its environment functioning as a system.

## Our Mission

Revolutionize how people get and stay healthy by:

- *Educating leaders* who transform health care;
- *Evolving new models* of person-centered, multidisciplinary care that reward value;
- *Accelerating innovation* and research to improve health;
- *Improving health* in our community as a model for the nation; and
- *Redesigning* the academic health environment to better serve society.

## Our Goals

By 2020, The University of Texas at Austin Dell Medical School will:

- Be recognized as a distinctive model in medical education;
- Create sustainable, health-improving examples of care redesign;
- Achieve measurable impact on the health of the community;
- Lead innovation through academic, private, and public partnerships and
- Cultivate a purpose-driven, financially sustainable organization.

## Values

We, at The University of Texas at Austin Dell Medical School, are

- Mission-driven and put health at the center of all we do;
  - Always building better;
  - One team embracing our shared vision and
  - Creating our ideal environment every day.
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# Statement on Equal Educational Opportunity

The University of Texas at Austin is committed to an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race; color; religion; national origin; gender, including sexual harassment; age; disability; citizenship; and veteran status. Discrimination on the basis of sexual orientation, gender identity, and gender expression is also prohibited pursuant to University policy. Any member of the University community who believes they have been subject to discrimination, harassment, or retaliation should contact the Office for Inclusion and Equity in person at SSB 3.212, Austin TX 78712; via e-mail at [equity@utexas.edu](mailto:equity@utexas.edu); or by phone at (512) 471-1849.

## Facilities

As the heart of the Dell Medical School and front door for the medical district, the Health Learning Building on The University of Texas at Austin campus is the primary home for students and faculty. The two other buildings in the initial phase of construction, the Health Discovery Building and the Health Transformation Building, were completed in the summer of 2017. These 21st-century facilities will anchor Austin's health district and form a laboratory for medical education, clinical care, research and health care redesign.

Dell Medical School is predicated upon collaboration - between health professionals, students, faculty and the community - and the Health Learning Building is designed to foster interaction. An open stairway from the first floor to the fifth spans the length of the building, encouraging physical activity facilitating chance meetings of students and faculty as they move between floors.

Learning spaces support the theme of cooperation with flexible configurations that can accommodate both small groups and large lectures, all incorporating the latest technology. As the primary home for students and faculty, the entire building was designed to foster interaction, with a café and ample indoor and outdoor seating, an open stairway, meeting rooms, comfortable seating, and study terraces.

Clinical learning sites will be primarily within Seton Healthcare Family clinical facilities, including the newly constructed hospital, Dell Seton Medical Center at The University of Texas.

## Libraries

In addition to our virtual medical library, students also have access to all of the resources of the university libraries, and our partner Seton Health Care resources.

# Financial Assistance

## Financial Aid

The Office of Financial Aid offers various forms of financial assistance to all university students; these are described in the *General Information Catalog* (<http://catalog.utexas.edu/general-information/student-services/financial-aid>). With the help of our friends from the education and medical community, as well as the Michael and Susan Dell Foundation, a financial aid program has also been established for medical students. Dell Medical School provides financial assistance to students pursuing the MD in the form of scholarships, grants, and loans.

The various types of aid and loan programs provided by the Dell Medical School include: Texas Public Educational Grants, College Access Loans, Health Professional Loans, Hazelwood Act Funds, Direct Stafford Loans and Alternative Private Loans, along with any available school-sponsored scholarship funding.

## **Endowments**

The University and the Dell Medical School have adopted as one of their major objectives the development of endowment funds for the exclusive support of the Medical School and its priority objectives. These include foremost the recruitment and retention of the preeminent scholars and teachers and support of outstanding students and educational programs.

# Admission

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Dell Medical School seeks to recruit and train future physician leaders who want to revolutionize the way people get healthy and stay healthy. To that end, the Admissions Selection Committee is looking for evidence of excellence in four areas:

1. **Personal Attributes:** integrity and ethics; reliability and dependability; service orientation; social and interpersonal skills; teamwork; capacity for improvement; resilience and adaptability; cultural competence; oral communication.
2. **Life Experiences:** students and physicians will repeatedly fall back on their unique life experiences, as they treat patients and work with colleagues. A broad range of such experiences will create a valuable diversity of perspectives.
3. **Academic Accomplishment:** Dell Medical School has adopted a leading-edge curriculum that's uniquely designed from scratch and focused around 21st-century health care. A strong academic record indicates that students will excel in this accelerated curriculum.
4. **Mission Contribution:** Dell Medical School seeks to create a vital, inclusive health ecosystem and help make Austin a model healthy city. Students with demonstrated strengths in leadership, creativity, teamwork, resilience, and community engagement will help further advance this mission.

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To be a successful physician leader in 21st-century health, you need a large portfolio of competencies. There is very little evidence that the "smartest" applicant with the best undergraduate grades will make the best physician or the best graduate of a medical school.

Understanding, however, that academic capability is necessary to successfully navigate the rapid pace of medical education, the Dell Medical School's Admission Selection Committee will carefully review each applicant's history for evidence of academic aptitude and stamina. The Admissions Selection Committee wants to ensure that every Dell Medical School student possesses the broad range of attributes, experiences, contributions, and capabilities necessary to succeed as a student and a physician.

## Application Procedure

All applicants must utilize the Texas Medical & Dental Schools Application Service (TMDSAS) (<http://tmdsas.com>). TMDSAS will transmit your application before transcripts, letters or MCAT scores are uploaded. Dell Medical School will proceed with the first review, but the full application review will not occur until after those documents have been uploaded to TMDSAS and transmitted to Dell Medical School.

### First Review

In order to best use the resources of the faculty and staff, the first review is based primarily on overall GPA and GPA earned in science courses, as calculated by TMDSAS. Every application will be reviewed by a member of the Admissions Selection Committee or Admissions Office staff. This review will also consider MCAT, Socio-Economic Status (SES), graduate work or degrees, GPA trends, and other evidence of academic ability.

### Invitation to Submit Secondary Application

In an effort to give a greater number of applicants the opportunity to present themselves to Dell Medical School's admissions committee, the school uses a unique video secondary application. If selected for further consideration, the applicant receives an email invitation with details on how to prepare and submit the video through a free online

portal. The secondary application consists of questions that address specific aspects of the school's mission. In a two-minute response for each question, the candidate speaks to how their experiences will help them contribute to this work. The priority deadline for the secondary application is November 15; application will be reviewed only after the secondary is submitted.

Candidates who feel they would represent themselves better in a written format are given the opportunity to request a written version of the secondary application.

## Full Review

The Full Review involves a careful reading of the entire application by two admissions staff and/or members of the Admissions Selection Committee. Each applicant will receive a ranking, relative to all other applicants in the Full Review, in eight categories:

1. Personal attributes
2. Life experiences
3. Academic preparation
4. Contribution to and fit with the mission (<http://dellmedschool.utexas.edu/mission-vision>)
5. Teamwork
6. Community engagement
7. Problem-solving for betterment of others
8. Resilience

Each reviewer will then assign an overall ranking based on a summative impression of the application. The Admissions Selection Committee will utilize these rankings to determine which applicants will be invited for an interview.

## Invitation to Interview

The invitation to interview will be sent to the e-mail address submitted in the TMDSAS application. It will include a link to the website where the applicant may schedule a half day interview experience. Interview will occur on six different days. There will be two interview sessions on each interview date; one half of the applicants in the morning and the other half in the afternoon. The morning and afternoon sessions are identical.

## Interview Day

In the week leading up to the interview, students will receive detailed information about the interview day, which will include parking, the specific schedule, diagrams and maps. Applicants will be provided with a clear understanding of what will happen during the interview experience before they arrive.

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## Transfer Students From Other Medical Schools

The University of Texas at Austin Dell Medical School will strive to admit applicants and matriculate a class best suited to contribute to the mission and vision of the Dell Medical School while assuring equity, impartiality, and excellence in the admissions process. The University of Texas at Austin is committed to maintaining Equal Educational Opportunity (p. 4) and non-discrimination as outlined in the University policy.

## Policy

The University of Texas at Austin Dell Medical School permits medical students to apply for transfer into the medical education program if:



1. Positions are available;
2. The transfer applicant is in good standing at a medical school accredited by the Liaison Committee on Medical Education;
3. The transfer applicant has successfully passed Step 1 of the United States Medical Licensing Exam; and
4. The transfer applicant demonstrates academic achievements and other attributes comparable to students admitted to the Dell Medical School.

Transfer applicants successfully admitted to the Dell Medical School must start at the beginning of the second year of the medical education program. There will be no transfer applicants considered for entry into the Dell Medical School in the third or fourth years of the education program.

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## International Applicants

The Dell Medical School is not accepting international applicants at this time.

## Requirements

The Admissions Selection Committee is charged to ensure that every Dell Medical School student possesses the broad range of attributes, experiences, contributions and capabilities necessary to succeed as a student and a physician.

## Mission Contribution

Dell Medical School has a unique mission and vision (<http://dellmedschool.utexas.edu/mission-vision>). Every aspect of the application will be evaluated for the presence or absence of qualities that align with the mission.

## Personal Attributes and Life Experiences

The personal statements, experiences reported in the application, letters of evaluation, and interview sessions are especially helpful in this evaluation. Applicants are encouraged to view all short essay questions in the Texas Medical & Dental Schools Application Service (TMDSAS (<https://www.tmdsas.com>)) and the Secondary Application as opportunities to demonstrate personal qualities and strengths to the Admissions Selection Committee.

In addition, applicants are encouraged to meet with those being asked to write letters of evaluation to review strengths in personal attributes and life experiences' domains and encourage them to highlight these.

## Academic Ability

Grade point averages (GPAs) in specific coursework, transcripts, and MCAT scores are more mathematically expressed than other assessed areas, and this information will be used to help consider applicants in the evaluation process. However, simple mathematical comparisons do not provide a complete picture. Hence, all the data gathered from these sources will be considered in the context of other attributes, experiences, and qualifications to help provide an overall picture.

## Medical College Admission Test (MCAT)

Dell Medical School does not set a minimum MCAT score. The MCAT score is evaluated as one indicator among many others and must be considered in light of those other factors. The Admissions Selection Committee will accept MCAT scores from the 2015 version as well as the

previous version up to five years prior to the applicant's expected date of matriculation.

## Grade Point Average (GPA)

The minimum overall TMDSAS-calculated GPA for consideration is 3.2 on a standard 4 point scale. An applicant's GPA in prerequisite courses and biology, chemistry, physics, and math courses are also considered, but no minimum has been set. In addition to overall GPA, the Admissions Selection Committee will evaluate grade trends, the rigor of coursework, and advanced science coursework.

## Prerequisite Courses

Dell Medical School supports the movement toward competencies (<https://www.aamc.org/download/271072/data/scientificfoundationsforfuturephysicians.pdf>). Applicants are free to demonstrate competencies by any means; for most, the easiest method will be through satisfactory performance in appropriately rigorous coursework. Any applicant that believes competency has been established by some alternate means is invited to petition the Admissions Selection Committee ([applydellmed@utexas.edu](mailto:applydellmed@utexas.edu)).

Competency is demonstrated by completing the following courses:

- **Biology:** Eleven semester hours, two of which must be labs (a genetics course is strongly recommended).
- **Physics:** Eight semester hours, two of which must be labs.
- **Chemistry:** Twelve semester hours, to be comprised of a combination of:
  - Two semesters of organic chemistry and one semester of general inorganic chemistry (for a total of nine semester hours with three semester hours of lab); or
  - Two semesters of general inorganic chemistry and one semester of organic chemistry (for a total of nine semester hours with three semester hours of lab).
- **Biochemistry:** Three semester hours of biochemistry.
- **English:** Three semester hours of composition-based English.
- **Math:** Three semester hours of statistics.

These courses must be completed at a regionally accredited U.S. college or university. AP and correspondence courses are acceptable if the official transcript indicates specific course numbers and credits granted. A grade of "C" or higher must be recorded in each of these courses. Any quarter-hour credit equals two-thirds of a semester-hour credit.

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## Transfer From Other Medical Schools

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4. The transfer applicant demonstrates academic achievements and other attributes comparable to students admitted to the Dell Medical School.

Transfer applicants successfully admitted to the Dell Medical School must start at the beginning of the second year of the medical education program. There will be no transfer applicants considered for entry into



the Dell Medical School in the third or fourth years of the education program.

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## **International Applicants**

The Dell Medical School is not accepting international applicants at this time.

## **Advanced Standing**

Dell Medical School admits transfer students in advanced standing to the second year of study. Dell Medical School does not accept transfers for the third or fourth years of medical school.

# Tuition and Fees

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## Tuition

For information regarding Dell Medical School tuition, please see the Tables: Tuition for Fall and Spring section under Tuition and Fees in the *2018-2019 General Information Catalog* (<https://registrar.utexas.edu/catalogs/general-information>).

## Fees

For information regarding Dell Medical School fees, please see the Tables: Tuition for Fall and Spring section under Tuition and Fees in the *2018-2019 General Information Catalog* (<https://registrar.utexas.edu/catalogs/general-information>). Included in the fees are the Medical Student Resource fee which covers lab, technical and curriculum delivery expenses; a Student Support fee which covers the use of University Health Services clinics, personal counseling and mental services, recreational and fitness facilities, campus Union facilities, and regional shuttle services; a Malpractice Insurance fee of \$25 is also assessed.

## Other Expenses

Health insurance can be purchased through the University.

## Refunds

### Refunds for Withdrawing from the University

For information regarding tuition refunds, please see the Tuition Adjustments section under Tuition and Fees in the *2018-2019 General Information Catalog* (<https://registrar.utexas.edu/catalogs/general-information>).

# Academic Policies and Procedures

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The Academic Policies and Procedures are guidelines to help students navigate academic tasks and understand policies concerning enrollment and attendance, examinations, student performance and grading, and more. All medical students are subject to the academic regulations of the University and are responsible for making certain they meet all requirements and deadlines.

## Academic Advising

Each student is provided with informal and formal feedback about their academic performance. Formal assessment comes in mid-course feedback sessions and in weekly competency checks. Students that are identified as being at academic risk are asked to meet with the course director and/or an academic adviser, and/or the Associate Dean of Student Affairs. Coaching in time-management, resource management, learning strategies, test-taking skills, tutoring and other services are available. In addition, all students are encouraged to meet with faculty, an academic adviser or the Associate Dean for Student Affairs at any time to improve their academic performance.

## Academic Grievance Policy

### Scope

This policy applies to grievances, which include academic actions or decisions, based on student academic performance, that directly affect a student's academic status or standing, such as, but not limited to, being required to repeat a course or year of study, being placed on probation or being suspended from the program or being dismissed from the Dell Medical School program. When a student is affected by an adverse academic action or decision made by the Medical Student Academic Standing Committee, the student may appeal the action or decision using the process described below.

This policy does not apply to grievances for a course or clerkship grade. See Appeal of Grade Policy (p. 12).

### Policy

A student may grieve an academic decision that a student believes was made in an arbitrary or capricious manner, made on the basis of a discriminatory purpose, or made in violation of a University policy. Any adverse action based on academic performance alone will be deferred until the grievance is resolved.

The steps by which a student may pursue an academic grievance are as follows:

1. A student must file written notice of his or her grievance with the Chair of the Medical Student Academic Standing Committee (MSASC) within ten business days from the date the student was notified of the academic decision being disputed. In the written grievance, the student must describe in detail the rationale for his or her grievance and propose a resolution. The student has the right to meet with the Associate Dean for Student Affairs to review the processes and procedures related to filing an academic grievance, and to discuss the preparation of appropriate documentation for the MSASC to review and consider.
2. The MSASC shall render its decision within 30 business days of the written student grievance.
3. In the event the student is dissatisfied with the MSASC's decision, the student may file a written appeal to the The University of Texas

at Austin Dell Medical School Executive Vice Dean for Academics within ten business days of the date of the MSASC's written decision. The student's appeal to the Executive Vice Dean for Academics must include a justification statement for the appeal and copies of all documentation the student provided to the MSASC. Upon review of the student's record and appeal, the Executive Vice Dean for Academics may elect to:

- a. Affirm and adopt the MSASC's decision; or
- b. Modify or change the MSASC decision

Within ten business days from receipt of the student's appeal, the The University of Texas at Austin Dell Medical School Executive Vice Dean for Academics shall provide a written decision to the student, with copies sent to the Associate Dean for Student Affairs, the Associate Dean for Undergraduate Medical Education, and the Chair of the ASC.

The decision of the The University of Texas at Austin Dell Medical School Executive Vice Dean for Academics is final. Any sanctions being deferred pending the resolution are immediately placed into effect.

## Academic Standing Policy

### Scope

To be promoted to the next curricular year, and ultimately to graduate, medical students must meet all requirements of the current year, and satisfactorily adhere to all stipulated academic, professionalism and conduct standards and to all University and UT System rules and regulations.

### Policy

Students must successfully complete and pass all required curriculum, milestones, and exams to progress and graduate. Professionalism and conduct infractions can result in adverse academic actions up to and including dismissal, even if a student has passed all other aspects of the curriculum.

The Medical Student Academic Standing Committee (MSASC) will meet and review each student's performance periodically to assure satisfactory performance and to determine whether a student's progression to the next phase of the curriculum is appropriate. The MSASC will be responsible for defining possible adverse academic actions should a student not satisfactorily perform and progress through the curriculum.

## Scientific Foundations: Preclinical Curriculum (MS1)

A student who fails in any *single* course in the first half of the MS1 academic year, will be given a grade of incomplete for that course and allowed to remediate the course during the first week of the second semester or during the holiday break preceding the first week of the second semester. Satisfactory remediation results in a "pass" as the final grade and no further academic action. If the student fails to remediate, the MSASC will determine academic action up to and including placing the student on an academic leave of absence and requiring the student to restart the first year curriculum.

A student who fails a *second* course in the first half of the MS1 academic year, will be referred to the MSASC for the MSASC's determination of the appropriate academic action to take, up to and including placing the student on an academic leave of absence, requiring the student to restart the first year curriculum, and/or dismissal from the program.

A student who fails in any *single* course in the second half of the MS1 academic year, will be given a grade of incomplete for that course and allowed to remediate the course during the Milestone 0 week.

Satisfactory remediation results in a “pass” as the final grade and no further academic action. If the student fails to remediate, the MSASC will determine academic action up to and including placing the student on an academic leave of absence and requiring the student to restart the first year curriculum, and/or dismissal from the program.

A student who fails a *second* course in the second half of the MS1 academic year, will be referred to the MSASC for the MSASC’s determination of the appropriate action to take, up to and including placing the student on an academic leave of absence or requiring the student to restart the first year curriculum, and/or dismissal from the program.

Failures in both MS1 semesters, even with successful remediation, may lead the MSASC to recommend a remediation plan for the student that impacts his or her clinical start date.

## **Healthcare Delivery and Exploration: Clinical Clerkships and Clinical Rotations (MS2 and MS4)**

Failure of a clinical experience will result in a failure on the student’s transcript that must be remediated to a pass. The transcript will ultimately read Pass/Fail (P/F). No grade higher than a “pass” can result after an initial failure.

The MSASC will determine the appropriate academic action for failures in clinical experiences and may result in extended time to meet degree requirements, decreased vacation time and, up to and including, an academic leave of absence or dismissal from the program.

## **Innovation, Leadership and Discovery: Non-clinical Courses (MS3)**

Failure to satisfactorily meet the expectations of the MS3 year will be handled on an individual basis. Failure to successfully complete the requirements of the MS3 year may require additional time to achieve the MD degree. Students who want to withdraw from a dual degree program after the start of the degree requirements must get permission from the MSASC to do so. Withdrawal from a dual degree program may result in the imposition of a remediation plan to help the student meet the educational goals of the MS3 year.

## **Professionalism and Conduct Infractions**

Students with severe and/or repeated lapses of professionalism or conduct issues may also be referred to the MSASC by the Dell Medical School’s Student Affairs Committee with recommendation for dismissal. These referrals will include documentation of the conduct in question, findings in investigation, attempts at remediation, and recommended action from the Student Affairs Committee.

The student will be given access to the recommendation and shall have five business days to submit a written response to the chair of the MSASC. The MSASC shall review the report from the Student Affairs Committee and the response of the student and may determine to investigate further, to task a sub-committee to investigate further, to refer the student to the University’s Office of the Dean of Students or other University office for further remediation efforts, require a leave of absence, and/or dismiss the student from the program.

Decisions of the MSASC may be appealed by the process described in the Dell Medical School’s Academic Grievance Policy.

# **Academic Workload and Duty-Hour Policy**

## **Scope**

Medical student workloads must support students’ learning while maintaining an appropriate level of engagement with the learning environment. The specific details of these expectations will vary somewhat depending on the phase of the educational program, clinical specialty or rotation, but must take into account the impact of fatigue on learning and patient safety, reinforce the fact that duty-hours restrictions, like other compliance requirements for physicians, are consistent with the necessity of meeting professional standards and ensure balance between educational priorities, service needs of the clinical setting and the students’ personal wellness. The duty-hour restrictions on students during clinical clerkships and courses are modeled after the American Council on Graduate Medical Education (ACGME) guidelines for residents.

## **Policy**

Course and Clerkship Directors are expected to plan and manage courses, including all scheduled activities and expected independent work, within the academic workload and duty-hour parameters approved by the Dell Medical School’s Undergraduate Medical Education Curriculum (UMEC) Committee. It is the responsibility, as a part of professionalism, for the student to abide by medical school requirements regarding duty-hour restrictions. Violations of the Academic Workload and Duty-Hour Policy should be reported to the Office of Medical Education.

## **Scientific Foundations: Preclinical Curriculum (MS1)**

The preclinical courses are organized into module blocks of varying lengths, using various teaching and learning formats. The preclinical curriculum includes block and longitudinal courses that have scheduled activities and learning events.

Workload Limits:

- Maximum of 20 hours of required scheduled activities per week
- Approximately two hours of assigned preparation materials per each hour of required scheduled activities averaged over the course of a week.
- Students in good standing may take student enrichment electives, which will not count towards required activities or duty-hour limits.

For all required content, no matter the venue (lecture, case discussions, small group discussions and exams), a scheduled hour is logged as a formal instruction hour.

The total workload for an average student in the MS1 preclinical year must be kept to a maximum of 60 hours per week. This should provide time for the student’s personal wellness and social engagement.

The Office of Medical Education will continuously monitor violations to the Academic Workload and Duty-Hour Policy and will alert the course director, or other departmental leadership, and the Undergraduate Medical Education Curriculum Scientific Foundations Subcommittee of any violations during a student’s MS1 year.

## **Healthcare Delivery and Exploration: Clinical Clerkships and Clinical Rotations (MS2 and MS4)**

Clinical clerkships and rotations vary in length. Students are assigned to various clinical sites and work under the supervision of designated faculty and residents. During clinical clerkships and courses, medical

students are expected to participate in all required clinical and didactic activities. Examples of such activities include: direct patient care, patient rounds, patient documentation, case conferences and interactive lectures. Students are expected to assume increasing levels of responsibility and accountability for healthcare delivery, as appropriate under the supervision of faculty and residents. The amount of time needed for a student to adequately meet his or her responsibilities varies depending on rotation, and can include overnight call.

Duty-hour expectations include all required activities in the clinical years; therefore, if a student has clerkship duties and additional expectations from a longitudinal course, the hours are added cumulatively and in total must remain within the duty-hour limits.

MS2 and MS4 students are expected to abide by the following duty-hour limits (modeled after ACGME guidelines for residents):

- Must be limited to 80 duty hours per week, averaged over a four-week period, inclusive of all in-house call activities.
- Must be scheduled for in-house call no more frequently than every third night, when averaged over a four-week period.
- Must be limited to a maximum of 24 hours of continuous duty in the clinical setting.
- Must not be assigned additional clinical responsibilities following 24 hours of continuous in-house clinical duty.
- Should have ten hours free of clinical duty. They must have at least 14 hours free of clinical duty after 24 hours of in-house clinical duty.

Students will be required to report duty hours on One45 weekly. Students should report duty-hour violations to the Office of Medical Education via One45, or in person, if concerns may warrant immediate action.

The Office of Medical Education will continuously monitor violations to the Academic Workload and Duty-Hour Policy and will alert the clerkship director, or other departmental leadership, and the UMEC Healthcare Delivery Subcommittee of any violation during a student's MS2 and MS4 years.

## **Innovation, Leadership and Discovery: Non-clinical Courses (MS3)**

The courses scheduled in the Innovation, Leadership and Discovery phase of the curriculum are highly individualized and variable based on a student's customized plan of study. On average, a student should not be expected to have a total workload of greater than 60 duty hours per week.

The Office of Medical Education will continuously monitor violations to the Academic Workload and Duty-Hour Policy and will alert the course director, or other departmental leadership, and the Undergraduate Medical Education Curriculum Innovation, Discovery and Leadership Subcommittee of any violation during a student's MS3 year.

## **Appeal of a Grade Policy**

### **Scope**

Grades are generated by the course/clerkship director. Should there be a disagreement about a grade assignment in a course or clerkship, the student may appeal the assigned grade.

### **Policy**

The University of Texas at Austin Dell Medical School students have the ability to timely appeal all grades and evaluations and to have that appeal resolved in a timely manner.

The procedures for a grade appeal are:

1. A student must file a written appeal with the course or clerkship director within five business days from the date the grade was posted. In the written appeal, the student must describe in detail the basis for the appeal and propose a resolution.
2. The course or clerkship director will review the written appeal. The course or clerkship director will provide the student with a written decision within five business days of receipt of the student's written appeal.
3. Should the student be unsatisfied with that decision, the student may file a written secondary appeal to The University of Texas at Austin Dell Medical School Associate Dean of Undergraduate Medical Education within five business days from receipt of the course or clerkship director's written decision. The student's secondary appeal must include a justification statement articulating why the appeal is warranted, along with all documentation provided to the course or clerkship director in conjunction with the initial appeal. Upon review of the student's record and appeal portfolio, and within five business days from receipt of the student's secondary appeal, the Dell Medical School Associate Dean for Undergraduate Medical Education will provide a written decision to the student and course or clerkship director. The Dell Medical School Associate Dean for Undergraduate Medical Education may:
  - a. Allow the course or clerkship director decision to stand;
  - b. Modify the course or clerkship director's decision; or
  - c. Make an alternate decision.

Any unsatisfactory grade will be forwarded to the Medical Student Academic Standing Committee for administrative action if needed.

## **Attendance and Absence Policy**

### **Scope**

Attendance contributes to a student's education and professional identity formation. Healthcare professionals have a fiduciary responsibility to ensure they cover their clinical responsibilities. Practicing this duty with peers and teaching faculty fosters professional identity formation and is therefore a part of the professionalism competency at The University of Texas at Austin Dell Medical School.

### **Policy**

Attendance is required for many educational activities and strongly encouraged for all others. Course/Clerkship syllabi will clearly outline the attendance expectations for educational activities. Attendance expectations are in accordance with duty hour guidelines. Absence at certain clinical, laboratory, and other experiences may require a medical student to repeat an entire course and/or academic year.

Attendance expectations: absences may be excused under certain circumstances as listed below.

### **University Holidays**

Students are not expected to be in attendance on official University Holidays.

### **Religious Holy Days**

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day must inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable time after the absence.

## Tardiness

In addition to any course policy in the syllabus, excessive tardiness may be considered a conduct matter, subject to review and sanction by the Office of Student Affairs.

## Jury Duty

Medical students may frequently be exempted from jury duty, due to clinical expectations. If not, the school will make every effort to provide make-up opportunities for missed experiences.

## Absence for Military Service

In accordance with Section 51.9111 of the Texas Education Code (<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm>), a student is excused from attending classes or engaging in other required activities, including exams, if he or she is called to active military service of a reasonably brief duration. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board as "no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service." The student will be allowed a reasonable time after the absence to complete assignments and take exams. Policies affecting students who withdraw from the University for military service are set forth in the Withdrawal section of the Academic Policies and Procedures portion of the General Information Catalog (<http://catalog.utexas.edu/general-information/academic-policies-and-procedures/withdrawal>). Medical students excused for military service will be placed on a leave of absence and will be withdrawn from the course only if the course will be repeated in its entirety.

## Unforeseeable Events

Students who miss educational activities for unforeseeable events such as illness, family or other emergency, must notify the course director and the Associate Dean for Student Affairs as soon as practicable. Either of these may require documentation. Documentation of illness will not require a specific diagnosis.

All absences for required educational events will be recorded and monitored. The Course/Clerkship Director will consult with students to discuss absences and any work that needs to be completed due to the student's absence(s). The Associate Dean for Student Affairs will be notified of students' absences to provide support when appropriate and to monitor for repeated patterns.

## Elective, Selective, and Away Clinical Rotation Policy

### Scope

Selective and elective opportunities are intended to allow students the opportunity to explore their particular career interests.

### Policy

The University of Texas at Austin Dell Medical School curriculum encompasses four weeks of required selectives during the MS2 year; these four weeks of selectives must be taken in-house at the Dell Medical School.

The Dell Medical School curriculum also encompasses 16 weeks of required electives that must be taken during the MS3 or MS4 years. At least eight of these elective weeks must be completed at the Dell Medical School. No more than eight weeks of required electives may be taken elsewhere. Students are strongly encouraged to consult with

faculty and their academic advisors and use electives to both explore potential career choices and to broaden their medical expertise. The student's academic adviser, or his or her designee, must approve a student's electives prior to beginning the experience.

Additionally, all off-campus elective rotations must be approved by the Office of Student Affairs at least one month before the off-campus elective rotation or course begins. Credit will not be given for any off-campus elective rotation or course that has not been approved in advance.

The Office of Student Affairs has a centralized system to review the proposed off-campus elective prior to approval, to ensure the return of a performance assessment of the student while on the off-campus elective, and to retain an evaluation of the off-campus elective by the student. The decision to approve an off-campus elective will take into account the following information and any other information deemed appropriate by the dean's office:

- Potential risks to the health and safety of patients, students, and the community
- The availability of emergency care
- The possibility of natural disasters, political instability, and exposure to disease
- The need for additional preparation prior to, support during, and follow-up after the elective
- The level and quality of supervision
- Any potential challenges to the code of medical ethics adopted by the home school

Paperwork that must be submitted to the Office of Student Affairs prior to approval of an off-campus elective rotation includes: the "Course Approval" form, a written letter or email of acceptance from the physician preceptor with the start and end dates of the course/rotation, and a course description of learning objectives and responsibilities during the rotation. Forms must include a complete address and telephone number for the off-campus location and residence address for the student while at the off-campus site. Forms will not be approved after the rotation has already begun.

## Leave of Absence, Withdrawal, and Dismissal Policy

### Scope

Students are expected to proceed through the Dell Medical School curriculum to graduation, in a continuous, uninterrupted fashion. However, a student may temporarily separate from the curriculum via an approved leave of absence or permanently separate from the curriculum via a withdrawal or dismissal, for academic, personal, or other reasons.

### Policy

#### Leave of Absence

Students seeking a temporary separation from the medical school must obtain approval from the Medical Student Academic Standing Committee. A student may request a leave of absence for medical reasons, academic opportunities or personal reasons. Students are strongly encouraged to discuss the options and consequences of obtaining a leave of absence with the Associate Dean for Student Affairs prior to requesting the leave. The Medical Student Academic Standing Committee may also recommend a leave of absence for a student as part of a remediation plan.



1. A leave of absence will require:
  - a. A document signed by the student and the Associate Dean for Student Affairs that includes:
    - i. A designated specific date for return to the curriculum. This date may be extended upon approval by the Associate Dean for Student Affairs;
    - ii. Details of any conditions of return;
    - iii. Verification that student has been made aware of implications on Financial Aid, including possible return of Title IV funds;
    - iv. Proof of approval by the Medical Student Academic Standing Committee, for any leave of absence greater than one year; and
    - v. Proof of approval by the Medical Student Academic Standing Committee, for any student that is not in good academic standing at the time the leave of absence is requested.
2. Return from a leave of absence will require:
  - a. Contact with the Associate Dean for Student Affairs at least 30 days in advance, to ensure scheduling and enrollment clearance; and
  - b. Documentation that all conditions of return have been satisfied.
3. A leave of absence does not obviate the requirements for timely completion of curriculum milestones, including USMLE examinations or graduation.
4. Any student who fails to return from a leave of absence by the designated date shall be considered to have resigned from the Dell Medical School.
5. Any leave of absence will be noted on the transcript as "Leave of Absence" regardless of the reason for the leave. It will also be noted on the MSPE.

## Withdrawal

A student may withdraw from medical school by submitting a written letter of resignation to the Executive Vice Dean for Academics. This is a permanent action and a withdrawn student is not eligible for re-admission. Students are strongly encouraged to meet and discuss with the Associate Dean for Student Affairs, before submitting a withdrawal request.

## Dismissal

Dismissal is an action that may be taken by the Medical Student Academic Standing Committee to permanently separate a student from the medical school. A dismissed student is not eligible for re-admission to the same degree program. The dismissal decision can be based on unacceptable academic or professional performance.

Students will be notified of dismissal in writing and, where possible, verbally by the Associate Dean for Student Affairs or his or her proxy. The verbal notification is a courtesy. The written notification is the official notification of the adverse action.

Students may appeal a dismissal decision through procedures outlined in the Appeal of Dismissal Policy.

## Student Academic Performance and Grading Policy

### Scope

Students at The University of Texas at Austin Dell Medical School will be evaluated in multiple ways, each to be outlined in individual course syllabi and as described in other policies. Faculty and staff are responsible for disseminating student evaluation methods in writing to students in the course syllabus prior to the start of each course.

Methods of assessment may include: narrative feedback, exams, written/computer based reviews, participation, Objective Structured Clinical Exams ("OSCEs"), peer review, oral presentations, etc.

The Dell Medical School protects the privacy and integrity of student records, including grade records, while also providing students a process to appeal final course grade decisions. The student's official transcript reflects actual grades from the time they were assigned; these grades will not be modified without official approval to do so.

## Policy

The Dell Medical School has established committees to oversee the educational program and to monitor academic performance of its medical students. The Undergraduate Medical Education Curriculum Committee (UMEC Committee) is the body that provides central oversight and makes recommendations to the Dell Medical School's Dean and Executive Vice Dean for Academics regarding the overall design, management and evaluation of a coherent and coordinated curriculum. The Medical Student Academic Standing Committee (MSASC) is charged with reviewing the academic progress and professional development of each student during all components of the four-year medical education program and making recommendations to the Dean and Executive Vice Dean for Academics accordingly. The primary responsibility of the MSASC is to recommend for graduation only those candidates who have satisfactorily completed all graduation requirements and demonstrated consistent professional conduct appropriate for a physician.

The "clinical years" of the Dell Medical School's medical education program include all core clerkships and clinical courses, including clinical selectives and electives. The academic standards for successful completion of the pre-clinical modules, clerkships, and clinical courses are determined by the module directors, clerkship directors and course directors, respectively, each adhering to a grading rubric approved by the UMEC Committee. The process by which a student may appeal a grade or evaluation received is set forth in the medical school's Appeal of Grade Policy.

Grades are Pass/Fail for non-clinical modules, courses and electives, including Developing Outstanding Clinical Skills (DOCS) and Interprofessional Education (IPE) courses. MS2 – MS4 grades are based on a Pass/Fail/Honors system for the clinical clerkships, selectives, and electives.

## Incomplete Grades

A student who does not complete all of the required coursework will receive an incomplete or failing grade. Students can be assigned an incomplete in situations, as determined by the Office of Medical Education, that warrant the provision of additional time to allow the student to complete his or her work (e.g., illness, family emergencies, or other extenuating circumstances deemed appropriate by the Dean or his/her delegate). The incomplete will change to a "Pass" or "Fail" once the student has completed the required coursework. If a student fails to complete the required course work within a designated time period, the Incomplete will be changed to a Fail. A student who successfully remediates a failing grade will receive a failing grade of *F* on his or her academic record followed by a second grade of *P*; the failing grade will be notated as having been remediated.

Each course director will submit a grade roster at the end of each course within 10 days of course completion. Clinical experience grades will be submitted no later than four weeks after the rotation is completed. Narrative feedback will be provided as appropriate. All grades are processed through the Office of Medical Education and will be submitted to the Office of the Registrar.

A student who fails any course(s) in Year 1 must remediate the course(s) before starting Year 2. To receive a "Pass," the student must obtain a minimum overall module grade of greater than 70%.

## Process of Distribution of Grades

In the pre-clinical curriculum, final grades will be calculated by the module co-directors, approved by the Office of Medical Education and then released to the students.

## United States Medical Examination (USMLE) Policy

### Scope

The United States Medical Licensing Examination (USMLE) is jointly sponsored by the National Board of Medical Examiners and the Federation of State Medical Boards. A passing score on each portion of the USMLE is accepted by medical boards in every state as evidence of core competency to practice medicine.

The University of Texas at Austin Dell Medical School has established policies pertaining to the timing and passage of the USMLEs in order to optimize career outcomes for students and to ensure that graduates meet all related licensing requirements.

### Policy

In order to graduate from The University of Texas at Austin Dell Medical School, students must take and pass the USMLE Step 1, the USMLE Step 2 CK (Clinical Knowledge) and the USMLE Step 2 CS (Clinical Skills) following the established rules below. A student who fails any USMLE exam will work with his or her academic advisor to develop a remediation plan.

### USMLE Step 1

- Students must take the USMLE Step 1 prior to September 1 of the start of the third year of the medical curriculum.
- A student who does not achieve a passing score on the USMLE Step 1 within three attempts meets criteria for dismissal from the Dell Medical School.

### USMLE Step 2 CK

- Students must take the USMLE Step 2 CK by September 1 of the chronological fourth year of the medical curriculum. It is strongly recommended that students take the USMLE Step 2 CK early in their third year, shortly after the USMLE Step 1.
- A student who does not achieve a passing score on USMLE Step 2 CK within three attempts meets criteria for dismissal from the Dell Medical School.

### USMLE Step 2 CS

- Students must take the USMLE Step 2 CS by September 1 of the chronological fourth year of the medical curriculum. It is strongly recommended that students take the USMLE Step 2 CS early in their third year shortly, after the USMLE step 1.
- A student who does not achieve a passing score on the USMLE Step 2 CS within three attempts meets criteria for dismissal from the Dell Medical School.

# Non-Academic Policies

## Admission Selection Policy

### Scope

The University of Texas at Austin Dell Medical School will strive to admit applicants and matriculate a class best suited to contribute to the mission and vision of the Dell Medical School while assuring equity, impartiality, and excellence in the admissions process.

Successful candidates for admission to the Dell Medical School must have a citizenship or residency status that allows them to obtain employment in graduate medical education upon graduation in order to be licensed to practice medicine and must meet certain standards of capability and perform essential functions with or without reasonable accommodations to be considered for admission.

The University of Texas at Austin is committed to Equal Educational Opportunity and Non-Discrimination (<https://www.policies.utexas.edu/policies/nondiscrimination-policy>) as outlined in The University of Texas at Austin policy.

### Policy

The Admissions Selection Committee shall make all selection decisions and will function free from any political, financial, or personal pressures. Members of the Admissions Selection Committee will be appointed by the Dean, and shall be comprised of at least two-thirds faculty members and may include community leaders, students, and others.

To be considered for admission to the Dell Medical School, applicants must:

1. Be a U.S. Citizen or Permanent Resident.
2. Meet certain standards of capability and be able to perform essential functions with or without reasonable accommodations as referenced in the Technical Standards and Essential Functions Policy (p. 20).
3. Meet prerequisite course requirements (<https://dellmed.utexas.edu/education/how-to-apply/admissions-criteria>).

Selection decisions will be based on a holistic review of each applicant and will take into consideration the following criteria:

- **Personal Attributes:** Including, but not limited to, integrity and ethics; reliability and dependability; service orientation; social and interpersonal skills; teamwork; capacity for improvement; resilience and adaptability; cultural competence; and oral communication skills.
- **Personal Experiences:** Including, but not limited to, public service; leadership; extracurricular activities; work history; geographic diversity; diversity of experience and background; history of overcoming disadvantage or adversity; and other experiences that may contribute to unique perspectives.
- **Academic Competence:** As reflected by the applicant's official transcripts, graduate study (if any), and the Medical College Admissions Test with consideration for the rigor of the previous course(s) of study.
- **Mission Contribution:** Qualities, including but not limited to, leadership, creativity, teamwork, community engagement, and resilience that uniquely relate to and could contribute to the mission of the Dell Medical School.

## Student Background Check Policy

### Scope

Medical students are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of sound, professional judgment, and ethical behavior. Thus, an assessment of a medical student's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services, the safety interests of patients, to maintain a professional workplace, and the medical student's ability to obtain licensure.

Additionally, clinical healthcare facilities are required by accreditation agencies to conduct background checks for security purposes on individuals who provide services within the facility and especially those individuals who supervise care and render treatment. The University of Texas at Austin is obligated to meet the contractual requirements contained in affiliation agreements between the University and its clinical healthcare partners. Thus, the Dell Medical School requires background checks for all accepted applicants and medical students, as described below.

Applicants for admission who would not be able to participate in clinical rotations due to a criminal record or other activities revealed in a background check are unable to fulfill the requirements of the program and will not be admitted to the Dell Medical School. Enrolled students who cannot participate in clinical rotations due to a criminal record or other activities that are revealed in a background check are unable to fulfill the requirements of the program and may not be guaranteed continued enrollment in the educational program or be eligible for graduation with the MD degree.

### Policy

All persons accepted for admission to the Dell Medical School must complete a background check with a result deemed favorable prior to matriculation. A background check will be honored for the duration of enrollment if the student is continuously enrolled and there is no change in the favorable results of the student's background check. Any student who temporarily leaves the academic process for greater than six months will be required to attest that there has been no change in his or her criminal background check prior to re-entry into the program and may be required to complete a new background check at the discretion of the Associate Dean for Student Affairs. Any student who temporarily leaves the academic process for greater than one year will be required to complete a new background check, prior to re-entry. Any visiting student applying to complete an elective at the Dell Medical School shall supply evidence from his or her home institution of the visiting student's successful and current completion of a background check of a comparable nature.

An offer of admission will not be final until the completion of the applicant's background check with a result deemed favorable. Admission may be denied or rescinded based on a review of the background check. Any activity identified on the background check that was not reported on the TMDSAS application will be viewed as potential misconduct and grounds for rescinding an offer of admission. All students are required to immediately notify the Associate Dean for Student Affairs of being charged with any criminal act. Failure to do so will be viewed as an act of misconduct. Any falsification or omission of pertinent information may result in the denial of admission or dismissal from the Dell Medical School.

The expenses related to background checks are borne by the applicant or student. Background check results will remain separate from the academic record.

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## Bloodborne Pathogen Exposure Policy

### Scope

The spread of certain bloodborne pathogens requires processes to protect students and patients from the spread of certain infectious diseases. The purpose of this policy is to require prevention education, as well as the initiation of care after and reporting of occupational exposure to bloodborne pathogens including the human immunodeficiency virus (HIV) and hepatitis B virus (HBV) and early treatment of infection with the hepatitis C virus (at time of seroconversion) to prevent chronic infection.

Occupational exposures requiring the initiation of prophylactic medical treatment are defined as: 1) percutaneous injury (e.g. needlestick, laceration with a sharp object); 2) contact of mucous membranes or ocular membranes; and 3) contact of non-intact skin (e.g. skin that is chapped, abraded) with blood or other potentially infectious fluid (e.g., semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial and amniotic fluids; bloody body fluids and unfixed tissue). Occupational exposures requiring monitoring include the three above requiring prophylaxis and contact with intact skin that is prolonged or involves an extensive area with blood or other potentially infectious fluid (semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial and amniotic fluids; bloody body fluids and unfixed tissue).

### Policy

All Dell Medical School students shall receive prevention education and those with an occupational exposure to a bloodborne pathogen shall have the exposure evaluated and documented by a healthcare provider following the applicable post-exposure protocol.

## Blood Borne Pathogen Prevention Education and Exposure Protocols

The spread of certain bloodborne pathogens requires processes to protect students and patients from the spread of certain infectious diseases. The purpose of this protocol is to describe prevention education measures and the initiation of care after and reporting of an occupational exposure to bloodborne pathogens including the human immunodeficiency virus (HIV) and hepatitis B virus (HBV) and early treatment of infection with the hepatitis C virus (at time of seroconversion) to prevent chronic infection.

Occupational exposures requiring the initiation of prophylactic medical treatment are defined as: 1) percutaneous injury (e.g. needlestick, laceration with a sharp object); 2) contact of mucous membranes or ocular membranes; and 3) contact of non-intact skin (e.g. skin that is chapped, abraded) with blood or other potentially infectious fluid (e.g., semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial and amniotic fluids; bloody body fluids and unfixed tissue). Occupational exposures requiring monitoring include the three above requiring prophylaxis and contact with intact skin that is prolonged or involves an extensive area with blood or other potentially infectious fluid (semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial and amniotic fluids; bloody body fluids and unfixed tissue).

## Prevention Education Protocol:

All students will receive training in universal precautions as part of the Developing Outstanding Clinical Skills course, prior to seeing patients. This training shall meet the minimum requirements for students as outlined in The University of Texas at Austin Bloodborne Pathogens Exposure Control Plan (Appendix E).

1. All students will receive training in the Post-Exposure Protocol as part of the Milestone 1 session prior to beginning clinical coursework.
2. Visiting Students will receive online training in Universal Precautions, and attest to having read and understood the policy and protocol as part of onboarding, prior to beginning a rotation.
3. Should any clinic site be determined by the UTHealth Austin Worklife Clinic to be unsafe for learners, learner involvement at that site shall be prohibited until such time as the health risk is resolved.

## Post-Exposure Protocol:

Immediately post exposure:

1. Clean the area of exposure or injury with soap and water or flush mucous membranes thoroughly.
2. Report exposure to your supervising faculty member and if applicable, the charge nurse.
3. Seek immediate care/treatment in the emergency department. Healthcare providers in the emergency department will recommend and initiate prophylaxis as appropriate.
  - a. Students rotating in a Seton Family Healthcare Hospital:
    - i. Within two hours of exposure, report to the Emergency Room in the Seton facility where you are working.
    - ii. Call the Seton Occupational Health HURT line to report your exposure (512)-324-4878 or in-house at ext. 44878. Have the source patient name and Medical Record number, if possible.
    - iii. Inform the Emergency Room you are a Dell Medical School student - do not use your personal insurance.
    - iv. Register as a Seton Worker's Compensation case – do not use your personal insurance.
    - v. Sign a release of medical information to facilitate follow-up care so results can be sent to the follow-up care provider.
  - b. Students who are working outside of a Seton Family Healthcare Hospital:
    - i. Within two hours of exposure, report to the nearest Seton Emergency Room
    - ii. The student should request that the off-site facility (where the exposure occurred) test the source patient. This should happen before the source patient leaves the facility.
    - iii. Inform the Emergency Room you are a Dell Medical School student - do not use your personal insurance.
    - iv. Sign a release of medical information to facilitate follow-up care so results can be sent to the follow-up care provider.
4. Students should also submit a report to Environmental Health and Safety at The University of Texas at Austin at (512)-471-3511.
5. If the exposure occurred at a Seton Healthcare Family Hospital, students must complete the Dynamic Online Event Reporting System (DOERS) accident report with the appropriate charge nurse, or the Seton Occupational Health Nurse as directed.
6. The Emergency Department will refer exposed persons to their covered health provider for ongoing evaluation treatment. Students should seek a first follow-up visit within 72 hours after the initial exposure.

## Within 72 hours of Exposure:

Students may seek follow-up care from University Health Services at The University of Texas at Austin or their own care provider.

## Visiting Students:

In addition to following the post-exposure protocol, visiting students should contact their home institution for further instructions once they have sought initial treatment following the Dell Medical School protocol. Dell Medical School students on an away rotation should check with their host institution's policies, procedures, and resources for visiting medical students in need of emergent care, and follow-up with University Health Services at The University of Texas at Austin.

## Accommodations and Advising:

For students requiring accommodations to complete the curriculum, these accommodations managed under the Technical Standards for DMS and the University Policy on Disabilities in collaboration with the Office of Services for Students with Disabilities.

References: The University of Texas at Austin Bloodborne Pathogens Exposure Control Plan (<https://ehs.utexas.edu/documents/ExposureControlPlan.pdf>)

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## Drug Screen Policy

### Scope

Medical students are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of sound, professional judgment, and ethical behavior. The University of Texas at Austin Dell Medical School has a responsibility to assure that patients are not under the care of impaired persons. Thus, an assessment of a medical student's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services, the safety interests of patients, a professional workplace, and the medical student's ability to obtain licensure.

Additionally, The University of Texas at Austin is obligated to meet the contractual requirements contained in affiliation agreements between the University and its clinical healthcare partners. To facilitate these requirements, the Dell Medical School will require urine drug screens for all accepted applicants and enrolled students.

Applicants and enrolled students must maintain a negative urine drug screen to fulfill the requirements of the program. Applicants or students with a positive test may not be guaranteed admission, continued enrollment in the educational program, allowed on clinical rotations or remain eligible for graduation with the MD degree.

### Policy

All accepted applicants and persons accepted for admission to the Dell Medical School must complete a urine drug screen testing. All persons accepted for admission to the Dell Medical School must have a negative result prior to matriculation. Students may be required to complete additional re-screening at any point, if there is reason to believe a student may be using or misusing drugs or other substances or if there is an extended absence from the education program.

All test results are reviewed by a Medical Review Officer to confirm a negative result or determine whether a positive result is due to a legally prescribed medication. A positive test will result in a report to the Associate Dean for Student Affairs for intervention and/or possible disciplinary action as authorized by policies, rules, and regulations



imposed by the University or the University of Texas System. A positive test may result in the withdrawal of an offer of acceptance, or, if after matriculation, dismissal from the program.

The expenses related to drug testing are borne by the accepted applicant or enrolled student. Drug test results will remain separate from the academic record.

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## Health Insurance Policy

### Scope

All students enrolled at The University of Texas at Austin Dell Medical School are required to obtain and maintain health insurance coverage for the duration of his or her enrollment.

### Policy

The State of Texas has contracted with *Academic Health Plans* to provide an affordable insurance option for Texas students. However, students may choose any private insurance company to meet the above health insurance requirements. Students should be knowledgeable of the terms and conditions of their individual health insurance plans.

Confirmation of active, current health insurance coverage is required at the time of registration each term.

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## Immunization Policy

### Scope

Medical students are entrusted with the health, safety, and welfare of patients and operate in settings that require the exercise of sound, professional judgment, and ethical behavior. A student's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services and to protect the safety interests of the patients and the workplace. The University of Texas at Austin Dell Medical School has a responsibility for the health and safety of its students and the community to prevent the spread of vaccine-preventable diseases.

Additionally, The University of Texas at Austin is obligated to meet the contractual requirements contained in affiliation agreements between the University and its clinical healthcare partners. To facilitate these requirements, the Dell Medical School requires certain immunizations for its students.

Applicants and enrolled students must receive certain immunizations and maintain up-to-date documentation of such immunizations for the duration of the program and in order to be in compliance with *Centers for Disease Control and Prevention* recommendations and Texas State law.

Applicants or students who are not current on their immunizations or who do not maintain current documentation regarding the same may not be guaranteed admission, continued enrollment in the educational program or eligibility for graduation with the MD degree.

### Policy

All persons accepted for admission to the Dell Medical School must provide documentation of current immunization and screening. Unless otherwise specified below, the following vaccinations and screening must be documented at the time of matriculation and maintained in current status while enrolled:

- TETANUS/DIPHTHERIA/ACELLULAR PERTUSSIS: Documentation of one dose of Tdap vaccine. Td vaccine every ten years thereafter;

- MEASLES (RUBEOLA): Documentation of two doses of measles or MMR vaccine, or a positive titer confirming immunity (must include a copy of the laboratory report); first dose must be on or after the first birthday and doses must be at least twenty-eight days apart;
- MUMPS: Documentation of two doses of mumps or MMR vaccine, or a positive titer confirming immunity (must include a copy of the laboratory report); first dose must be on or after the first birthday and doses must be at least twenty-eight days apart;
- RUBELLA: Documentation of one dose of rubella or MMR vaccine administered on or after the first birthday, or a positive titer confirming immunity (must include a copy of the laboratory report);
- VARICELLA: Documentation of two doses of varicella vaccine given at least twenty-eight days apart, laboratory evidence of immunity, laboratory confirmation of disease (must include a copy of the laboratory report), or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider;
- HEPATITIS B: A complete hepatitis B vaccine series (3 doses of Engerix-B or Recombivax HB, or 2 doses of Heplisav-B) AND a positive antibody titer (quantitative hepatitis B surface antibody—lab report required). If the titer is negative or equivocal, receive one dose of the vaccine (as a booster) and repeat the titer 1 to 2 months later. If the second titer is negative or equivocal, finish the series and repeat the titer 1 to 2 months after the final dose. If the titer is still negative after a second vaccine series, test for HBsAg and total anti-HBc to determine HBV infection status.
- MENINGOCOCCAL: All students under the age of twenty-two who are entering a public, private, or independent institution of higher education in Texas must provide documentation that they have had a meningococcal (bacterial meningitis) vaccine or "booster" dose during the five year period prior to but no later than ten days before the first day of the first semester they will enter that institution;
- INFLUENZA: An influenza vaccine is required annually (Compliance is not required at point of matriculation, but is required annually thereafter); and
- TUBERCULOSIS: Documentation of two negative TB skin tests (PPD) within two months of matriculation or, negative IGRA blood test (must include laboratory report), or if history of a positive TB test (IGRA or PPD), documentation of a negative chest X-ray within two months of enrollment (must send radiology report of chest X-ray).

Students may be exempted by means permitted within Texas and Federal Law. However, even if exempted, a student may be denied the opportunity to participate in training or patient care in certain health care facilities in accordance with the policies of those facilities.

All immunization records are reviewed by a Medical Review Officer within University Health Services at The University of Texas at Austin to determine compliance. Applicants or students who fail to comply with this policy may be subject to withdrawal of an offer of acceptance or disciplinary action, up to and including dismissal.

The expenses related to immunizations are borne by the student. Immunization records will remain separate from the academic record.

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## Providers of Care to Medical Students Policy

### Scope

The University of Texas at Austin Dell Medical School is committed to ensuring that medical students can obtain and receive private and confidential medical care and/or psychological/psychiatric care and are evaluated and advanced/promoted academically based on common agreed-upon performance measures that are independent

of any information relating to the student's confidential or protected health information. This is essential to ensure that students are not discouraged from seeking medical and/or psychological/psychiatric care, and that information related to any such care will be held in the strictest standards of patient privacy and confidentiality.

## Policy

A health professional that provides health services, including psychological/psychiatric care, to a Dell Medical School student will have no role in that student's academic or professionalism assessment, advancement, promotion or graduation through the academic curriculum. Health care professionals who provide medical and/or psychological/psychiatric care to Dell Medical School students may not serve in an academic supervisory role, assess or submit grades, serve as members of academic advancement or progress committees, or make any decisions regarding that student's academic advancement and/or graduation. Providers must recuse themselves from the formal academic or professional evaluation of medical students and from academic or professional decisions of advancement/progression/graduation relating to medical students directly under their care. If a dual relationship with medical students is anticipated or is discovered, and, when appropriate and without breaching confidentiality, providers must alert the Associate Dean of Student Affairs immediately. Students should inform providers that they are students at the Dell Medical School, however, if students are not initially identified as medical students and are inadvertently scheduled to see a faculty member, once recognized, the student will be offered reassignment to another provider. Should a student be inadvertently assigned to a faculty member who has at any time provided him/her health services, once recognized, the student should request to be reassigned to a different clinical site/provider.

Student health records are kept separate and confidential from the medical student's academic record.

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## Social Media Policy

### Scope

Social media is an important and powerful tool. Students of The University of Texas at Austin Dell Medical School are prohibited from disclosing *Health Insurance Portability and Accountability Act* (HIPAA)-protected and other confidential patient information in any medium, including via social media.

### Policy

When using social media, students must:

- Respect patient/doctor confidentiality and the privacy rights of patients, including HIPAA-protected information and other confidential patient information.
- Understand that no material posted on social media is entirely private, and should be considered public and permanent.
- Understand and accept any legal or professional liability that accrues from posting on any social media platforms.

Students are strongly discouraged from sharing personal expressions in the form of text, photos, and/or images or video that could impair a student's ability to form a therapeutic relationship with patients or to have a professional relationship with medical colleagues and supervisors.

The inappropriate or illegal sharing of patient and other confidential information is subject to discipline pursuant to the University's *Medical Student Conduct and Discipline Policy*.

References: Health Insurance Portability and Accountability Act (HIPAA) (<http://www.hhs.gov/ocr/privacy/hipaa/understanding>)

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## Teacher-Learner Standards of Conduct and Mistreatment

### Scope

The University of Texas at Austin Dell Medical School holds in high regard professional behaviors and attitudes, including respect for others and a commitment to excellence as part of the learning environment. Effective learning is best fostered in an environment of mutual trust, respect, confidence, and acceptance between teachers and learners, regardless of role or level.

Medical educators have a duty to convey the knowledge and skills required for delivering the profession's standard of care and to instill the values and attitudes required for preserving the medical profession's social contract with its patients and the community. Faculty are obligated to evaluate students' work fairly and honestly, without discrimination based on gender, ethnicity, national origin, sexual orientation, religious beliefs, disability or veteran status.

The learning environment will be free of mistreatment.

### Policy

Teachers and learners must maintain a high standard of conduct in their relationships that is conducive to a learning environment of mutual respect and trust. Teachers must not engage in any act of mistreatment in any form. Medical students shall have recourse to address any possible mistreatment and to have the matter investigated by appropriate persons and grievance processes to provide remedy, sanction, or policy change when possible and indicated.

Teachers must treat students fairly and respectfully, maintain high professional standards in all interactions, be prepared and on time, provide relevant and timely information, provide explicit learning and behavioral expectations early in a course or clerkship, provide timely, focused, accurate and constructive feedback on a regular basis and thoughtful and timely evaluations at the end of a course or clerkship, display honesty, integrity and compassion and practice insightful questioning which stimulates learning and self-discovery. Students who experience mistreatment or who witness unprofessional behavior should report the incident immediately.

Learners should be courteous of teachers and fellow students, be prepared and on time, be active, enthusiastic, curious learners, demonstrate professional behavior in all settings, recognize that not all learning stems from formal and structured activities, recognize their responsibility to establish learning objectives and to participate as an active learner, demonstrate a commitment to life-long learning, recognize personal limitations and seek help as needed, display honesty, integrity and compassion, recognize the privileges and responsibilities coming from the opportunity to work with patients, recognize the duty to place patient welfare above their own, recognize and respect patients' rights to privacy, solicit feedback on their performance and recognize that criticism is not synonymous with "abuse" and recognize the potential for conflict of interest and respect appropriate boundaries.

Examples of unacceptable behavior include, but are not limited, to:

- Discrimination on the basis of sex, including sexual harassment;
- Discrimination or harassment on the basis of race, gender, age, ethnicity, national origin, religion, sexual orientation, veteran status or disability;



- Requesting or requiring students to engage in illegal or inappropriate activities or unethical practices;
- Use of grading or other forms of evaluation in a punitive or retaliatory manner; and
- Belittlement, humiliation or hostility
- Reporting and investigating violations

Students should report abuse or mistreatment to the Associate Dean for Student Affairs who will advise and assist the student in following applicable grievance procedures of the University. All efforts will be made to maintain confidentiality.

## Dissemination and Education

In order to ensure that faculty, residents, fellows, and students are aware of this policy:

1. This policy will be added to the medical school website on the main student, faculty, and house staff web pages.
2. A copy of this policy will be provided to current house staff and fellows and given to new house staff during orientation.
3. A copy of this policy will be provided to entering students at orientation. The policy will be reviewed and discussed at orientation for entering students and at the third-year orientation.
4. A copy of this policy will be provided to faculty and distributed at faculty orientations. Department Chairs and Directors will be responsible for ensuring that the policy is discussed as appropriate.
5. Each course director, clerkship director and/or Program Director will be responsible for providing a copy of this policy to their respective teaching faculty and to all students at the start of each course, clerkship or rotation.

## Definitions

1. **“Teacher”**: Individuals, such as resident physicians, fellows, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, who have a role within that involves educating Dell Medical School students.
2. **“Learner”**: A Dell Medical Student in a role that involves receiving education and/or instruction from a Teacher.
3. **“Mistreatment”**: Mistreatment includes behaviors that are not conducive to a learning environment of mutual respect and trust between Teachers and Learners. Mistreatment is defined on the Association of American Medical Colleges Graduation Questionnaire as: “Mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age or sexual orientation”.

*Specific examples of mistreatment include (but not limited to) being:*

- belittled or humiliated
- spoken to in a sarcastic or insulting manner
- intentionally neglected or left out of the communications
- subjected to offensive remarks or names
- required to perform personal services (e.g. babysitting, shopping)

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## Technical Standards and Essential Functions Policy

### Scope

The University of Texas at Austin Dell Medical School has a responsibility to current and future patients to train qualified Dell Medical School

students that are capable of providing a standard of care incumbent upon a well-trained, competent physician. For this reason, the Dell Medical School requires students to participate in and demonstrate certain standards of capability necessary to the education process and/or the practice of medicine. Accepted students must meet certain standards of capability with or without reasonable accommodations for matriculation, continued enrollment, and graduation with the MD degree. The University of Texas at Austin is committed to maintaining equal educational opportunity and Non-Discrimination (<https://www.policies.utexas.edu/policies/nondiscrimination-policy>) as outlined in The University of Texas at Austin policy.

## Policy

Accepted applicants and students must meet certain standards of capability with or without reasonable accommodations.

## Technical Standards and Essential Functions

1. **Observation**: A medical student must be able to demonstrate adequate sensory function (e.g., vision, hearing and touch) to observe a patient accurately at a distance and close at hand.
2. **Communication**: A medical student must be able to communicate effectively in both oral and written form. The student must also be able to perceive communication from others whether it be written, verbal, or non-verbal including intonation, changes in mood, activity, and posture.
3. **Psychomotor Skills**: A medical student must be able to perform the maneuvers necessary to perform a physical exam, render routine and emergent care, and safely execute the motor movements required to provide general care and emergency treatment to patients. Examples of these include, but are not limited to, palpation, auscultation, percussion, application of pressure, movement around the immobile patient as needed to perform procedures such as maintaining a sterile field and surgical and non-surgical procedures.
4. **Intellectual and Cognitive Abilities**: A medical student must be able to problem-solve effectively and rapidly; learn; reason; calculate; formulate and test hypotheses; memorize; process; analyze; rapidly integrate and synthesize information; and apply information in an environment of high stress and distraction.
5. **Behavioral and Social**: A medical student must exercise professional judgment and promptly complete all responsibilities attendant to his or her academic work, teamwork, and patient care. The student must possess the ability to develop mature, sensitive and effective professional relationships with peers, faculty, staff, and members of the healthcare team. The student must be able to give and receive constructive feedback. The student must demonstrate the ability to process feedback and utilize it to conform his or her behavior to expected professional standards. The student must manage adversity and stress in order to prevent its impacting his or her abilities in these competencies.

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## Transcript Policy

### Scope

Students accepted into The University of Texas at Austin Dell Medical School must submit official transcripts from all previous colleges and universities attended in accordance with accreditation standards of the Southern Association of Colleges and Schools (<http://www.sacscoc.org>) (SACS) and as described below.

## Policy

The Dell Medical School requires all accepted students to submit official transcripts from every regionally accredited college or university attended by the student. This includes:

- All colleges/universities at which students took a course, even if transfer credit was later accepted by another school.
- College-level courses taken while in high school, even if such courses did not count toward a degree at any college or university.
- Final transcripts that denote any certificate or degree earned from that institution along with the date during which this credential was earned.

The Dell Medical School will only accept official transcripts that are printed on the institution's transcript security paper and transmitted to the Dell Medical School in an official, sealed envelope from the institution's Office of the Registrar (or similar, official department of the institution), or through a secure electronic transmission.

Failure of an accepted student to submit all official transcripts to the Dell Medical School, or submission of transcripts that are materially different than what the student self-reported on his or her application relevant to academic performance and/or courses completed or expected to complete prior to matriculation, can result in the offer of admission being rescinded, or the student's being prevented from registering for future classes.

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## Transfer Policy

### Scope

The University of Texas at Austin Dell Medical School will strive to admit applicants and matriculate a class best suited to contribute to the mission and vision of the Dell Medical School while assuring equity, impartiality, and excellence in the admissions process. The University of Texas at Austin is committed to maintaining equal educational opportunity and Non-Discrimination (<https://www.policies.utexas.edu/policies/nondiscrimination-policy>) as outlined in The University of Texas at Austin policy.

### Policy

The University of Texas at Austin Dell Medical School permits medical students to apply for transfer into the medical education program if: 1) positions are available; 2) the transfer applicant is in good standing at a medical school accredited by the Liaison Committee on Medical Education; 3) the transfer applicant has successfully passed Step 1 of the United States Medical Licensing Exam; and 4) the transfer applicant demonstrates academic achievements and other attributes comparable to students admitted to the Dell Medical School.

Transfer applicants successfully admitted to the Dell Medical School must start at the beginning of the second year of the medical education program. There will be no transfer applicants considered for entry into the Dell Medical School in the third or fourth years of the education program.

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## Visiting Student Clinical Elective Policy

### Scope

The University of Texas at Austin Dell Medical School will strive to admit applicants and matriculate students best suited to contribute to the mission and vision of the Dell Medical School while assuring equity, impartiality, and excellence in the admissions process. Applicants for

visiting student rotations must demonstrate academic achievements and other attributes comparable to students admitted to the Dell Medical School. The University of Texas at Austin is committed to maintaining Equal Educational Opportunity and Non-Discrimination (<https://www.policies.utexas.edu/policies/nondiscrimination-policy>) as outlined in The University of Texas at Austin policy.

## Policy

The Dell Medical School permits visiting medical students to apply for no more than eight weeks of advanced clinical electives in the Dell Medical School's medical education program provided: 1) advanced clinical elective positions are available; 2) the visiting student applicant is in good standing at an accredited medical school; and 3) the visiting student applicant has successfully passed Step 1 of the United States Medical Licensing Exam.

Visiting medical students successfully admitted to a Dell Medical School clinical elective position are subject to all applicable university and University of Texas System policies and procedures.

## Student Conduct Policies

### Medical Student Code of Professional Conduct

#### Preamble and Commitment

I recognize that by accepting a seat at The University of Texas at Austin Dell Medical School, I have donned more than just a white coat – I have accepted a responsibility to myself and to my fellow man.

I pledge to abide by this Medical Student Code of Professional Conduct. By so doing, I understand that I will be encouraging healthy professional development for myself and my peers, and the vigorous preservation of patient welfare and privacy.

#### Patient Privacy and Confidentiality

- I will understand and follow all HIPAA regulations.
- I will be especially mindful not to share information orally, in writing, via the internet, or by any other means that could potentially be used to identify a patient and to share patient information only with those who have a need to know.

#### Societal Responsibilities

- I will work to eliminate biases, prejudices, and stereotypes that could compromise the quality of patient care.
- I will pursue altruism by being selflessly devoted to the welfare of others.
- I will advocate for those who cannot speak for themselves.
- I recognize that learning is life-long, and will strive for excellence, keeping abreast of advancing knowledge in all aspects of medical education and practice.
- I will hold myself and my colleagues accountable to patients, society, and the ethical principles of the medical profession.
- I will be of a clear mind during professional interactions with patients and colleagues.
- I will be familiar with and adhere to all local, state, and federal regulations as applicable to the study and practice of medicine.

#### Honesty and Integrity

- I will be truthful at all times.
- I will strive for consistent ethical behavior in all aspects of life.

- I will adhere to high standards of integrity in academics so that evaluations will fairly assess my knowledge and effort invested.
- I am, based on a commitment to future patients, unwilling to tolerate academic misrepresentation from peers or others.

## Respect for Persons

- I will regard all persons with equal dignity and respect, and treat them as I would like to be treated.
- I will present myself in a manner that is respectful of my position, my institution, the medical profession, and my current and future patients.
- I will demonstrate self-respect through appropriate self-care.

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## Medical Student Conduct and Discipline Policy

### Policy and General Statement

Students of The University of Texas at Austin Dell Medical School are expected to conduct themselves as professionals-in-training at all times. All students are required to obey federal, state, and local laws and to comply with the University of Texas System (“UT System”) Board of *Regents’ Rules and Regulations*, the rules and regulations contained in the University’s *Institutional Rules on Student Services and Activities*, the Dell Medical School Student Code of Professional Conduct and directives issued by administrative officials of the University, the University of Texas System, or clinical supervisors or other appropriate personnel acting in the course of his or her authorized duties at all times.

Any student who engages in conduct that violates the *Regents’ Rules and Regulations*, University, the University of Texas System or Dell Medical School rules, or federal, state, or local laws, is subject to disciplinary action whether the conduct takes place on or off University property and whether or not civil or criminal penalties may be imposed for such conduct. A student is also subject to disciplinary action for prohibited conduct that occurs while participating in any activities sponsored by the University or University of Texas System, including, but not limited to, field trips, study abroad programs, inter- and/or intramural athletic activities, student organizations registered with the University, and laboratory and other rotations or clinical assignments, whether on or off University property.

A student who receives a period of suspension as a disciplinary action is subject to further disciplinary action for prohibited conduct that occurs during the period of suspension. A student who is suspended or is dismissed for disciplinary reasons is prohibited from being on any University or University of Texas System property during the period of suspension or after dismissal without prior written approval of the appropriate Dell Medical School representative or his or her designee.

### Definitions

1. **“Administrative Disposition”**: a document signed by the student and the Associate Dean (as defined below) that includes a statement of the disciplinary charges, the disciplinary penalty, a waiver of the disciplinary hearing procedures described in Appendix A, and a waiver of all appeals, except as otherwise provided in this policy.
2. **“Adviser”**: a single individual whom a student may elect to accompany him or her to a meeting with the Associate Dean, the Executive Vice Dean for Academics, or any meeting with medical school representatives in relation to a disciplinary matter, or any related hearing. Because the student is solely responsible for presenting his or her case during the disciplinary process, an adviser may confer with and advise the student but may not advocate for

the student in a meeting or hearing. If an adviser is directly related to a disciplinary case, if the adviser’s presence poses a conflict of interest, or if the adviser repeatedly acts outside the limitations of the role described in this policy, the adviser may be dismissed from any meeting or hearing. If an adviser is an attorney, the Associate Dean or Executive Vice Dean for Academics will also be accompanied by an attorney from the Office of the Vice President for Legal Affairs

3. **“Associate Dean for Student Affairs” or “Associate Dean”**: the administrative official responsible for the administration of the disciplinary process of students at Dell Medical School. The Associate Dean for Student Affairs shall be responsible for coordinating an investigation of charges of misconduct and assessing disciplinary actions related to Dell Medical School students, if appropriate, notwithstanding any action taken by other authorities. The Associate Dean for Student Affairs may delegate the authority for any part of the student disciplinary process to one or more University administrative officers, as his or her designee. All references to Associate Dean for Student Affairs or Associate Dean herein also include the Associate Dean’s designee, if any.
4. **“Day”**: a Monday-Friday calendar day, except University holidays and days on which regularly scheduled classes are suspended due to emergent situations; “University holiday” means a staff holiday identified in the holiday schedule published by the Office of Human Resource Services. If a deadline defined in this chapter falls on a Saturday, Sunday, or University holiday, that deadline will be moved to the next weekday; Saturdays and Sundays that are contiguous with University holidays are not considered “days” as defined here.
5. **“Dean of Students”**: the Office of the Dean of Students of The University of Texas at Austin or the Dean of Students’ delegate or representative
6. **“Executive Vice Dean for Academics”**: the Executive Vice Dean for Academics at the Dell Medical School, or his or her designee.
7. **“Discipline” or “disciplinary action” or “sanction”**: a decision as to whether a student has violated a University of Texas System *Regents’ Rules and Regulations*, the University *Institutional Rules on Student Services and Activities* or the Dell Medical School *Student Code of Professional Conduct*. It includes the findings of fact in support of the decision along with the assessed sanction or sanctions, if any.
8. **“Disciplinary record”**: a student record as defined in section 9–202 of the University *Institutional Rules on Student Services and Activities* maintained by the Associate Dean for Student Affairs. The disciplinary record may include complaints, notices, hearing records, disciplinary decisions, and other documents required under this chapter or deemed relevant by the Associate Dean for Student Affairs. Disciplinary records may be disclosed as permitted by the University *Institutional Rules on Student Services and Activities*.
9. **“Dismissal”**: permanent separation of a student from the University.
10. **“Hearing Officer”**: a fair and impartial individual, or committee of individuals, selected by the Executive Vice Dean for Academics to hear disciplinary charges, make findings of fact, and, upon finding a violation of rule or policy, to impose one or more appropriate disciplinary penalties.
11. **“Student”**: a person who is currently enrolled at Dell Medical School, or who is accepted for admission or readmission to Dell Medical School, or who has been enrolled at Dell Medical School in a prior semester and is eligible to continue enrollment in the semester that immediately follows, or who is attending an educational program sponsored by the University while that person is on campus, or who allegedly engaged in prohibited conduct at a time when he or she met the above criteria. For purposes of this policy, individuals who are not currently enrolled at Dell Medical School remain subject to

the disciplinary process for conduct that occurred while they were enrolled.

12. **“Suspension”**: a temporary interruption in a student’s enrollment and participation in academic activities at the University for a specific period of time, after which the student would be permitted to register/enroll and participate in academic activities, subject to such conditions as may be imposed as part of the disciplinary action and/or as a condition of the student’s registration/enrollment and participation.
13. **“Title IX”**: refers to Title IX of the Education Amendments of 1972, Pub. L. 92-318, as amended by section 3 of Pub. L. 93-568, 88 Stat. 1855, except sections 904 and 906 thereof; 20 U.S.C. 1681, 1682, 1683, 1685, 1686.
14. **“Title IX Coordinator”**: the employee of the University with major responsibility for Title IX compliance efforts and who is designated to handle complaints under Title IX.
15. **“University”**: The University of Texas at Austin. For the purposes of this policy, “University” also includes all activities and programs sponsored by or affiliated with The University of Texas at Austin regardless of the actual location where such activities or programs occur, including but not limited to, field trips, internships, rotations, and clinical assignments.
16. **“University Property”**: any real property, buildings or facilities owned, leased, controlled or formally utilized by the University and/or the University of Texas System; also includes equipment and/or supplies owned and/or utilized by the University.

- suspension from the University for a specified period of time;
- dismissal (permanent separation from the University);
- revocation of degree and withdrawal of diploma;
- other reasonable sanctions deemed appropriate under the circumstances.

If a student is suspended, he or she will be administratively withdrawn from all courses and refunds will not be issued. Suspension is noted on the academic transcript. The notation can be removed upon the request of the student when all conditions of the suspension are met. Dismissal creates a permanent notation on the student’s academic transcript.

## Process

The Associate Dean for Student Affairs will keep the University’s Dean of Students apprised of any disciplinary matter that involves a Dell Medical School student and will confer with the Dean of Students as necessary to ensure consistency and compliance with the disciplinary procedures set forth by the Dean of Students and in the University *Institutional Rules on Student Services and Activities*.

## Investigation

When the Associate Dean receives information that a Dell Medical School student has allegedly violated a *Regents’ Rules and Regulations*, University regulation, Dell Medical School rule or policy, city ordinance, or state or federal law, the alleged violation will be investigated. Upon completing the preliminary investigation, the Associate Dean may:

1. dismiss the allegation as unfounded; or
2. summon the student for a conference and, after conferring with the student: dismiss the allegation; or
3. proceed administratively in cases where the proposed sanction is not a suspension, academic sanction, or dismissal and in other cases where the student elects an administrative disposition; or
4. prepare a complaint based on the allegation and proceed to a hearing in cases where the proposed sanction is suspension, academic sanction or dismissal, and the student does not waive his or her right to a hearing.

If the information received by the Associate Dean includes allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, interpersonal violence (domestic violence and dating violence), stalking, or other Title IX related allegations, the Associate Dean shall immediately refer the matter to the Title IX Coordinator to be handled consistent with University policy.

Pending a hearing or other disposition of the allegations and consistent with University *Institutional Rules on Student Services and Activities*, the Associate Dean may take immediate action as is reasonably appropriate under the circumstances when such action is in the best interest of the University by issuing an interim disciplinary action. This includes, but is not limited to, suspension and bar from the University (which shall include any affiliated clinical sites) when it reasonably appears to the Associate Dean from the circumstances that the continuing presence of the student poses a potential danger to persons or property or a potential threat for disrupting any activity authorized by the University.

When an interim disciplinary action has been taken by the Associate Dean, a student may request to meet with the Associate Dean to contest the interim disciplinary measures. A request for such a meeting must be made, in writing, within five days after the interim disciplinary action was taken, and such a meeting generally will be conducted within ten days after the request for a meeting is made, unless the student agrees in writing to a meeting at a later time. At the discretion of the Associate

## Procedure

### Conduct

Conduct that could subject a Dell Medical School student to disciplinary action includes, but is not limited to:

- Any violation of the Dell Medical Student Code of Professional Conduct;
- Any violation of the University of Texas System *Regents’ Rules and Regulations*;
- Any prohibited conduct described in the University *Institutional Rules on Student Services and Activities*; and
- Any violation of federal, state or local law.

### Disciplinary Actions

The disciplinary actions that may be assessed by the Associate Dean or by the hearing officer include one or more of the following:

- coaching to modify conduct;
- remediation plan;
- written warning;
- documentation of events in Medical Student Performance Evaluation (MSPE);
- disciplinary probation;
- withholding of grades, official transcript, and/or degree;
- bar against re-admission;
- restitution or reimbursement for damage to or misappropriation of University or University of Texas System property;
- suspension of rights and privileges, including participation in scholastic and/or extracurricular activities;
- academic sanction(s) – including assignment of a grade of zero for an examination or assignment or for a course, and/or cancellation of all or any portion of a prior course credit;
- denial of degree;
- deferred suspension;



Dean, the ten-day period may be extended for a period not to exceed an additional ten days.

Notwithstanding the above, the Associate Dean may withhold the issuance of an official transcript, grade, diploma, or degree to a student alleged to have violated a rule, policy or regulation of Dell Medical School, the University, or the University of Texas System which would reasonably allow the imposition of such action. The Associate Dean may take such action pending a hearing, resolution by administrative disposition, and/or exhaustion of appellate rights if the Associate Dean has provided the student an opportunity to provide a preliminary response to the allegations and in the opinion of the Associate Dean, the best interests of Dell Medical School, the University, or University of Texas System would be served by this interim disciplinary action.

Any student may be contacted or may be summoned by written request of the Associate Dean for purposes of the investigation and/or to discuss allegations of student misconduct. The written request shall specify a place for the meeting and a time at least 3 days after the date of the written request if the request is sent by regular mail, or at least 2 days after the date of the request if the request is sent by e-mail or hand delivered. The written request may be mailed to the address appearing in the records of the Registrar, emailed to the email address on record with the University or hand delivered to the student. If the student fails to appear for such a meeting without good cause, as determined by the Associate Dean, the Associate Dean may bar or cancel the student's enrollment or otherwise alter the status of the student until the student complies with the summons. If the student failing to appear as requested by the Associate Dean is the student against whom allegations are being reviewed, the Associate Dean, in addition to the above, may proceed with disciplinary action based upon other available information using the disciplinary procedures described in Appendix A. A student's failure to maintain a current address with the Registrar, failure to read mail or e-mail, or refusal to accept delivery of the notice are not considered good cause for failing to respond to the Associate Dean's request for a meeting.

The Associate Dean will consider the available information, determine if it is sufficient to proceed with the disciplinary process, and, if so, determines one or more appropriate disciplinary actions. Before proceeding with disciplinary action, the Associate Dean will offer the accused student the opportunity to meet and provide a response to the allegations and, upon request, to review the available evidence supporting the charges.

In cases involving potential criminal conduct, the Associate Dean shall also consult with the Office of the Vice President for Legal Affairs and The University of Texas at Austin Police Department.

## Administrative Disposition of Disciplinary Violations

Administrative disposition shall be used in cases where the proposed sanction for a disciplinary violation is a sanction other than suspension, academic sanction, or dismissal; an administrative disposition may also be used in cases where the proposed sanction *is* suspension, academic sanction, or dismissal, if the accused student agrees to waive his right to a hearing.

1. In cases where the accused student does not dispute the facts upon which the charges are based, the proposed sanction is not suspension, academic sanction or dismissal and the student agrees to the proposed sanction, the administrative disposition shall be final and there shall be no appeal of the finding of misconduct or the sanction.
2. In cases where the accused student disputes the facts upon which the charges are based and the proposed sanction is not suspension,

academic sanction, or dismissal, the Associate Dean will inform the student of the charges, evidence, findings, and proposed sanction(s) and give the student the opportunity to meet with the Associate Dean to provide rebuttal evidence. The Associate Dean will review all evidence, including the student's response to the allegation, and determine whether the preponderance of credible evidence supports a finding that a violation occurred. If a violation is deemed to have occurred, the Associate Dean will assess appropriate sanction(s). The administrative disposition may be appealed to the Executive Vice Dean for Academics. Both the finding of violation and/or the sanction may be appealed. Such appeal must be filed in writing by the student within 14 days from the date on which the student signed the disciplinary decision issued by the Associate Dean or received notice of an additional sanction. Appeals submitted after 5:00 pm will be received the next weekday. The written appeal must state the specific reasons for the appeal and must include any related argument.

3. An administrative disposition may be used in cases where the proposed sanction is suspension, academic sanction, or dismissal, if a student waives his or her right to a hearing, reserving his or her right to appeal only the assessed sanction(s) to the Executive Vice Dean for Academics. Such appeal must be filed in writing by the student within 14 days from the date on which the student signed the disciplinary decision issued by the Associate Dean or received notice of an additional sanction. Appeals submitted after 5:00 p.m. will be received the next weekday. The written appeal must state the specific reasons for the appeal and must include any related argument.
4. In cases where the proposed sanction is suspension, academic sanction, or dismissal, and the student disputes the facts upon which the charges are based and refuses to sign an administrative disposition, the matter shall be resolved through a hearing before a hearing officer.
5. In any case involving allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, domestic violence, dating violence, stalking, or other Title IX related allegations, both the complainant and the accused student must agree to the terms of any administrative disposition or waiver of the hearing procedures; otherwise, the hearing and appeals will proceed in accordance with University policy.

## Hearing

Disciplinary hearings will be conducted in accordance with the procedures described in Appendix A. In any case involving allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, domestic violence, dating violence, stalking, or other Title IX related allegations, the complainant will be provided the same rights and responsibilities outlined in Appendix A as the accused student, including the right to notice of the hearing.

## Appeal of Decision of Hearing Officer

Either the Associate Dean or the student may appeal the decision of the hearing officer to the Executive Vice Dean for Academics. Any such appeals must be filed in writing within fourteen days from the date on which the appealing party was notified of the hearing officer's decision. Appeals submitted after 5:00 p.m. will be received the next weekday. The written appeal must state the specific reasons for the appeal and must include any related argument.

The non-appealing party, and the complainant in cases involving Title IX related allegations, may submit a response to the appeal which must be received by the Executive Vice Dean for Academics no later than 10 days after receipt of the appeal, with a copy to the other party(ies).

An appeal of the hearing officer's decision will be reviewed solely on the basis of the record from the hearing, the appeal and any response to the appeal. The Associate Dean will submit the record of the hearing to the Executive Vice Dean for Academics as soon as it is available to the Associate Dean.

The Executive Vice Dean for Academics may approve, reject, or modify the decision in question, or may require a reopening of the original hearing for presentation of additional evidence and reconsideration of the decision. The action of the Executive Vice Dean for Academics will be communicated in writing to all parties to the appeal within thirty days after the Executive Vice Dean for Academics receives the appeal and related documents. The decision of the Executive Vice Dean for Academics is final.

## Records

The University will maintain a permanent written disciplinary record for every student assessed the sanction of suspension, dismissal, denial or revocation of a degree, dismissal from an academic program, or withdrawal of a diploma. Suspension is noted on the official transcript during the term of suspension. A permanent notation of dismissal is also placed on the official transcript. A written record of any other case investigated by the Associate Dean or the Dean of Students will be maintained for at least seven years. The disciplinary record will reflect the nature of the charge, the sanction assessed, and any other pertinent information. The contents of a student's disciplinary record may be made available by the president or the president's delegate to appropriate University officials who have a legitimate educational interest. The contents of a student's disciplinary record may be made available to persons outside the University only upon written request of the student, or in accordance with state and federal law.

## Exhibits

Appendix A: Student Conduct and Discipline - Student Disciplinary Hearing Process

# APPENDIX A: STUDENT DISCIPLINARY HEARING PROCESS

## 1. Notice of Hearing

In accordance with the requirements of Section 11-604 of the *Institutional Rules on Student Services and Activities*, the accused student will be given notice of the date, time and place for the disciplinary hearing addressing the student's alleged misconduct. The Associate Dean will notify the accused student by letter or by e-mail of the date, time, and place for the hearing. The notice will be delivered in person or sent by e-mail or postal mail to the student at an address listed in the registrar's records. In cases involving allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, domestic violence, dating violence, stalking, or other Title IX related allegations, the date, time, and place of the hearing shall also be provided to the complainant.

The notice will specify a hearing date at least ten days after the date of the letter or e-mail message, unless interim disciplinary action has been imposed or if the hearing is related to a Title IX allegation. A student may request, in writing, that an earlier hearing date be set if feasible to arrange. The hearing officer, for good cause, may also postpone the hearing and will notify the Associate Dean and the accused student of the new hearing date. The student's failure to provide and to maintain current addresses, refusal to accept delivery of a letter, or failure to receive an e-mail message because the mailbox is full or the message is inappropriately forwarded will not constitute good cause for

failure to comply with the notice. In cases involving allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, domestic violence, dating violence, stalking, or other Title IX related allegations, the notice will specify a hearing date of at least 5 days after the date of the letter or e-mail message.

The notice shall also provide the accused student with the name(s) of the individual(s) serving as hearing officer, a written statement of the allegation(s) against the accused student, a summary statement of the evidence supporting such allegation(s), and the identity of the complainant. The hearing notice will provide instructions and set a deadline by which the student must notify the Associate Dean if the student intends to involve an adviser.

## 2. Impartiality of Hearing Officer

The individual(s) or committee serving as hearing officers will be selected by the Executive Vice Dean for Academics. The accused student may challenge the impartiality of a hearing officer up to 3 days prior to the hearing by submitting the reasons for the challenge in writing to the hearing officer(s) through the office of the Executive Vice Dean for Academics. A hearing officer is the sole judge of whether he or she can serve with impartiality. If a hearing officer disqualifies him- or herself, a substitute hearing officer will be appointed by the Executive Vice Dean for Academics. The appointment of a new hearing officer may have an impact on the hearing date.

## 3. Burden of Proof

On a hearing of the allegations, the Associate Dean has the burden of going forward with the evidence and proving the allegations by the greater weight of credible evidence (a "preponderance of the evidence" standard).

## 4. Duties of Hearing Officer

The hearing officer is responsible for conducting the hearing in an orderly manner and controlling the conduct of the witnesses and participants in the hearing. The hearing officer will rule on all procedural matters and on objections regarding exhibits and testimony of witnesses. The hearing officer may also question witnesses and is entitled to have the advice and assistance of counsel from the UT System Office of General Counsel, who may attend but may not actively participate in the hearing. Within thirty days of the conclusion of the hearing, the hearing officer will render and send to the Associate Dean and the accused student, and the complainant, in cases involving Title IX related allegations, a written decision that contains findings of fact, a conclusion whether the accused student committed one or more of the alleged violations, and any disciplinary actions imposed by the hearing officer.

## 5. Conduct of Hearing

The hearing will generally be conducted as follows:

- At least 5 days prior to the hearing, each party shall provide the hearing officer and the other party a list of witnesses, a brief summary of the testimony to be given by each such witness, and a copy of documents to be introduced at the hearing.
- Each party has the right to appear, present testimony of witnesses and documentary evidence, cross-examine witnesses, and be advised by legal counsel or other designated representative, who may be present at the hearing in the role of an adviser. If the accused



student's adviser is an attorney, the Dean's adviser may be an attorney from the Office of the Vice President for Legal Affairs. The accused student must provide written notice of the adviser's name to the hearing officer no later than 5 days prior to the hearing. An adviser may confer with and advise the Dean or accused student, but an adviser may not question witnesses, may not address the hearing officer, the Dean, the complainant, or another representative, and may not introduce evidence, make objections or present argument to the hearing officer.

- In cases involving allegations of sex discrimination, sexual harassment, sexual assault, sexual misconduct, domestic violence, dating violence, stalking, or other Title IX related allegations, the complainant shall have the right to have irrelevant past sexual history with third parties excluded from the evidence and to have a hearing at which only the respondent, complainant, hearing officer, Title IX Coordinator, attorney for Title IX Coordinator (if any) and representative(s) for complainant and/or respondent (if any) may be present. Additionally, the complainant may provide testimony at the hearing in a manner that does not require the complainant to directly confront or to be directly questioned by the accused student while still preserving the accused student's right to challenge such testimony.
- During the hearing, the Associate Dean may recommend and/or request one or more specific disciplinary actions be imposed by the hearing officer and may base the recommendation on any reasonable factors the Associate Dean deems relevant. The accused student is entitled to respond to the Associate Dean's recommendation.
- The hearing will be recorded. If either any party wishes to appeal the hearing officer's decision, the official record will consist of the recording of the hearing, the documents received in evidence and the written finding of facts and conclusions of the hearing officer. At the request of the Executive Vice Dean for Academics, the recording of the hearing will be transcribed and the parties will receive a transcript.

# Degrees

## DOCTOR OF MEDICINE

The Dell Medical School Leading EDGE Curriculum (<https://dellmed.utexas.edu/education/academics/undergraduate-medical-education/leading-edge-curriculum>) is designed to train not just doctors, but physician leaders who are as comfortable taking on transformational health challenges as they are caring for patients. Every curricular innovation is designed to focus students on the distinct challenges of 21st-century health and medicine, and to engage students' creativity in solving those challenges.

The plan for an innovative, highly integrated educational program incorporates guided self-directed learning, new technologies, interprofessional education, and health care delivery systems education. Students have the benefit of receiving a core leadership curriculum and the opportunity to pursue individualized paths to that leadership, created for each student based on experience and interest.

Generous opportunities with sufficient flexibility to pursue population health, health care redesign or translational/basic science research, scholarship, and dual degrees are integrated into the program leading to the Doctor of Medicine degree.

## Dual Degrees

### Dual Degree Programs

During the Growth Year, a nine-month Innovation, Leadership and Discovery block will give students the opportunity to individualize experiences toward long-term goals. Students can choose to pursue one of several dual degree programs. All dual degree programs should be accomplished within the four years of medical school.

In dual degree programs, the degrees are awarded simultaneously. To enter a dual degree program, the student must be accepted by both of the individual programs. Students who wish to enter a dual degree program that involves the MD degree should contact the Admissions Office in the Dell Medical School first. Dual degree programs are offered in the following fields.

Field(s) of Study	Degree(s)
Business administration	Master of Business Administration
Educational psychology	Master of Education

### Dual Degree Programs with Other Institutions

The dual degree programs listed above lead to two University degrees; in other programs, students pursue degrees from the University and from another school at the same time.

### Doctor of Medicine/Master of Public Health

The Dell Medical School offers a dual degree program with the University of Texas Health Science Center at Houston School of Public Health leading to the Doctor of Medicine from the University and the Master of Public Health from the center. Applicants must apply separately and be admitted to both the Doctor of Medicine program at the University and the Master of Public Health at the center. Students accepted into the dual degree program complete the program of work in both schools. The degrees are conferred separately by each institution. Additional information is available from the director of admissions at the Dell Medical School.

## Distinctions

During the Growth Year (Third Year), students will have the opportunity to individualize their experiences toward long-term goals. A nine-month Innovation, Leadership and Discovery block affords them the opportunity to complete a large, independent distinction project in one of three areas. During this nine-month period, students will be expected to meet established milestones throughout their scholarly activities with the expectation of a final presentation and written submission on a local or regional scale. Students' work will contribute to the school's pursuit of making Austin a model healthy city.

### Research: Clinical or Translational

Students work with faculty to design and implement a project from multiple options spanning the spectrum of research at The University of Texas at Austin or our clinical partners. Working in a rigorous scholarly environment with a faculty mentor, they develop skills for investigation and learn how to communicate findings.

### Design and Innovation in Health Care

Led by the Design Institute for Health, aspiring physicians become immersed in the human-centered design process and skill set. They transform into practitioners who can deploy the design process and related skills to impact the health needs of people in Austin and beyond. Students can choose to develop skills in visual design, communications, interaction design, business, and other areas, leveraging those skills within a team to aid community-sponsored health projects.

### Population Health

Dell Medical School students collaborate with a community-based organization on a project that will transform health by addressing social determinants of health like income disparities, institutional racism, housing instability and more. They refine leadership and partnership skills by leading an intervention or system change that benefits people in Central Texas.

# Curriculum

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The Dell Medical School curriculum is designed to train not just doctors, but physician leaders who are as comfortable taking on transformational health challenges as they are caring for patients. Every innovation, from the team-based learning to the Innovation, Leadership and Discovery Year, is designed to focus students on the distinct challenges of the 21st-century health and medicine - and engage students' creativity in solving those challenges. Students have the benefit of receiving core leadership curriculum and the opportunity to pursue individualized paths to that leadership, created for each student based on experience and interest.

## Four-Year Integrated Curriculums

### Developing Outstanding Clinical Skills (DOCS)

The Developing Outstanding Clinical Skills integrated curriculum provides an understanding of the role of the physician in the clinical setting and in the community through longitudinal small group and clinical learning experiences throughout the four years of medical school. During the first year, the course will focus on patient interviewing, physical diagnosis, physical exam, patient write-ups from student's clinical encounters, clinical reasoning, developing the doctor-patient relationship and a professional, empathetic and inclusive physician.

### Interprofessional Education (IPE)

The Interprofessional Education integrated curriculum will fulfill the school's vision by producing physicians who are prepared for interprofessional collaborative practice. The longitudinal curriculum will immerse learners in interprofessional inquiry, application, and leadership to yield a measurable impact and outcomes. The learning activities will be guided by core competencies in the areas of values and ethics for interprofessional practice, roles and responsibilities, interprofessional communication, and teams and teamwork. Medical students will learn and work with interprofessional students from social work, nursing, pharmacy, and nutrition, among others during their time at Dell Medical School.

## Dell Medical School Institutes

Dell Medical School houses five institutes that bring together faculty, students, and outside experts to study healthcare issues in a number of important areas.

- Dell Pediatric Research Institute
- Design Institute for Health
- LIVESTRONG Cancer Institutes
- Value Institute for Health and Care
- Mitchel and Shannon Wong Eye Institute

## First Year

### Essentials Year

The 48-week pre-clinical curriculum will impart the foundational knowledge for students to prepare and succeed in medical school. This year is highly integrated and consists of eight blocks, a capstone course and two longitudinal courses with early clinical and interprofessional experiences as well as a two-week vacation.

## Modules/Capstone

- Cells to Populations (Seven weeks)
- Structure and Function (Twelve weeks)
- Medical Neuroscience (Four weeks)
- Foundations of Disease (Six weeks)
- Mechanisms of Disease (Sixteen weeks)

## Longitudinal Courses

- Developing Outstanding Clinical Skills
- Foundations for Interprofessional Collaborative Practice
- Foundations for Leadership Practice

## Vacation

- Vacation (Thirty-one-and-a-half days)

## Second Year

### Delivery Year

The 48 week healthcare delivery curriculum consists of 40 weeks of required clerkships delivered as five eight-week block clerkships and one longitudinal clerkship, and six weeks of selective course options with a two-week vacation. Radiology, pathology and diagnostic content, as well as interprofessional experiences, are highly integrated throughout all clerkships. Three longitudinal courses with clinical skills, interprofessional experiences, and leadership practice continue into the second year.

## Courses/Clerkships

- Milestone 0 (One week)
- Internal Medicine (Eight weeks)
- Women's Health (Eight weeks)
- Psychiatry/Neurology (Eight weeks)
- Pediatrics (Eight weeks)
- Surgery (Eight weeks)
- Primary Care, Family, and Community Medicine (Longitudinal)

## Longitudinal Courses

- Developing Outstanding Clinical Skills
- Applications of Interprofessional Collaborative Practice
- Applications of Leadership Practice

## Selectives

- Geriatrics and Palliative Care Selective (Two weeks)
- Internal Medicine Selective (Two weeks)
- Surgery Selective (Two weeks)

## Vacation

- Vacation (Two weeks)

## Third Year

### Growth Year

Nine months of the third year will be reserved for the Innovation, Leadership and Discovery Block. During this block, students will pursue a dual master's degree or select one of the areas of distinction: clinical/translational research, population health, or design and innovation in health care. Students will continue their longitudinal Primary Care,

Family, and Community Medicine clerkship and will have the opportunity to enroll in two four-week clinical electives to maintain their clinical acumen and explore career interests. Students also continue to meet monthly in the longitudinal clinical skills and interprofessional education courses and periodically for leadership practice. Students also take USMLE Step 1 and Step 2 CK and CS. Students complete a week-long clinical skills immersion at the end of this year to prime them for the MS 4 year.

## Block Rotations

- Independent Study or Dual-Degree Courses (Thirty-six Weeks)
- Clinical Electives or Vacation (Eight Weeks)

## Longitudinal

- Developing Outstanding Clinical Skills
- Scholarship for Interprofessional Collaborative Practice
- Scholarship for Leadership Practice
- Primary Care, Family, and Community Medicine Clerkship

## Vacation

- Clinical Electives or Vacation (Eight Weeks)
- Vacation (Four Weeks)
- USMLE USMLE Step 1
- USMLE Step 2 CK and CS

# Fourth Year

## Exploration Year

The fourth year consists of 37 weeks of curriculum with 14 weeks of required clinical rotations, 20 weeks of clinical or research electives and a three-week intensive residency preparation experience. Eleven weeks of vacation are afforded to students in order to prepare for residency program application and interview.

## Block Rotations

- Two Acting Internships (Four weeks each, eight weeks total)
- Critical Care (Four weeks)
- Geriatrics/Palliative Care (Two weeks)
- Electives (Twenty weeks)
- Milestone One - Transition to Residency (Three weeks)

## Longitudinal

- Developing Outstanding Clinical Skills
- Transformation to Interprofessional Collaborative Practice
- Transformation to Leadership Practice

## Interview Time

- Interview Time (Eight weeks)

## Vacation

- Vacation (Three weeks)

# Courses

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## **MED 180OR Medical School Orientation 1**

Orientation to the MS1 Curriculum and student experience

## **MED 181MD Structure and Function**

Integrated concepts in immunology; medical microbiology and infectious diseases; the pathological basis of human disease; pharmacologic principles and initial therapeutic decision making to lay the foundation for clinical medicine.

## **MED 184MD Foundations of Disease**

Integrated concepts in immunology; medical microbiology and infectious diseases; the pathological basis of human disease; pharmacologic principles and initial therapeutic decision making to lay the foundation for clinical medicine.

## **MED 185MD Mechanisms of Disease**

Overview of the disease-specific concepts required to participate in patient care by integrating clinical medicine, microbiology, pathology, and pharmacology into organ system modules, and the pathophysiology of diseases, the differential diagnosis of cardinal symptoms, and treatment modalities. Includes other concepts such as radiology and diagnostics.

## **MED 186MD Cells to Populations**

Integration and application of biochemistry, genetics, cell biology, and normal cell structure and function to case-based clinical manifestations of human disease. Expansion of the pathogenesis of disease to also incorporate psychosocial and population-based effects.

## **MED 187MD Medical Neuroscience**

Neuroanatomy, neurobiology, and human behavior in the context of the anatomy, development, physiology, and radiological features of the nervous system. Includes consciousness, perception, and emotion, how they relate to clinical conditions, and clinical, pathological, etiological, and therapeutic options for neurological and psychiatric conditions.

## **MED 191CS Clinical Skills**

Explores concepts in doctor-patient relationships, patient interviewing, physical exams, and basic counseling and clinical skills. Activities include peer and self-assessment skill building; physician's attitudes and conduct sessions; clinical skills development; and medical humanities issues, including ethics, professionalism, and practice management.

## **MED 191IE Interprofessional Practice**

Interprofessional teams explore concepts from the core competencies of the interprofessional collaborative: values and ethics for interprofessional practice, roles and responsibilities, communication, and teams and teamwork. Includes collaboration with other interprofessionals in different disciplines such as pharmacy, nursing, and social work.

## **MED 191LP Leadership Practice**

This course will create a solid foundation in leadership by exposing learners to effective leadership approaches, skills and application exercises. Topics will include leadership: assessment (self and other), fundamentals, philosophy, skills, practices, and behaviors.

## **MED 191MD Innovation, Leadership, and Discovery Block**

A nine-month Innovation, Leadership and Discovery block affords the opportunity to complete a large, independent distinction project or dual degree. All students are expected to achieve the same competencies during the Innovation, Leadership and Discovery block irrespective of the

path they have chosen to pursue. All students will complete a scholarly project, submit an abstract, and present their project at ILD Scholarship Day.

## **MED 192MD Discovery and Inquiry**

Students who choose the Discovery and Inquiry option for their Innovation, Leadership and Discovery block have the opportunity to complete a large distinction project. Working in a rigorous scholarly environment with a faculty mentor, they develop skills for investigation and learn how to communicate findings. Throughout the nine months, students make progress toward long-term goals and prepare to present their work to the community.

**Distinction 1: Research**

**Distinction 2: Population Health**

**Distinction 3: Design and Innovation in Health Care**

## **MED 192CS Clinical Skills - Clinical World**

Explores concepts in doctor-patient relationships in the greater context of the clinical practice. Activities include monthly sessions, peer and self-assessment.

## **MED 192IE Interprofessional Education - Applications**

Medical students will experience IPE through the clinical clerkships. This curriculum will weave experiential and assessment elements into the clerkships. Additionally, medical students will prepare for the Scholarship year through online training in quality improvement and patient safety.

## **MED 192LP Leadership**

This course will expose learners to Healthcare Value and Systems through effective leadership approaches, skills, and application exercises.

## **MED 193CS Clinical Skills - Clinical Systems**

Explores concepts in doctor-patient relationships in the greater context of the clinical practice. Activities include monthly sessions, peer and self-assessment.

## **MED 193IE Interprofessional Education - Scholarship and Service**

Medical students will experience IPE through the clinical clerkships. This curriculum will weave experiential and assessment elements into the clerkships. Additionally, medical students will prepare for the Scholarship year through online training in quality improvement and patient safety.

## **MED 193LP Leadership Service**

Apply leadership knowledge and skill through case based learning, project work, and within the Innovation, Leadership and Discovery block.

## **MED 296MD Student Enrichment Elective**

Enrichment Electives are non-credit elective courses that enhance students' education and broaden their sense of being. Enrichment Electives are not required for graduation.

**Topic 1: Clinical Informatics**

**Topic 2: Medical Spanish**

**Topic 3: Nutrition**

**Topic 4: Racial Disparities**

**Topic 5: Integrating Technology in Healthcare**

**Topic 6: Personal Genomics in Clinical Decision Making**

**Topic 7: Racial Dimension of American Medicine**

**Topic 8: Understanding Homelessness**

**Topic 9: Foundations in Global Health**

**Topic 10: Humanity Heart and the Art of Medicine**

**Topic 11: Introduction to Biomedical Device Design**

**Topic 12: Narrative Medicine: Close Reading, Expressive Writing**

- Topic 13: Independent Study
- Topic 14: Medicinema
- Topic 15: Culinary Medicine
- Topic 16: Healer's Art: Heart of Medicine
- Topic 17: Personal Genomics
- Topic 18: Lifelong Learning and Teaching
- Topic 19: Artificial Intelligence in Healthcare

### **MED 380EM Emergency Medicine**

Exposes students to common clinical scenarios in Emergency Medicine with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of acute illness, differential diagnosis and treatment versus admission plans.

### **MED 380GP Geriatrics/Palliative Care**

Exposes students to common clinical scenarios in Geriatrics/Palliative Care with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans. Special consideration to pain management and polypharmacy.

### **MED 380IM Internal Medicine Core Clerkship**

Exposes students to common clinical scenarios in Internal Medicine with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380MS Milestone Zero**

This course provides a transition from scientific foundations courses to clerkships.

### **MED 380PC Primary Care, Family and Community Medicine**

Exposes students to common clinical scenarios in primary care with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans. Content and clinical experiences related to each phase of the human life cycle that will prepare students to recognize wellness, determine of health and opportunities for health promotion.

### **MED 380PM Pediatrics Core Clerkship**

Exposes students to common clinical scenarios in Pediatrics with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380PN Psychiatry/Neurology Combined Core Clerkship**

Exposes students to common clinical scenarios in Psychiatry and Neurology with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380SM Surgery Core Clerkship**

Exposes students to common clinical scenarios in Surgery with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 380WH Women's Health Core Clerkship**

Exposes students to common clinical scenarios in Women's Health with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

### **MED 381PC Advanced Primary Care, Family and Community Medicine**

Gain exposure to common clinical scenarios in primary care with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans. Hone skills with indirect oversight, given student experience.

### **MED 481OP Ophthalmology and Retina**

Work with faculty to diagnose, test, and treat vitreoretinal diseases and various general ophthalmology conditions. Use a direct-ophthalmoscope, slit lamp, and other specialized instruments in performing an ophthalmic examination. Observe surgical procedures performed both in office and in the operating room. Participate in activities such as office practice, continuing medical education programs, emergency room call, hospital consultations, surgical procedures, civic activities, and medical staff meetings.

### **MED 485IM Internal Medicine Selective**

Exposes students to common clinical scenarios in Internal Medicine Subspecialties with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

- Topic 1: Hematology/Oncology
- Topic 2: Infectious Diseases
- Topic 3: Cardiology
- Topic 4: Gastroenterology
- Topic 5: Nephrology
- Topic 6: Endocrinology

### **MED 485SM Surgery Selective**

Exposes students to common clinical scenarios in Surgical Medicine Subspecialties with graduated expectations of clinical decision making and reasoning, recognizing and interpreting symptoms and signs of disease, differential diagnosis and treatment plans.

- Topic 1: Neuro Surgery
- Topic 2: Plastic Surgery
- Topic 3: Orthopedic Surgery
- Topic 4: Anesthesia
- Topic 5: Pediatric Surgery
- Topic 6: Urology

### **MED 588MD Clinical Teaching**

Students will enhance skills in clinical teaching, mentorship, and performance assessment across a wide range of competencies, such as practice-based learning, systems-based practice, and leadership. Students will identify strategies for teaching when time is limited and and practice role-modeling of patient-centered care.

### **MED 880BA Financial Accounting**

An examination of the information needs of capital market participants in a dynamic and complex socioeconomic system; emphasis on interpretation, measurement, and disclosure of economic events.

### **MED 880ED Topics in Learning and Motivation**

- Topic 1: Psychology of Learning
- Topic 2: History and Systems of Psychology
- Topic 3: Research Practicum in Human Development, Culture, and Learning Sciences
- Topic 4: Post Secondary Teaching Practicum
- Topic 5: Motivation and Emotion
- Topic 6: Instructional Psychology



## Topic 7: Academic and Student Affairs in Higher Education

### **MED 880ID Introduction to Design Thinking**

Explores the concepts of design thinking and human-centered design methods, with a focus on design process and problem solving.

### **MED 881BA Financial Management**

An exploration of concepts and techniques employed in investment decision making, working capital management, and financing the activities of a business.

### **MED 881ED Topics in Psychometrics**

Topic 1: Measurement and Evaluation

Topic 2: Psychometric Theory and Methods

### **MED 881ID Design in Health**

Exploration of creative design-based approaches and problem-solving methods and their application to solving contemporary health care challenges.

### **MED 882BA Statistics**

A unified approach to basic concepts in collection, analysis, and interpretation of data, emphasizing capabilities of different statistical methods and business applications. Students use statistical software packages.

### **MED 882ED Topics in Quantitative Methods**

Topic 1: Fundamental Statistics

### **MED 882ID Topics in Storytelling**

Topic 1: Brand Storytelling

Topic 2: Introduction to Documentary

Topic 3: Design Technologies I

Topic 4: Graphic Design Print/Online

Topic 5: Health Communication: Campaigns and Media

Topic 6: Photography for Reporting Texas

### **MED 883ED Topics in Biological Basis of Behavior and Learning**

Topic 1: Pediatric Psychology

### **MED 883ID Topics in Business Design**

Topic 1: The Business of Design

Topic 2: Innovation and Entrepreneurship

Topic 3: Entrepreneurial Growth

Topic 4: Opportunity Identification and Analysis

Topic 5: Intellectual Property

Topic 6: Health Law and Policy

### **MED 884BA Strategic Career Planning**

Issues surrounding career planning, including exploration and implementation. Professional development issues, including self-assessment.

### **MED 884ED Topics in Human Development**

Topic 1: Mindfulness, Compassion, and the Self

Topic 2: Individual Through the Life Cycle

Topic 3: Social Psychology

Topic 4: Fundamentals of Behavioral Theory and Interventions

### **MED 884ID Topics in Service Design**

Topic 1: Designing for Human Behavior

Topic 2: Healthcare Analytics

Topic 3: Narrative Strategy and Media Design

### **MED 885BA Operations Management**

An introduction to the issues and decisions involved in the production of goods and services. Focuses on designing, operating, controlling, and improving the systems that accomplish production.

### **MED 885ED Topics in Quantitative Methods with Lab**

Topic 1: Statistical Analysis and Experimental Design

### **MED 885ID Topics in Health Organization Design**

Topic 1: Foundations of Organization Behavior and Administration

### **MED 886BA Marketing Management**

An introduction to the marketing perspective on strategy development and to the elements of marketing analysis. Includes the functional decision areas of the marketing manager, such as products and product lines, pricing policies, branding, promotion and advertising, and channels of distribution, and how organizations use these components to create, capture, and sustain value for the firm.

### **MED 886ID Sketching for Thinking and Communications**

Discussion of sketching as the fastest way to convey ideas, both in an ideation session or taking notes in a meeting. Explores the basic elements of sketching to visualize concepts and quickly bring alignment to any team.

### **MED 886ED Post Secondary Teaching**

Practicum in post-secondary teaching.

### **MED 887ID Introduction to Prototyping**

Studies within integrated design.

### **MED 888ID Healthcare Design**

Design techniques, case studies, and team critiques. Seminar component of Integrated Design 692.

### **MED 889ID Healthcare Design Lab**

Team-based, project-focused application of the principles of design to real-world health and wellness challenges. Lab component of Integrated Design 291.

### **MED 890BA Topics in Business III**

Topic 1: Strategies for Networked Economy

Topic 2: Financial Planning for Wealth Management

Topic 3: Social and Ethical Responsibility of Business

Topic 4: Healthcare Analytics

### **MED 891BA Topics in Accounting II**

Topic 1: Performance Management and Control

Topic 2: Business Analytics and Decision Modeling

### **MED 892BA Topics in Management II**

Topic 1: Leading People and Organizations

Topic 2: People Analytics

### **MED 893BA Topics in Management Information Systems III**

Topic 1: Predictive Analytics and Data Mining

Topic 2: Independent Study

### **MED 894BA Topics in Accounting III**

Topic 1: Financial Statement Analysis

### **MED 895BA Topics in Finance**

Topic 1: Valuation

**MED 896BA Topics in Marketing**

Topic 1: Analysis of Markets

**MED 897BA Topics in Management III**

Topic 1: Strategic Management

Topic 2: Healthcare Tech Commercialization

Topic 3: Entrepreneurial Growth

Topic 4: Innovation Through Design Thinking

Topic 5: Introduction to Entrepreneurship

Topic 6: Advocacy

Topic 7: Healthcare Business Ecosystem

Topic 8: Art and Science of Negotiation

Topic 9: Texas Venture Labs

Topic 10: Management Sustainability

Topic 11: Global Management

Topic 12: New Venture Creation

Topic 13: Global Management Studies

**MED 899BA Topics in Law III**

Topic 1: Business and Regulatory Aspects of Health Law

Topic 2: Health Justice and Medical Legal

Topic 3: Law for Entrepreneurs

Topic 4: Healthcare Law and Policy

# Faculty

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The MS1 curriculum will be primarily directed and facilitated by the core teaching faculty in the Department of Medical Education as listed below:

**Andrew Bergemann, PhD, Associate Professor of Biochemistry, Department of Medical Education**

**Jessica Ibarra, PhD, Assistant Professor of Physiology, Department of Medical Education**

**Michael Lee, PhD, Associate Professor of Pharmacology, Department of Medical Education**

**Brian Miller, PhD, Professor of Anatomy, Department of Medical Education**

**Bill A Rampy, DO, Associate Professor of Pathology, Department of Medical Education**

**Dee Silverthorn, PhD, Professor of Medical Physiology, Department of Medical Education**

**Jorge Taboada, MD, Assistant Professor of Medicine, Department of Medical Education**

**Rachel Wallace, PhD, Instructor of Anatomy, Department of Medical Education**

A complete list of faculty may be found in the Dell Medical School Directory (<https://dellmed.utexas.edu/directory>).

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