Provisions of this Bulletin

The provisions of this bulletin do not constitute a contract, express or implied, between any applicant, student, or faculty member and The University of Texas System and The University of Texas Medical Branch at Galveston (UTMB).

UTMB reserves the right to withdraw courses at any time and to change fees and tuition, academic calendars, curricula, degree requirements, graduation procedures, and any other requirement affecting students. Changes will become effective whenever the proper authorities so determine and will apply both to prospective students and to those already enrolled.

UTMB's Catalog consists of five separately published components:
- UTMB General Information Catalog
- School of Nursing (SON) Bulletin
- School of Medicine (SOM) Bulletin
- School of Health Professions (SHP) Bulletin
- Graduate School of Biomedical Sciences (GSBS) Bulletin

UTMB's Catalog provides general information regarding degrees and programs offered, admission requirements, orientation and registration, tuition and fees, academic policies, student life, and student support services.

Each bulletin for the four UTMB schools listed above provides the school's calendars, program-specific degree requirements, course offerings, and other school-specific information.

Copies of the most current issues of the catalog and bulletins, including any approved corrections, edits, deletions and additions, are available online at www.utmb.edu/enrollmentservices.

Equal Opportunity/Affirmative Action

UTMB, in accordance with applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a Vietnam-era veteran in any of its policies, practices, and procedures. Also, UTMB does not discriminate on the basis of sexual orientation to the extent allowed by law. This includes, but is not limited to, admissions, employment, financial aid, educational services, access to facilities, and services. UTMB, in accordance with applicable federal and state laws and regulations, is committed to developing and implementing affirmative action strategies with respect to minority individuals, women, Vietnam-era veterans, and persons with disabilities. Requests for additional information or complaints regarding this policy may be directed to the Department of Internal Investigations.

Privacy and Release of Student Academic Data

UTMB is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. Section 1232g) and the Texas Public Information Act (Chapter 552, Texas Government Code), which together protect the privacy of educational records and establish the rights of students to inspect and review their educational records. More information regarding UTMB's compliance with FERPA is contained in UTMB Institutional Handbook of Operating Procedures (IHOP) Policy 07.01.30. Copies of FERPA and UTMB's FERPA policy are also available from the Office of Enrollment Services.

Written requests for inspection of a student's own file may be made to the registrar, Dean of the student's respective school, academic department chair, or other appropriate school official.

The following categories of student information are considered “directory” information, and may be released without consent upon written or verbal request: student's name (including previous names), date of birth, enrollment status (full time, half time, less than half time, undergraduate, graduate, etc.), campus phone and campus address, email address, student classification, previous institution(s) attended, major field of study, dates of attendance, degree(s) conferred and date(s) of degree(s) (including degrees from previous institutions), honors and awards, photographs, participation in officially recognized activities, and postgraduate training site for M.D. and Ph.D. graduates and degree candidates.

Students have the right under FERPA to restrict the disclosure of directory information by submitting a Request to Restrict Release of Information form to the Office of Enrollment Services (Attention: Registrar) beginning on the first day of registration but no later than the term census date (normally the 12th class day). Student requests to restrict the disclosure of their respective directory information will be honored in accordance with FERPA and such information will be treated as confidential and not subject to disclosure except as permitted or required by law. Student requests to withhold directory information must be submitted at the start of each academic year, and will only be effective until the end of the academic year for which the request was submitted or until the student ceases to be enrolled or rescinds their request in writing, whichever occurs first. UTMB may disclose directory information about former students without any notice to or consent from the student.
Students also have the right to file a complaint with the Office of Enrollment Services concerning any alleged failures by UTMB to comply with FERPA. Complaints may also be filed with the Family Compliance Office, US Department of Education, 400 Maryland Av. SW, Washington, DC 20202-5920.

**Campus Security Report**

In compliance with the Campus Security Act of 1990, UTMB prepares an annual Campus Security Report that is available to the public online at www.utmb.edu/securityreport. Printed copies of the report are available upon request from UTMB's Police Department at (409) 772–1503.

**Americans with Disabilities Act**

UTMB complies with the Americans with Disabilities Act (ADA) as amended, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs, or activities of UTMB solely on the basis of disability. Copies of the ADA and Section 504 of the Rehabilitation Act of 1973 are available upon request from the Office of Student Services. More information regarding UTMB's compliance with the ADA is also available in IHOP Policy 07.01.01.

UTMB is committed to providing equal opportunities for students with disabilities. Each academic program has Essential Functions that describe specific skills and outcomes that a student must be capable of performing to be successful in the program with or without reasonable accommodations. The Essential Functions for a respective program are available upon request. If you have a documented disability or would like to obtain information regarding services for students with disabilities, a complete copy of the “Student with Disabilities: Guidelines for Compliance” is available online at www.utmb.edu/studentservices/disabilities.asp. You may also contact the SOM Office of Student Affairs, or the Student ADA Coordinator in the Office of Student Affairs (located on the second floor of the Lee Hage Jamail Student Center) or by phone at 409-772-3762. This information will be treated as confidential, and will only be given to those individuals responsible for assuring reasonable accommodations.

Services for students with disabilities is a program within the Office of Student Services in coordination with the Office of Diversity and Inclusion and the Student Affairs offices of the four UTMB schools. By law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. The legal protections mentioned above are civil rights provisions aimed at ending discrimination against persons with disabilities. All programs and offices at UTMB are committed to providing a supportive and challenging environment for students with disabilities who choose to attend UTMB. The Office of Student Services is located on the second floor of the Lee Hage Jamail Student Center. The Office of Diversity and Inclusion can be reached by emailing culture@utmb.edu.

**Accreditation**

UTMB is accredited by the Southern Association of Colleges and Schools and Commission on Colleges (SACSCOC) to award the baccalaureate, master's, doctoral, and professional degrees. Questions regarding UTMB's accreditation may be directed to SACSCOC at:

1866 Southern Lane
Decatur, GA 30033-4097
Telephone (404) 679-4500

**HIPAA**

UTMB protects the privacy of its patients' health information in accordance with state and federal law, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA prescribes stringent standards defining appropriate and inappropriate disclosures of individually identifiable health information and governs how patient privacy rights are to be protected. All UTMB students, along with faculty and staff, are provided and required to complete training to ensure understanding of and compliance with HIPAA privacy rules. More information regarding UTMB's policies and procedures are available in IHOP, and from the Office of Institutional Compliance.
School of Medicine

BULLETIN
2018–2020
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The University of Texas Medical Branch at Galveston

SCHOOL OF MEDICINE LEADERSHIP

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Vice Provost

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KAREN SZAUTER, MD
Assistant Dean for Educational Affairs

ALFREDO G. TORRES, PhD
Assistant Dean for Faculty Affairs
Vision, Mission and Values

Our vision is to achieve international recognition as one of the “BESST”* medical schools in the United States.

* “Building Excellent Scholarship and Service Together”

UTMB will strive to create tomorrow’s medicine today by discovery and application of new knowledge, and by inspiring lifelong learning and clinical excellence. We will accomplish this mission through innovative leadership and a steadfast commitment to scholarship and service excellence by:

- Educating and inspiring skilled physicians and scientists who are dedicated to lifelong learning and reflect the diversity of the people whom we serve.
- Enhancing the well-being of our global community by expanding the frontiers of our basic and applied scientific knowledge and its translation from the bench to the bedside.
- Improving the health of all individuals by providing outstanding evidence-based, compassionate, culturally fluent patient care, which recognizes the utmost importance of human interest, values and dignity.
- Sharing our talents to form partnerships with others—individuals, communities, governments, foundations, schools/universities and industries—in the service of our community, our state and the world.

The History of the UTMB School of Medicine

Founded as the state’s first medical school in 1891, the University of Texas Medical Branch at Galveston (UTMB) has served the health care needs of Texans for more than a century with outstanding programs in health science education, patient care, and research.

The legacy continues as the School of Medicine has helped to define health care through a steadfast, four-fold mission of promoting excellence in patient care, education, research and service. Its rich history of the past still thrives in an atmosphere of innovation and growth.

Admission Requirements

GENERAL INFORMATION

All applicants must apply online with the Texas Medical and Dental Schools Application Service (TMDSAS), which is online at: www.utsystem.edu/tmdsas. Applications and letters of recommendation will be accepted by TMDSAS beginning May 1 and the deadline for receipt of applications is October 1. Interviews will be conducted from August through December.

Each year, approximately 230 students matriculate, with no more than 10 percent from out of state. If you are not accepted during either the open admissions period (November 15 to December 31) or the February match, your application will be considered for possible placement in the alternate pool. This pool is not ranked. When positions become available, the Admissions Committee will review all candidates in the pool for acceptance. The number taken from the pool varies from year to year. It is the goal of the SOM to accept only those students who are eligible to complete the four years of the curriculum based on citizenship or permanent resident status. Therefore, only applicants who are permanent US residents or American citizens will be considered for interview and admission. Individuals who have earned a medical degree from another institution will not be considered for admission.
Admission Requirements

Criteria for Applicant Evaluation

The Admissions Committee is solely responsible for the admission of students. The members review all applications and recommend for admission the applicants deemed best qualified. The committee members, in determining an applicant’s eligibility for admission, consider aspects such as the recommendation of the applicant’s health professions advisor or advisory committee, personal qualifications, academic profile, undergraduate coursework, grades, and MCAT scores. Academic and nonacademic factors are of equal importance.

Particular consideration is given to the applicant’s maturity, motivation, and intellectual curiosity as reflected by academic honors, demonstrated leadership roles, research experiences, and participation in activities such as public or community service, athletics, performing arts, and social organizations. Also considered are interpersonal skills, oral and bilingual communication skills, and unique educational, career, or life experiences. As authorized by The University of Texas System Board of Regents and beginning with Academic Year 2006–2007, UTMB considers race and ethnicity among the broad range of criteria considered for student admission and the award of scholarships and fellowships.

The CASPer Test - Computer-Based Assessment for Sampling Personal Characteristics

All applicants to the School of Medicine, at The University of Texas Medical Branch at Galveston are required to complete an online assessment (CASPer), to assist with our selection process. Successful completion of CASPer is mandatory in order to maintain admission eligibility.

CASPer is an online test which assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process.

In order to take CASPer, you will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on your selected test date. CASPer can be taken practically anywhere that you can satisfy the aforementioned requirements. No exceptions will be provided for applicants unable to take CASPer online due to being located at sites where internet is not dependable due to technical or political factors.

Please go to www.takeCASPer.com to sign up for the American Professional Health Sciences test (CSP10101) and reserve a test using your TMDSAS ID and a piece of government-issued photo ID. You will be provided with a limited number of testing dates and times. Please note that these are the only testing dates available for your CASPer test. There will be no additional tests scheduled. Please use an email address that you check regularly; there may be updates to the test schedule.

Please direct any inquiries on the test to support@takecasper.com. Alternatively, you may use the chat bubble in the bottom right hand corner of your screen on the takecasper.com website.

The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, you will be required to answer a set of probing questions under a time contract. The test typically takes between 75-90 minutes to complete. Each response is graded by a different rater, giving a very robust and reliable view of personal and professional characteristics important to our program. No studying is required for CASPer, although you may want to familiarize yourself with the test structure at takeCASPer.com, and ensure you have a quiet environment to take the test.

CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.
ENGLISH: 6 semester hours or 9 quarter hours

BIOLOGY: 14 semester hours (12 semester hours of lecture and 2 semester hours of formal lab) or 21 quarter hours (18 quarter hours of lecture and 3 quarter hours of formal lab) as required for college science majors.

MATHEMATICS: 3 semester hours or 5 quarter hours of college Calculus or Statistics. Statistics must be taught in the Math department.

PHYSICS: 8 semester hours (6 semester hours of lecture and 2 semester hours of formal lab) or 12 quarter hours (9 quarter hours of lecture and 3 quarter hours of formal lab) as required for college science majors.

CHEMISTRY: General Chemistry - 8 semester hours (6 semester hours of lecture and 2 semester hours of formal lab) or 12 quarter hours (9 quarter hours of lecture and 3 quarter hours of formal lab) as required for college science majors.

Organic Chemistry - 8 semester hours (6 semester hours of lecture and 2 semester hours of formal lab) or 12 quarter hours (9 quarter hours of lecture and 3 quarter hours of formal lab) as required for college science majors.

Applicants must complete at least 90 semester hours. Preference is given to those applicants who complete a baccalaureate degree. Although a minimum grade of C is required in each course, the average GPA is approximately 3.90. Coursework is acceptable only if completed at regionally accredited U.S. or Canadian colleges and universities. The MCAT is required of all applicants. UTMB will not accept a score older than five years. It is advisable that you take the spring MCAT in order to increase your chances of receiving an interview.

In addition to the basic core requirements for medical school listed above, the following courses are suggested to be taken prior to entering medical school:

Highly Recommended
- Biochemistry/Advanced Biochemistry
- Cell Biology
- Molecular Genetics
- Anatomy and Physiology

Additional Courses
- Immunology
- Statistics
- Developmental Biology
- Microbiology

APPLICATION TIMELINE
- April  Take MCAT
- May    TMDSAS application period opens
- June   Admissions Committee begins reviewing applications
- August Interviews start
- October Deadline for submission of applications to TMDSAS
- November Open acceptance period begins
Admission Requirements

December
Interviews end
Open acceptance period closes

January
Deadline to decline multiple acceptances
Deadline to submit ranking of schools

February
Match conducted
Final acceptances issued

Policy on Essential Functions Required for the MD Program for Admissions, Continuation, and Graduation, and Disability Accommodation

Purpose
The medical profession is unique. It enjoys a unique public trust and public responsibility. Because of the nature of the medical profession, from caring for the well to caring for the dying, the public has the right to expect the highest standards from those who join the ranks of the health care community. It is incumbent upon us, as medical school faculty, to ensure that all applicants and graduates are competent in the basic skills necessary to both continue their education and to practice medicine. UTMB recognizes that the MD degree is a broad, undifferentiated degree requiring the acquisition of general knowledge and basic skills performed in a reasonably independent and autonomous manner in all fields of medicine. The education of a physician requires the assimilation of knowledge, the discipline of life-long learning, the acquisition of skills, and the development of critical judgment in preparation for independent and appropriate decisions required in medical practice. The abilities and attributes listed below reflect the critical activities a student must be able to perform to complete a generalist medical school curriculum. These include but are not necessarily limited to: observation, communication, psychomotor skills, intellectual and cognitive abilities, professional and social attributes, and application of legal and ethical standards.

Identification of Essential Functions

Definition of Graduate Competencies: A graduating student should have the knowledge, skills and attitude necessary to continue training in a graduate medical program, with the understanding that, with further training, the School of Medicine faculty is comfortable with that student practicing medicine.

Essential Functions

1. Observation/Sensory Modalities: candidates must be able to master a defined level of information. This information will be presented in a variety of formats including but not limited to demonstrations in the basic sciences, computer demonstrations, observations of microbiology cultures, and gross studies of human tissues in normal and pathologic states. Candidates must also be able to accurately observe close at hand and at a distance, for the purpose of learning skills and gathering data. Candidates must possess functional use of the senses that permit such observations. Examples include but are not limited to the ability to observe (see) an instructor’s movements, a patient’s gait or verbal responses, a chemical reaction, a microscopic image; feel vibrations, detect temperature, distinguish color and intensity, such as a red skin lesion or skin paleness, hear faint body sounds such as heart and lung sounds, smell odors such as alcohol breath.

2. Communication: candidates must be able to communicate effectively and efficiently, both verbally and in writing, with patients and members of the health care team. This would include stressful or demanding situations. The candidate must be able to respond to questions, formulate problems and to ask pertinent questions in a one-on-one, small
group or large group format. Candidates must be able to read and comprehend written material in English. *Examples would include but not be limited to the ability to educate patients, convey important updates on a patient’s status, both through written means (e.g., progress notes) and verbally (e.g., presentation to a consultant), and read information about a patient, such as a consultant’s note or a radiology report.*

3. **Psychomotor Skills:** candidates must have sufficient motor capacities and mobility to attend class. They must have sufficient motor function to obtain data from patients using tactile, auditory and visual maneuvers. The candidate must possess adequate strength, mobility and dexterity to obtain all the important information and perform reasonable procedures in the care of patients. Candidates must have the motor skills to provide general care and emergency treatment that are reasonably required of physicians. Candidates must have adequate endurance to carry out activities reasonably required of physicians in clinical activities for extended periods of time. *Examples would include but are not limited to the ability to dress in protective clothing in the performance of clinical duties (e.g., tolerate a mask on the face), perform cardiopulmonary resuscitation, perform chest compressions, manually ventilate a patient; take vital signs measurements, take blood pressure readings, take pulse rate; and perform catheter insertions, intravenous lines. The candidate should also be able to stand and maintain balance, move in confined spaces, pick up or grasp small objects, and complete assigned clinical practice within an acceptable time period and, on occasion, for extended periods of time, including night call.*

4. **Intellectual and Cognitive Abilities:** candidates must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information. The candidate must possess adequate strength, mobility and dexterity. Candidates must be able to apply information from a variety of sources, such as knowledge obtained in classroom settings, interaction with other healthcare professionals, written materials such as textbooks or literature searches. Problem solving, a clinical skill required of physicians, requires all of these intellectual abilities. Candidates must be able to perform these functions not only during times of quiet reflection but must also during stressful situations and in a rapid manner, such as might occur in a medical emergency. In addition candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. *Examples would include but not be limited to the ability to transfer knowledge from one situation to another; assimilate and apply knowledge acquired from multiple learning experiences; comprehend and apply abstract concepts; handle multiple tasks and problem-solve simultaneously; synthesize knowledge and skills; prioritize tasks; use long and short term memory; be able to process information and reach appropriate conclusions in urgent situations; gather and process patient information, in either verbal or written formats, in a timely manner. Candidates should be aware that they will be subject to assessment exercises to evaluate these abilities (e.g., standardized patient exams, and direct observations of a candidate’s performance between the candidate and a patient.*

5. **Professional, Behavioral and Social Attributes:** candidates must possess the emotional health required to fully use their intellectual abilities. *Examples of these would include but not be limited to the ability to exercise good judgment, promptly complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive and effective relationships with patients.* Candidates must be able to tolerate physically, emotionally and mentally taxing workloads, and to function effectively under stress. They must be able to pay attention to detail and perform their learning activities, especially experiential activities, accurately and thoroughly, and assume responsibility and accountability for their actions. They must be able to adapt positively to stress and changing environments, display flexibility, and learn to function in the face of uncertainties and ambiguities.
inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal competence and motivation are all personal qualities important to the educational process and the future care of patients. Students must have the emotional maturity to self-assess, know their limitations and seek advice or counseling in situations that might impair their learning or their performance in the care of patients. They must know their limits, recognize when they should seek consultation and/or supervision, and do so in a timely manner. The capacity of healthcare professionals to self-assess their ability to function at a high level for the best care and safety of their patients, regardless if this is secondary to a physical, emotional or mental impairment, and to proactively seek appropriate treatment, including leaves of absence, is an important ability for a physician to have. Besides the examples listed above, other examples of attributes that candidates would be expected to exhibit would include but are not limited to the following: respect differences in patients and staff; establish rapport with patients; negotiate interpersonal conflict; participate in partnered and group efforts in classroom and clinical learning activities; practice in a manner that is non-judgmental and non-discriminatory; interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds; adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g., emergencies); deal with the unexpected (e.g., death of a patient, patient whose condition is acutely worsening); focus attention on tasks; perform multiple responsibilities concurrently; and handle strong emotions.

6. Legal and Ethical Standards: candidates must demonstrate professional attitudes and behaviors, and must perform in an ethical manner in all dealings with peers, faculty, staff and patients. They must demonstrate honesty, integrity and reliability, and adhere to the standards that reflect the values and functions of the healthcare profession. This includes a responsibility to acquire and share data in an honest and timely manner, respect rights of privacy, apply an ethical decision-making process in their studies, (e.g., in writing papers, taking examinations, collecting data), avoid plagiarism and adhere to the other legal/ethical standards set forth by UTMB.

Deferred Admission

UTMB does not routinely grant deferments. If you wish to be considered for a deferment, you must make a request in writing to the Admissions Committee by May 15. Once received, the Admissions Committee will meet, review your request, and notify you when a decision has been made. If your request for deferment is approved, the following conditions will apply:

1. The deferment must be used for the purpose requested, as stated in your request.
2. You will not seek admission to another medical school during the period of your deferment.
3. You will send UTMB written notification on or before March 1 of the following year, reaffirming your intent to matriculate that August.
4. All of the statements on your application and all of the other personal information that you have provided to UTMB (or through TMDSAS) remain true and valid and you have met all of the conditions in your acceptance letter.
5. Your ability to perform the SOM’s essential functions (technical standards) remain and will not have changed upon your matriculation to UTMB.
6. Nothing occurred which would cause UTMB to refuse you a position in the freshman class if you were applying for admission to UTMB for the first time.
7. You will have timely and successfully completed all the requirements for your baccalaureate degree or meet all conditions that you indicated on your application to UTMB.

All documents regarding deferred admission must be addressed to:
Richard Carroll, Ph.D., Assistant Dean for Student Affairs and Admissions
301 University Blvd., Galveston, Texas 77555-1317
Transfer Requests
The SOM does not accept transfer students.

Security Clearance
In accordance with The Joint Commission standards for accreditation, criminal background checks for security purposes are required of all employees, staff, and volunteers who supervise care, render treatment, and provide healthcare services. Additional information regarding UTMB’s policy is available in IHOP Policy 03.02.06. Individual health care entities have been given the responsibility for mandating this clearance for students.

UTMB’s SOM requires that students who are assigned to clinical facilities that require criminal background checks for security purposes must comply with and receive clearance in order to participate in clinically related activities. All students will be required to undergo a background check performed by the Texas Department of Criminal Justice in order to matriculate into UTMB.
Degree of Doctor of Medicine

The degree of Doctor of Medicine is awarded upon satisfactory completion of the prescribed curriculum in the SOM, recommendation of the Faculty of Medicine, and certification by The University of Texas System Board of Regents. Candidates are required to:

- be at least 18 years of age at the time the degree is awarded;
- present evidence of good moral character;
- offer satisfactory evidence of having fulfilled all academic curricular requirements, including a passing performance on the United States Medical Licensing Examinations (USMLE) Step 1 and USMLE Step 2 Clinical Knowledge and Clinical Skills; and
- comply with all necessary legal and financial requirements.

Institutional Compliance, Mandatory Education, and Training

All UTMB students, faculty, employees, contract employees, and volunteers are required to attend and complete all applicable in-service education, training, and/or licensing courses as defined and required by UTMB, The University of Texas System, The Joint Commission, licensing and regulatory agencies, and state and federal law (e.g., compliance training, employment discrimination training, and other training required based on job classification). Additionally, all contract employees must show evidence of general orientation and education, which may be accomplished by documentation of:

- attendance at UTMB educational offerings;
- attendance at educational programs approved by UTMB but offered by the contractor; or
- review of UTMB’s short-term contractor brochure with signature form.

School deans and department heads are responsible for providing the opportunity and direction to the students and departmental staff to achieve the training and education required by UTMB. Deans and department heads must ensure that students and employees:

- comply with institutional and departmental specific training and requirements; and
- attend and complete the required training, and have their attendance and training completion documented.

If a student/employee is unable to sufficiently complete the training requirement, it is his/her supervisor’s responsibility to ensure that the student/employee receives the proper guidance needed to fulfill the requirement.

Questions regarding these requirements may be addressed to the Office of Educational Affairs at (409) 747-0269.
I. Title

Student Accident & Injury Reporting

II. Scope

This policy addresses the appropriate procedure for students injured or involved in an accident while on UTMB campuses or affiliated sites. For this policy's purposes, students are only those currently enrolled in UTMB, enrolled at an educational institution that has an Affiliation Agreement with UTMB, or is enrolled at an educational institution and has a Contractual Agreement covering counseling and medical services at Student Health and Counseling. Persons on a UTMB campus or affiliated site who is a student at an educational institution with no affiliated or contractual agreement with UTMB is viewed as a visitor and is excluded from this policy.

III. Policy

UTMB is committed to ensuring the safety of its students and requires reporting of any accident/injury incurred on UTMB’s campuses or affiliated sites. Students shall seek prompt medical attention in the following manner:

Emergent Situations:

1. For emergencies, all students should go directly to the nearest emergency department. All students are responsible for all charges related to emergency care.
2. Students should report and seek treatment for all occupational exposures as outlined in the Blood Borne Pathogens (BBP) - Occupational Post Exposure Chemoprophylaxis policy.

Non-Emergent Situations:

1. Student Health and Counseling, during regular working hours, will provide evaluation and treatment for UTMB students and students covered by a Contractual Agreement to receive services at Student Health and Counseling, if their accident/injury is not critical.
2. Students from a non-UTMB education institution, who are on campus with an Affiliation Agreement, should report to their Primary Care Physician or Urgent Care for evaluation. Students are responsible for all charges related to the care received.
3. When an accident or injury occurs off campus or an affiliated site, all students should report to their Primary Care Physician or any Urgent Care for evaluation if their accident/injury is not critical. Students are responsible for all charges related to the care received.
4. After regular work hours, students can call UTMB's Access Center, (409) 772-2222 or (800) 917-8906. Students may also report to any Urgent Care Center for non-emergency treatment. Students are responsible for all charges.
IV. Guidelines

1. Students should complete the Student Accident and Injury Report Form for all other accident/injury occurrences in their role as a student on UTMB’s campus.

2. The completed form should be returned to Student Health and Counseling within two business days. Student Health and Counseling will forward the duplicate copy of the form to the appropriate student affairs dean.

3. Treatment received in Student Health and Counseling that results in consults within UTMB at other clinics for reported injury/accident occurrences will be billed to insurance. If the student does not have insurance, they will be responsible for the full payment for all services received.

4. Review will be done as needed in conjunction with applicable departments and committees.

5. Questions regarding follow up care will be directed to Student Health and Counseling.

6. Based on the severity of the occurrence, the offices of Risk Management and UTMB Legal Affairs may be notified.

V. Relevant Federal and State Statutes

Texas Tort Claims Act (Chapter 101, Texas Civil Practice & Remedies Code)

VI. Relevant System Policies and Procedures

UTS114-Reporting Claims (Or Possible Claims) Arising Under Texas Tort Claims Act.

VII. Related UTMB Policies and Procedures

IHOP - 06.01.04 - Significant Event Reporting

Dates Approved or Amended

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Contact Information Student Services (409) 747-9055
I. **Title**

*Sexual Misconduct*

II. **Policy**

A. The University of Texas Medical Branch (UTMB) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act) which requires institutions to provide mechanisms for reporting specific crimes that occur on or near college campuses. Sexual misconduct, as defined in Section XII, Definitions and Examples, will not be tolerated and individuals who engage in sexual misconduct will be subject to disciplinary action.

B. UTMB will promptly discipline any individuals or organizations within its control that violate this Policy. UTMB encourages any student, faculty, staff or visitor to promptly report violations of this Policy to the Title IX Coordinator or Deputy Coordinators (collectively “Title IX Office”) as identified in Section IV. G.

C. Free Speech. This Policy encourages and respects the right of free speech guaranteed by the First Amendment of the Constitution and the principles of academic freedom. Constitutionally protected expression cannot be considered harassment under this policy. Each faculty member is entitled to full freedom in the classroom in discussing the subject that they teach. The right to free speech and principles of academic freedom are not absolute, however. The offensive conduct underlying some incidents might be protected speech, but it may still be in contradiction to the University’s commitment to academic freedom, integrity, honesty, dignity, respect and honorable conduct (see generally Regents Rule 10901, Statement of U.T. System Values and Expectations). In these instances, constitutional rights will continue to be protected, but UTMB will also exercise its right to speak and engage in educational dialogue with those engaged in these types of behaviors. Further, some offensive conduct, even though it contains elements of free speech, may rise to the level of the type of conduct that creates a sexually hostile environment and, thus, violates this policy.
III. Applicability
This Policy applies to all UTMB administrators, faculty, staff, students, and third parties within the University's control, including visitors and applicants for employment. Correctional Managed Care (CMC) employees are protected under this policy; however, reporting and investigations may differ from those outlined in this policy. It applies to conduct regardless of where it occurs, including off UTMB property, if it potentially affects the complainant's education or employment with UTMB or potentially affects the UTMB community. It also applies regardless of the gender, gender identity or sexual orientation of the parties. In addition, it applies to any complaint made verbally or in writing.

IV. Filing a Complaint and Reporting Violations.
A. Title IX Coordinator
All administrators, faculty, staff, students, and third parties are strongly encouraged to immediately report any incidents of sexual misconduct (including sexual harassment and sexual violence) and other inappropriate sexual conduct to the Title IX Office.
1. **Anonymity.** You may file an anonymous complaint in any manner, including by telephone, in writing or electronically (https://www.reportlineweb.com/UTMB) with the Title IX Office; however, electing to remain anonymous may greatly limit UTMB's ability to stop the harassment, collect evidence, or take effective action against individuals or organizations accused of violating the Policy.
2. **Confidentiality.** UTMB has an obligation to maintain an environment free of sexual misconduct, thus many UTMB employees and faculty members have mandatory reporting and response obligations and may not be able to honor a complainant's request for confidentiality. Complainants who want to discuss a complaint in strict confidence may use the resources outlined in Section IV. E.
3. **Timeliness of Complaint.** You should report sexual misconduct as soon as possible after you (the complainant) becomes aware of the inappropriate conduct.

B. Reporting Options for Correctional Managed Care Employees.
Correctional Managed Care employees should report incidents of sexual misconduct and other inappropriate sexual conduct to the appropriate Human Resources Regional Leader.

C. Responsible Employees.
1. You may also report incidents of sexual misconduct to Responsible Employees, as defined in Section XII.
2. Responsible Employees can find contact information for the Title IX Office in Section IV. G. of this Policy and at the following website: http://www.utmb.edu/studentservices/titleIX.asp.
3. If a Responsible Employee does not report incidents of alleged sexual harassment within three (3) business days to the Title IX Office, he or she could be subject to disciplinary action, up to and including termination. A Responsible Employee must immediately report alleged acts of sexual violence to the Title IX Office; any delay beyond 24 hours could result in disciplinary action, up to and including termination.
D. **Reporting to Law Enforcement.**
You may also make a complaint with the UTMB Police Department at (409) 772-1111 (nonemergency) or 911 (emergency) or to the City of Galveston Police Department at (409) 765-3600 (non-emergency) or 911 (emergency) or to other local law enforcement authorities. The Title IX Office can help individuals contact these law enforcement agencies. Employees and students with protective or restraining orders relevant to a complaint are encouraged to provide a copy to the UTMB Police Department.

E. **Confidential Support and Resources.**
Physical and mental health care professionals and pastoral counselors (including those who act in that role under the supervision of these individuals), are prohibited by confidentiality laws from reporting any information about an incident to anyone, in any way that identifies the victim, without the victim's permission. Thus, students may discuss an incident with a counselor in Counseling and Psychological Services, a health care provider in Health Services, the clergyperson of the student's choice, or an off-campus resource (i.e. rape crisis center, doctor, psychologist, etc.) without concern that the incident will be reported to the Title IX Office. Employees may also seek assistance from the Employee Assistance Program, their own personal health care provider, the clergyperson of the employee's choice, or an off-campus rape crisis resource without concern that the incident will be reported to the Title IX Office. Community resources that provide such services are:

- Resource & Crisis Center of Galveston County, Inc.
  Local 24 Hour Hotline: 409-765-SAFE (7233)
  Free 24 Hour Hotline: 7-888-919-SAFE (7233) www.rccgc.org

F. **Immunity.**
In an effort to encourage reporting of sexual misconduct, UTMB may grant immunity from student disciplinary action to a person who voluntarily initiates a report of sexual misconduct or assists a complainant, if that person acts in good faith in reporting a complaint or participating in an investigation. This immunity does not extend to the person's own violations of this Policy.

G. **Title IX Coordinator and Deputy Coordinator Contact Information.**
Primary Office: Rebecca Sealy Suite 2.302 Other Office:
Jamail Student Center. 2.126
Title IX Phone: 409-772-2112
Title IX Email: Title.IX@utmb.edu

H. **Reporting to Outside Entities.**
You may also contact the following external agencies:

For students:
Office for Civil Rights
U.S. Department Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810Phone: 214-661-9600FAX: (214) 661-9587
V. Parties’ Rights Regarding Confidentiality.

A. UTMB has great respect for the privacy of the parties in a complaint. Under federal law, however, Responsible Employees who receive a report of sexual misconduct must share that information with the Title IX Office. Those individuals may need to act to maintain campus safety and must determine whether to investigate further under Title IX, regardless of the complainant’s request for confidentiality. In making determinations regarding requests for confidentiality and the disclosure of identifying information to the respondent, the Title IX Coordinator should deliberately weigh the rights and interests of the complainant, the respondent, and the campus community.

B. In the course of the investigation, UTMB may share information only as necessary with people who need to know, which may include but is not limited to the investigators, witnesses, and the respondent. UTMB will take all reasonable steps to ensure there is no retaliation against the parties or any other participants in the investigation. UTMB will comply with the Family Educational Rights and Privacy Act (FERPA), with Texas Education Code Sec. 51.971 and other confidentiality laws as they apply to Title IX investigations. While UTMB cannot guarantee anonymity, UTMB will protect the privacy of all parties to a report of sexual misconduct, to the extent possible.

VI. Victim Resources.

A. Immediate Assistance.
1. **Healthcare.** An individual who experiences any form of sexual, domestic, or dating violence is encouraged to seek immediate medical care. Emergency medical care can be provided at UTMB’s Emergency Department or any other hospital emergency room.

2. **Sexual Assault Forensic Exam** Preserving DNA evidence is vital to identifying the perpetrator in a sexual violence case. Victims can undergo a medical exam to preserve physical evidence with or without police involvement. If possible, this should be done immediately. If an immediate medical exam is not possible, individuals who have experienced a sexual assault may have a Sexual Assault Forensic Exam (SAFE) performed by a Sexual Assault Nurse Examiner (SANE) within 4 days of the incident. With the examinee’s consent, the physical evidence collected during this medical exam can be used in a criminal investigation; however, a person may undergo a SAFE even without contacting, or intending to contact, the police. To undergo a SAFE, go directly to UTMB’s Emergency Department. UTMB’s Emergency Department has registered SANE nurses who have been specifically trained to provide comprehensive care to sexual assault survivors.

For more information about the SAFE, see http://hopelaws.org/ or https://www.texasattorneygeneral.gov/victims/sapcs.shtml#survivors. The cost of the forensic portion of the exam is covered by the law enforcement agency that is investigating the assault or, in cases where a report will not be made to the police, the Texas Department of Public Safety. This does not include fees related to medical treatment that are not a part of the SAFE.

Medical care can be provided at UTMB’s Student Health and Counseling (for students only), at a local emergency room, or by a private physician. Psychological support can be provided by Student Health and Counseling (students), a referral from Student Health and Counseling, Employee Assistance Program (employees), a referral through the Employee Assistance Program, or a care provider of the individual’s choosing.

**Police Assistance.** UTMB encourages individuals who have experienced sexual misconduct to make a report to the police. The police may, in return, share your report with the Title IX Office. It is important to note that a police department’s geographic jurisdiction depends on where the sexual misconduct occurred. If the incident occurred on a UTMB campus, a report may be filed with the UTMB Police Department:

- Emergency and on UTMB Galveston Campus land-line: 911
- Emergency and not on UTMB’s Galveston Campus land-line: (409) 772-1111 or (409) 772-1511
- Non-emergency and on UTMB Galveston Campus land-line or personal phone: (409) 772-2691
Sexual Misconduct

UTMB Police can also assist with filing any protective orders. Reporting an assault to law enforcement does not mean that the case will automatically go to criminal trial or to a UTMB disciplinary hearing. If UTMB police are called, a uniformed officer will be sent to the scene to take a detailed statement. UTMB Police may provide a ride to the hospital. A report may be filed with the UTMB police department even if the assailant was not a UTMB student or employee. If the incident occurred in the City of Galveston, but off campus, a report may be filed with the Galveston Police Department, even if time has passed since the assault occurred. If a report is made to the police, a uniformed officer will usually be dispatched to the location to take a written report.

3. Counseling and Other Services. A person who has experienced sexual misconduct is strongly encouraged to seek counseling or medical and psychological care even if he or she does not plan to request a SAFE or report the assault to the police. He or she may be prescribed medications to prevent sexually transmitted infections and/or pregnancy even if the police are not contacted or if a SAFE is not performed. Similarly, other individuals impacted or affected by a sexual misconduct complaint are encouraged to seek counseling or psychological care.

You may receive medical care at UTMB’s Student Health Services (for students only), at a local emergency room, or by a private physician. You may also be provided with psychological support by UTMB's Student Health and Counseling (students), Employee Assistance (employees), a referral through the Employee Assistance Program, or a care provider of your choosing.

Students desiring counseling should contact:

Student Health & Counseling
Lee Hage Jamail Student Center – 3rd Floor
Monday – Friday, 7am to 5 pm – (409) 747-9508
After Hours Care - (409) 747-4357

Faculty and staff should contact:

Employee Assistance Program
UTEAP available 24 hours a day, 7 days a week
(844) 872-5986
https://hr.utmb.edu/eap

B. Interim Measures and Ongoing Assistance.
UTMB will offer reasonably available individualized services to the parties in an alleged incident of sexual misconduct, prior to an investigation or while an investigation is pending. Interim measures may include but are not limited to reassignment, suspension, counseling, extensions of time or other course-related adjustments, modifications of work or class schedules, withdrawal from or retake of a class without penalty, campus escort services, restrictions on contact between the parties, change in work or housing locations, leaves of absences, increased security and monitoring of certain areas of campus, or other similar accommodations tailored to the individualized needs of the parties.
VII. Investigation Process – What You Need to Know.

A. Key Officials in an Investigation.

1. **Title IX Coordinator.** The Title IX Coordinator is the senior UTMB administrator who oversees UTMB’s compliance with Title IX. The Title IX Coordinator is responsible for overseeing the administrative response to reports of sexual misconduct and is available to discuss options, provide support, explain UTMB’s policies and procedures, and provide education on relevant issues. The Title IX Coordinator may designate one or more Deputy Title IX Coordinators.

   Any member of UTMB community may contact the Title IX Coordinator with questions.

   **UTMB Department of Internal Investigations**
   **Title IX Coordinator**
   Rebecca Sealy, Suite 2.302
   (409) 772-2112
   Title.IX@utmb.edu

   2. **Investigators.** The Title IX Coordinator will ensure that complaints are properly investigated under this Policy. The Title IX Coordinator will also ensure that investigators are properly trained at least annually to conduct investigations that occur under this Policy. The Title IX Deputy Coordinators will supervise and advise the Title IX investigators when conducting investigations and update the Title IX Coordinator as necessary.

B. Assessment of Complaint.

1. The Title IX Coordinator or designee will conduct a preliminary assessment of the complaint and notify the complainant of the methods of resolution which are appropriate based on the facts of the complaint. When both formal and informal resolution is appropriate, the complainant may opt to pursue informal resolution, but may elect to resolve the complaint formally at any point.

   2. Informal resolution may be appropriate:

      a) With a complaint solely of sexual harassment, not including sexual violence as defined in this Policy; and

      b) When both parties are categorically similar (i.e. employee/employee or student/student).

C. Notification of UTMB Offices Offering Assistance.

After receiving a complaint, the Title IX Office will inform the parties of available resources and assistance. While taking into consideration requested confidentiality, the Student Ombudsperson or Employee Relations office may serve as a liaison between the parties and the Title IX Office during the investigation.

D. Informal Resolution of Certain Complaints. (OPTIONAL)

Both parties may voluntarily agree to use this option instead of or before
the formal resolution process but are not required to do so. Also, this option is not permitted for sexual violence cases. Anyone who believes that they have been subjected to sexual misconduct may immediately file a formal complaint as described in Section IV of this Policy. Anyone interested in the informal resolution process, should contact the Title IX Office. Before beginning the informal resolution process, the Title IX Office must provide both parties full disclosure of the allegations and their options for formal resolution. At any time during the informal resolution process, the complainant may elect to discontinue the informal resolution process and file a formal complaint.

1. Informal Assistance. If informal assistance is appropriate, the individual will be provided assistance in informally resolving the alleged sexual misconduct. Assistance may include providing the complainant with strategies for communicating with the offending party that the behavior is unwelcomed and should cease, directing a UTMB official to inform the offending party to stop the unwelcomed conduct, or initiating mediation. However, UTMB may take more formal action, including disciplinary action, to ensure an environment free of sexual harassment or sexual misconduct.

2. Timeframe. Informal resolutions should be completed as soon as possible.

3. Confidentiality and Documentation. UTMB will document and record informal resolutions, which will be retained by the Title IX Office in accordance with records retention requirements.

E. Formal Complaint and Investigation.

1. Formal Complaint. To begin the investigation process, the complainant should submit a written statement setting out the details of the conduct that is the subject of the complaint, including the following:
   a) Complainant’s name and contact information;
   b) The name of the person directly responsible for the alleged violation;
   c) A detailed description of the conduct or event that is the basis of the alleged violation;
   d) The date(s) and location(s) of the alleged occurrence(s);
   e) The names of any witnesses to the occurrence(s);
   f) The resolution sought; and
   g) Any documents or information that is relevant to the complaint.

For additional assistance with filing a complaint, the Title IX Office can provide an intake form.

UTMB may initiate an investigation regardless of the manner in which a complaint is received or whether a complaint is received at all. However, the complainant is strongly encouraged to file a written complaint. If the complaint is not in writing, the investigator should
prepare a statement of what he or she understands the complaint to be and ask the complainant to verify that statement. If a UTMB office, other than the Department of Internal Investigations/Title IX Office receives the complaint, it must be referred to the Title IX Office, as soon as possible.

2. **Standard of Proof.**

All investigations under this Policy will use the preponderance of the evidence standard, as defined in Section XII, Definitions and Examples, to determine violations of this Policy.

3. **Investigation.**

   a) After an investigator is assigned, the respondent will be provided notice of the complaint and be allowed a reasonable time to respond in writing.

   b) The parties may present any document or information that is believed to be relevant to the complaint, including the names of witnesses who may provide relevant information.

   c) The investigators will interview relevant and available witnesses. Neither the complainant nor the respondent will normally attend these interviews or the gathering of evidence; however, if either one is permitted to attend, the other shall have the same right.

   d) The investigation of a complaint will be concluded as soon as possible after receipt of the written complaint. The parties should be provided updates on the progress of the investigation.

   e) After the investigation is complete, a written summary report^1 will be issued to the Title IX Coordinator. The summary report will include factual findings and a preliminary conclusion of whether a policy violation occurred (based on a “preponderance of the evidence” standard). The initial findings from the report will also be shared with the appropriate administrator in a letter. The appropriate administrator will depend on the status of the respondent (i.e., student, faculty or employee).

   f) After the written summary report is completed and reviewed by the Title IX Coordinator, the parties will receive notification of the outcome of the investigation in writing via email. The initial findings letter will summarize the findings of the investigation in compliance with FERPA and Texas Education Code, Section 51.971. The letter will contain enough detail to allow the parties to comment on the adequacy of the investigation or the findings. Each will have seven (7) business days from the date the email was sent to submit written comments regarding the investigation to the Title IX Coordinator.

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^1Appropriate report redactions will be made to comply with Texas Education Code, Section 51.971.
g) Within seven (7) business days after the deadline for receipt of comments from the parties, the Title IX Coordinator (or designee) will:
   (1) Request further investigation into the complaint;
   (2) Dismiss the complaint if it is determined that no violation of policy or inappropriate conduct occurred; or
   (3) Find that the Policy was violated.

h) If it is determined that the Policy was violated, the matter will be referred to the appropriate disciplinary process.

i) The complainant and the respondent will be informed concurrently in writing of the decision.

j) The appropriate administrator will impose disciplinary action or sanction(s) in accordance with the applicable policies and procedures dependent on the status of the respondent (i.e., student, faculty or employee)

F. **Timelines.**

Best efforts will be made to complete the complaint process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.

At the request of law enforcement, UTMB may defer its fact-gathering until after the initial stages of a criminal investigation. UTMB will promptly resume its fact-gathering as soon as law enforcement has completed its initial investigation, or if the fact-gathering is not completed in a reasonable time, UTMB will move forward. The filing of a complaint under this Policy does not excuse the complainant from meeting time limits imposed by outside agencies. Likewise, the applicable civil or criminal statute of limitations will not affect UTMB's investigation of the complaint.

G. **Due Process and Privacy Rights.**

UTMB will strive to ensure that the steps it takes to provide due process to the respondent will not restrict or delay the protections provided by Title IX to the complainant.

The Family Educational Rights and Privacy Act (FERPA) does not override federally protected due process rights of a respondent.

H. **Remedies.**

1. In addition to sanctions that may be imposed pursuant to the appropriate disciplinary policy, UTMB will take appropriate action(s) to resolve complaints of sexual misconduct, prevent any recurrence and, as appropriate, remedy any effects. These actions include but are not limited to:
   a) Imposing sanctions against the respondent, including attending training, suspension, termination or expulsion;
   b) Ensuring the complainant and respondent do not share classes, working environments or extracurricular activities;
c) Making modifications to the on campus living arrangements of the respondent or complainant (if the complainant requests to be moved);

d) Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;

e) Providing the parties extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty;

f) Determining whether sexual misconduct adversely affected the complainant's UTMB standing;

g) Designating an individual specifically trained in providing trauma-informed comprehensive services to victims of sexual violence to be on call to assist victims whenever needed;

h) Conducting, in conjunction with UTMB leaders, a UTMB climate check to assess the effectiveness of efforts to ensure that UTMB is free from sexual misconduct, and using that information to inform future proactive steps that UTMB will take;

i) Providing targeted training for a group (students, staff, faculty, departments), including bystander intervention and sexual misconduct prevention programs;

j) Issuing policy statements or taking other steps to clearly communicate that UTMB does not tolerate sexual misconduct.

I. Sanctions and Discipline.

1. Disciplinary action against faculty and employees will be handled under UTMB’s policies for discipline and dismissal of faculty and employees, as follows:
   - IHOP Policy 3.1.9 Discipline, Dismissal, and Appeal for Classified Employees
   - IHOP Policy 5.3.10 Termination
   - UTMB Police Officers are subject to disciplinary action in accordance with The University of Texas System Police Policy 208 Discipline and Appeal Procedure.

Disciplinary actions for individuals not covered under the above mentioned policies may include, but are not limited to, written reprimands, the imposition of conditions, reassignment, suspension, and dismissal.

2. The Student Affairs Dean of each school and the Student Conduct and Discipline Officer will impose disciplinary action, if any, against a student under IHOP Policy 7.1.3 Student Conduct and Discipline. Student disciplinary actions may include, but are not limited to, probation, suspension, or expulsion.
VIII. Provisions Applicable to the Investigation.

A. Assistance. During the investigation process, an advisor, who may be an attorney, may assist the parties; however, the advisor may not actively participate in meetings or interviews.

B. Time Limitations. Time limitations in these procedures may be modified by the Title IX Coordinator or appropriate administer on a written showing of good cause by the parties or UTMB.

C. Concurrent Criminal or Civil Proceedings. UTMB will not wait for the outcome of a concurrent criminal or civil justice proceeding to take action. UTMB has an independent duty to investigate complaints of sexual misconduct. (Except as provided in Section VII.F. above).

D. Documentation. UTMB shall document complaints and their resolution and retain copies of all materials in accordance with state and federal records laws and UTMB policy.

IX. Dissemination of Policy and Educational Programs.

A. This Policy will be made available to all UTMB administrators, faculty, staff, and students online at http://www.utmb.edu/policies_and_procedures/toc.aspx and in UTMB publications. Periodic notices will be sent to UTMB administrators, faculty, staff and students about UTMB's Sexual Harassment/Sexual Misconduct Policy. The notice will include information about sexual misconduct, including the complaint procedure, and about UTMB's disciplinary policies and available resources, such as support services, health, and mental health services. The notice will specify the right to file a complaint under this Policy and with law enforcement and will refer individuals to designated offices or officials for additional information.

B. Ongoing Sexual Misconduct Training. UTMB's commitment to raising awareness of the dangers of sexual misconduct includes offering ongoing education through annual training and lectures by faculty, staff, mental health professionals, and/or trained UTMB personnel. Preventive education and training programs will be provided to UTMB administrators, faculty, staff, and students and will include information about risk reduction, including bystander intervention.

C. Training of Coordinators, Investigators, Hearing and Appellate Authorities. All Title IX Coordinators, Deputy Coordinators, investigators, and those with authority over sexual misconduct hearings and appeals will receive training each academic year about offenses, investigatory procedures, due process, and UTMB policies related to sexual misconduct to ensure the safety of victims and promote accountability.

D. Annual Reporting and Notice. UTMB’s Title IX General Policy Statement will be made available to all students, faculty, and employees online, in required publications and in specified departments.
X. Additional Conduct Violations.

A. Retaliation.
Any person who retaliates against the parties or any other participants in an investigation or disciplinary process relating to a complaint, or any person who under this Policy opposed any unlawful practice, is subject to disciplinary action up to and including dismissal or separation from UTMB. If any participant in an investigation believes they have been subject to retaliation, they should immediately report the alleged retaliatory conduct to the Title IX Office. See IHOP Policy 03.02.09 Non-Retaliation Policy for more information.

B. False Complaints.
Any person who knowingly files a false complaint under this Policy is subject to disciplinary action up to and including dismissal or separation from UTMB. A finding of non-responsibility does not indicate a report was false.

C. Interference with an Investigation.
Any person who interferes with an ongoing investigation conducted under this Policy is subject to disciplinary action up to and including dismissal or separation from UTMB. Interference with an ongoing investigation may include, but is not limited to:
1. Attempting to coerce, compel, or prevent an individual from providing testimony or relevant information;
2. Removing, destroying, or altering documentation relevant to the investigation; or
3. Providing false or misleading information to the investigator, or encouraging others to do so.

D. No Effect on Pending Personnel or Academic Actions Unrelated to the Complaint.
The filing of a complaint under this Policy will not stop or delay any action unrelated to the complaint, including: (1) any evaluation or disciplinary action relating to a complainant who is not performing up to acceptable standards or who has violated UTMB rules or policies; (2) any evaluation or grading of students participating in a class, or the ability of a student to add/drop a class, change academic programs, or receive financial reimbursement for a class; or (3) any job-related functions of a UTMB employee. Nothing in this section limits UTMB’s ability to take interim action.

XI. Documentation.
UTMB will confidentially maintain information related to complaints under this Policy, as required by law.

XII. Definitions and Examples.

Complainant: The student, employee or third party who presents as the victim of any prohibited conduct under this Policy, regardless of whether that person makes the report or seeks action under this Policy.

2Appropriate report redactions will be made to comply with Texas Education Code, Section 51.971.
Coercion: The use of pressure to compel another individual to initiate or continue sexual activity against an individual's will. Coercion can include a wide range of behaviors, including psychological or emotional pressure, physical or emotional threats, intimidation, manipulation, or blackmail that causes the person to engage in unwelcome sexual activity. A person's words or conduct are sufficient to constitute coercion if they eliminate a reasonable person's freedom of will and ability to choose whether or not to engage in sexual activity. Examples of coercion include but are not limited to threatening to “out” someone based on sexual orientation, gender identity, or gender expression; threatening to harm oneself if the other party does not engage in the sexual activity; and threatening to expose someone's prior sexual activity to another person.

Consent: A voluntary, mutually understandable agreement that clearly indicates a willingness to engage in each instance of sexual activity. Consent to one act does not imply consent to another. Past consent does not imply future consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Any expression of an unwillingness to engage in any instance of sexual activity establishes a presumptive lack of consent.

Consent is not effective if it results from: (a) the use of physical force, (b) a threat of physical force, (c) intimidation, (d) coercion, (e) incapacitation or (f) any other factor that would eliminate an individual's ability to exercise his or her own free will to choose whether or not to have sexual activity.

A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be a voluntary, mutually understandable agreement that clearly indicates willingness to engage in each instance of sexual activity.

The definition of consent for the crime of sexual assault in Texas can be found in Section 22.011(b) of the Texas Penal Code.3

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3 Texas Penal Code, Section 22.011(b) states that a sexual assault is without consent if: (1) the actor compels the other person to submit or participate by the use of physical force or violence; (2) the actor compels the other person to submit or participate by threatening to use force or violence against the other person, and the other person believes that the actor has the present ability to execute the threat; (3) the other person has not consented and the actor knows the other person is unconscious or physically unable to resist; (4) the actor knows that as a result of mental disease or defect the other person is at the time of the sexual assault incapable either of appraising the nature of the act or of resisting it; (5) the other person has not consented and the actor knows the other person is unaware that the sexual assault is occurring; (6) the actor has intentionally impaired the other person's power to appraise or control the other person's conduct by administering any substance without the other person's knowledge; (7) the actor compels the other person to submit or participate by threatening to use force or violence against any person, and the other person believes that the actor has the ability to execute the threat.
Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship will be determined by the victim with consideration of the following factors:

(a) The length of the relationship;
(b) The type of relationship; and
(c) The frequency of interaction between the persons involved in the relationship.

Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. It does not include acts covered under the definition of domestic violence.

Domestic (Family) Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Texas, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Texas.

Hostile Environment: exists when sexual harassment (which is a form of sex-based harassment) is sufficiently severe or pervasive to deny or limit the individual's ability to participate in or benefit from the University's programs or activities or an employee's terms and conditions of employment. A hostile environment can be created by anyone involved in UTMB's program or activity (e.g., administrators, faculty members, employees, students, and UTMB visitors).

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4 Dating Violence is defined by the Texas Family Code, Section 71.0021 as: (a) an act, other than a defensive measure to protect oneself, by an actor that:

(1) is committed against a victim:
   (A) with whom the actor has or has had a dating relationship; or
   (B) because of the victim's marriage to or dating relationship with an individual with whom the actor is or has been in a dating relationship or marriage; and
(2) is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the victim in fear of imminent physical harm, bodily injury, assault, or sexual assault.

(b) For purposes of this title, “dating relationship” means a relationship between individuals who have or have had a continuing relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on consideration of:

(1) the length of the relationship;
(2) the nature of the relationship; and
(3) the frequency and type of interaction between the persons involved in the relationship.

(c) A casual acquaintanceship or ordinary fraternization in a business or social context does not constitute a “dating relationship” under Subsection (b). Texas Penal Code, Section 22.01 provides the criminal penalties associated with Dating Violence.

5 Family Violence is defined by the Texas Family Code Section 71.004 as:

(1) an act by a member of a family or household against another member of the family or household that is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the member in fear of imminent physical harm, bodily injury, assault, or sexual assault, but does not include defensive measures to protect oneself;

(2) abuse, as that term is defined by Sections 261.001(1)(C), (E), and (G), by a member of a family or household toward a child of the family or household; or

(3) dating violence, as that term is defined by Section 71.0021.

Texas Penal Code Section 22.01 provides the criminal penalties associated with Domestic (Family) Violence.

6 Depending on the facts of a particular case, the University may investigate claims of hostile work environment under this Policy, the University's gender discrimination policy, or both. See Department of Education, Office for Civil Rights, January 2001 Revised Sexual Harassment Guidance, page 2.
In determining whether sexual harassment has created a hostile environment, UTMB considers the conduct in question from both a subjective and objective perspective. It will be necessary, but not adequate, that the conduct was unwelcome to the individual who was harassed. To conclude that conduct created or contributed to a hostile environment, UTMB must also find that a reasonable person in the individual’s position would have perceived the conduct as undesirable or offensive.

To ultimately determine whether a hostile environment exists for an individual or individuals, UTMB considers a variety of factors related to the severity, persistence, or pervasiveness of the sexual harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of the persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and (5) the degree to which the conduct affected an individual’s education or employment.

The more severe the sexual harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sexual harassment is not particularly severe.

**Incapacitation:** Incapacitation is the inability, temporarily or permanently, to give consent because the individual is mentally and/or physically helpless, either voluntarily or involuntarily, or the individual is unconscious, asleep, or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if they demonstrate that they are unaware at the time of the incident of where they are, how they got there, or why or how they became engaged in a sexual interaction.

**UTMB offers the following guidance on consent and assessing incapacitation:**

When alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. When drug use is involved, incapacitation is a state beyond being under the influence or impaired by use of the drug. Alcohol and other drugs impact each individual differently, and determining whether an individual is incapacitated requires an individualized determination.

In evaluating consent in cases of alleged incapacitation, the University asks two questions:

1. Did the person initiating sexual activity know that the other party was incapacitated? and if not
2. Should a sober, reasonable person in the same situation have known that the other party was incapacitated?

If the answer to either of these questions is “YES,” consent was absent and the conduct is likely a violation of this Policy.

One need not be a medical expert in assessing incapacitation. One should look for the common and obvious warning signs that show that a person may be incapacitated or approaching incapacitation. Although every individual may show signs of incapacitation differently, some signs include clumsiness, difficulty walking, poor judgment, difficulty concentrating, slurred speech, vomiting, combativeness, incontinence or emotional volatility. A person who is incapacitated may not be able to understand
some or all of the following questions: “Do you know where you are?” “Do you know how you got here?” “Do you know what is happening?” “Do you know whom you are with?”

An individual’s level of intoxication may change over a period of time based on a variety of subjective factors, including the amount of substance intake, speed of intake, body mass, and metabolism. It is especially important, therefore, that anyone engaging in sexual activity is aware of both their own and the other person’s level of intoxication and capacity to give consent.

The use of alcohol or other drugs can lower inhibitions and create an atmosphere of confusion about whether consent is effectively sought and freely given. If there is any doubt as to the level or extent of one’s own or the other individual’s intoxication or incapacitation, the safest course of action is to forgo or cease any sexual contact.

**Being impaired by alcohol or other drugs is no defense to any violation of this Policy.**

**Intimidation:** Unlawfully placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

**Other Inappropriate Sexual Conduct:** Includes unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature directed towards another individual that does not rise to the level of sexual harassment but is unprofessional, inappropriate for the workplace or classroom and is not protected speech. It also includes consensual sexual conduct that is unprofessional and inappropriate for the workplace or classroom. Depending on the facts of a complaint, the conduct may not violate this Policy but may violate other university policies including but not limited to standards of conduct or professionalism policies.

**Parties:** The term “parties” refers to the “complainant” and the “respondent” in a Title IX complaint.

**Preponderance of the Evidence:** The greater weight of the credible evidence. Preponderance of the evidence is the standard for determining allegations of sexual misconduct under this Policy. This standard is satisfied if the action is deemed more likely to have occurred than not.

**Respondent:** The student, employee, or third party who has been accused of violating this Policy

**Responsible Employee:** A UTMB employee who has the duty to report incidents of sexual misconduct to the Title IX Office or other appropriate designee, or an employee whom an individual could reasonably believe has this duty. Responsible employees include all administrators, supervisory staff, advisors, graduate teaching assistants, and faculty who have a responsibility for students in the following capacities: teaching; advising; coaching or mentoring; or supervising in a clinical setting. Employees with confidentiality obligations as defined in Section IV. E. are not included in the definition of responsible employee. Incidents of sexual misconduct may also be reported to Responsible Employees.
Retaliation: Any adverse action threatened or taken against someone because the individual has filed, supported, provided information in connection with a complaint of sexual misconduct or engaged in other legally protected activities. Retaliation includes, but is not limited to, intimidation, threats or harassment against any complainant, witness or third party.

Sexual Assault\(^7\): An offense that meets the definition of rape, fondling, incest, or statutory rape:

a) **Rape**: the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

b) **Fondling**: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

c) **Incest**: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

d) **Statutory Rape**: Sexual intercourse with a person who is under the statutory age of consent.

Sexual Exploitation: Occurs when an individual takes non-consensual or abusive sexual advantage of another for his or her own benefit, or to benefit anyone other than the one being exploited. Examples of sexual exploitation include, but are not limited to, engaging in voyeurism; forwarding of pornographic or other sexually inappropriate material by email, text, or other channels to non-consenting students/groups; the intentional removal of a condom or other contraceptive barrier during sexual activity without the consent of a sexual partner; and any activity that goes beyond the boundaries of consensual sex, or knowingly transmitting a sexually transmitted disease (STD) to another.

Sexual Harrassment: Unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when

a) Submission to such conduct is made explicitly or implicitly a term or condition of a person's student status, employment, or participation in UTMB's activities; or

b) Such conduct is sufficiently severe or pervasive that it creates a hostile environment, as defined in this Policy.

Sexual harassment is a form of sex discrimination that includes:

a) Sexual violence, sexual assault, stalking, domestic violence and dating violence as defined herein.

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\(^7\)Sexual Assault is defined by Texas Penal Code, Section 22.011 as intentionally or knowingly:

a) Causing the penetration of the anus or sexual organ of another person by any means, without that person's consent; or

b) Causing the penetration of the mouth of another person by the sexual organ of the actor, without that person's consent; or

c) Causing the sexual organ of another person, without that person's consent, to contact or penetrate the mouth, anus, or sexual organ of another person, including the actor.
b) Physical conduct, depending on the totality of the circumstances present, including frequency and severity, including but not limited to:
   i. Unwelcome intentional touching; or
   ii. Deliberate physical interference with or restriction of movement.

c) Verbal conduct not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea, including oral, written, or symbolic expression, including but not limited to:
   i. Explicit or implicit propositions to engage in sexual activity;
   ii. Gratuitous comments, jokes, questions, anecdotes or remarks of a sexual nature about clothing or bodies;
   iii. Gratuitous remarks about sexual activities or speculation about sexual experiences;
   iv. Persistent, unwanted sexual or romantic attention;
   v. Subtle or overt pressure for sexual favors;
   vi. Exposure to sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials; or
   vii. Deliberate, repeated humiliation or intimidation based upon sex.

Sexual Misconduct: A broad term encompassing a range of non-consensual sexual activity or unwelcome behavior of a sexual nature. The term includes, but is not limited to, sexual assault, sexual exploitation, sexual intimidation, sexual harassment, domestic violence, dating violence, and stalking. Sexual misconduct can be committed by any person, including strangers or acquaintances.

Sexual Violence: Physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. The term includes, but is not limited to, rape, sexual assault, sexual battery, sexual coercion, sexual abuse, indecency with a child, and/or aggravated sexual assault.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. For the purposes of this definition—

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8 Stalking as defined by Texas Penal Code, Section 42.072 is when an individual on more than one occasion and pursuant to the same scheme or course of conduct that is directed specifically at another person, knowingly engages in conduct that:

a) is considered harassment, or that the actor knows or reasonably should know the other person will regard as threatening:
   i. bodily injury or death for the other person;
   ii. bodily injury or death for a member of the other person’s family or household or for an individual with whom the other person has a dating relationship; or
   iii. that an offense will be committed against the other person’s property;

b) causes the other person, a member of the other person’s family or household, or an individual with whom the other person has a dating relationship to be placed in fear of bodily injury or death or in fear that an offense will be committed against the other person’s property, or to feel harassed, annoyed, alarmed, abused, tormented, embarrassed, or offended; and

c) would cause a reasonable person to:
   i. fear bodily injury or death for himself or herself;
   ii. fear bodily injury or death for a member of the person’s family or household or for an individual with whom the person has a dating relationship;
   iii. fear that an offense will be committed against the person’s property; or
   iv. feel harassed, annoyed, alarmed, abused, tormented, embarrassed, or offended.
a) Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
b) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
c) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

XIII. **Relevant Federal and State Statutes**
Title IX of the Higher Education Amendments of 1972 (Title IX)
Title VII of the Civil Rights Act of 1964 (Title VII)
Campus Sexual Violence Elimination Act (SaVE Act)
Family Education Rights and Privacy Act (FERPA)

XIV. **Relevant System Policies and Procedures**
The University of Texas System Police Policy 208 Discipline and Appeal Procedure

XV. **Related UTMB Policies and Procedures**
IHOP Policy 3.1.9 Discipline, Dismissal, and Appeal for Classified Employees
IHOP Policy 5.3.10 Termination
IHOP Policy 7.1.3 Student Conduct and Discipline

XVI. **Dates Approved or Amended**

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XVII. **Contact Information**
UTMB Department of Internal Investigations
Executive Director and Title IX Coordinator
Title.IX@utmb.edu
(409) 772-2112
I. Title

*Student General Grievance Procedures*

II. Policy

A. **Grievances Covered by This Policy**

This policy provides the grievance procedures for allegations by a student concerning (1) a university employee, (2) administrative policies, procedures, regulations, or requirements of the university, (3) actions impeding a campus climate of intellectual diversity, (4) student employment, or (5) a university program, service, or activity.

B. **Grievances Not Covered by This Policy**

1. **Issues of Sexual Harassment and Discrimination.** The Department of Internal Investigations including the Title IX Office has the primary responsibility for responding to student questions and complaints of sexual harassment, sexual assault, and discrimination. However, students may also address their questions or complaints to faculty, department chairperson, student affairs dean, or ombudsman. In such cases, the chairperson or the faculty/administrator must contact the Department of Internal Investigations for consultation. In cases of sexual assault, students are advised to contact University Police at 2-111 (on campus) or 772-1111 (from off campus) in an emergency or the Title IX Office to file a complaint. (See IHOP Policies 03.02.01 Nondiscrimination, Equal Employment Opportunity and Affirmative Action and 07.01.11 Student Sexual Misconduct, Sexual Harassment, and Sexual Assault)

2. **Grade and Academic Evaluation Disputes.** Each school has grievance procedures for grading or other academic disputes provided in the following policies:

   a) [IHOP Policy 07.01.16 Graduate School of Biomedical Sciences Grading and Evaluation](#).

   b) [IHOP Policy 07.01.18 School of Medicine – Appeal of Examination Score, Evaluation, or Course Grade](#).

   c) [IHOP Policy 07.01.20 School of Health Professions Student Appeals of Grading and Unsatisfactory Academic Performance](#).

   d) [IHOP Policy 07.01.22 School of Nursing – Academic Appeal: Grading and Evaluation](#).

3. Students and administrators will refer to IHOP – 07.01.03 - Student Conduct and Discipline Policy on matters related to conduct violations, hearing procedures, appeals, and penalties.
III. Informal Resolution
Students are encouraged to seek informal resolution to the grievance prior to initiating a formal grievance under this policy. Students may make an appointment with the relevant department/office to discuss the circumstances giving rise to the grievance within five (5) working days from the action or condition giving rise to the grievance.

IV. Formal Grievance Procedures
A. If, within three (3) working days of meeting the chairperson/program director/student affairs dean, the student cannot resolve the grievance, the student should submit a completed Student General Grievance and Resolution form to the student affairs dean or designee of the relevant UTMB School. The dean or the dean's designee (e.g., student affairs officer) should schedule a meeting with the student within three (3) working days. The student affairs dean of each school is:

Associate Dean of Student Affairs - Graduate School of Biomedical Sciences
Associate Dean of Academic and Student Affairs - School of Health Professions
Associate Dean for Student Affairs - School of Medicine
Assistant Dean of Admissions and Student Affairs - School of Nursing

B. Upon receipt of the written grievance, the dean or dean's designee will meet with the student, usually within five (5) working days.

C. Following the appointment with the student, the dean or the designee will elect to:

1. Call for the appropriate faculty committee to investigate the grievance and make recommendations concerning the matter; or
2. Choose to investigate the matter him or herself; or
3. Refer the matter or the student to another department of UTMB for investigation.

D. Based on the information obtained through the investigation of the grievance, the designated student affairs dean or entity that conducted the investigation will prepare a written report that includes the factual findings, whether the grievance was substantiated, and any recommendations made or actions taken in response to the findings. The student will be provided a copy of the report.

E. If the decision rendered by the dean is unsatisfactory to the student, the student may appeal to the Dean of the School, in writing, within ten (10) working days.

F. The Dean will render a decision, which may be appealed to the Provost, in writing within ten (10) working days.

G. The Provost will render a final decision.

V. Student Ombudsperson
A. The primary role of the Student Ombudsperson is to provide students and academic leadership with a resource to assist them in resolution of areas of concern or conflict. The Ombudsperson is a resource and a champion
Student General Grievance Procedures

for fair processes while remaining neutral and considering all sides of a question in an objective and impartial manner. The Student Ombudsperson has no other titles, academic roles, or administrative affiliations.

For further information, please refer to http://www.utmb.edu/ombudsman/

VI. Record of Student Grievances
A. The student affairs dean of each school will maintain a record of grievances made by students in accordance with this policy.
B. A centralized database of student grievances will be maintained in order to track student grievances and ensure consistent outcomes institution wide. The student affairs dean or designee is responsible for inputting grievance information into the database. The information in this database will be de-identified.

VII. Definitions
General Grievance: A non-academic grievance or appeal is an allegation by a student concerning (1) a university employee, (2) administrative policies, procedures, regulations, or requirements of the university, (3) actions impeding a campus climate of intellectual diversity, (4) student employment, or (5) a university program, service or activity, which is not governed by a process contained in another policy. Examples include:

VIII. Related UTMB Policies and Procedures
IHOP - 08.02.02 - Campus Security Reporting

IX. Dates Approved or Amended

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I. Title
SOM – Appeal of Examination Score, Evaluation, or Course Grade

II. Policy
A student in the School of Medicine (SOM) who wishes to appeal an examination score, evaluation, or course grade must notify the course director in writing within five (5) working days of the posting of the examination score, evaluation, or course grade. The course director will decide the most appropriate action to take in considering the student’s appeal, which may include, but is not limited to acting on the appeal directly, referring the appeal to a course committee, requesting the student meet with the course director or course committee, or requesting input from faculty members involved in the item under appeal. A student request to appear in person may be granted at the discretion of the individual or group considering the appeal.

In all appeals, of course failures or when the appeal is based upon disputes of fact, a student request to appear will be granted. The course director or course committee shall render a decision regarding the student’s appeal of the examination score, evaluation, or course grade within five workdays after completion of any meetings concerning the appeal and shall send written notification of the decision to the student.

A student who fails to initiate an appeal of an examination score, evaluation or course grade in the proper manner within the time frame stated above shall be deemed to have waived his/her right to appeal the grade or evaluation in question.

The SOM acknowledges subjectivity is inherent in many evaluations of students that affect their grades. As a rule, appeals that cite subjectivity or a difference of opinion between the student and evaluator regarding a student’s performance will not be successful. Examples of appeals more likely to be successful are those citing incorrect grade calculation or inconsistencies with SOM or course policies.

Should the issue fail to be resolved to the student’s satisfaction by the course director/committee, the student may appeal the decision in writing to the Academic Review Committee (ARC) within five (5) working days after the date on the official notification letter. In general, for a successful appeal, the student will need to demonstrate that a decision of the course director was (a) arbitrary or capricious, (b) made in bad faith, or (c) in violation of the SOM’s Academic Policies. The ARC will review the student’s letter of appeal, and a written report from the course director/committee. In its sole discretion, the ARC may allow the student to appear in person and/or present new information not previously presented to the course. The ARC shall send written notification of its decision to the student. The ruling of the ARC is final in matters of examination scores, evaluations, and course grades.
III. Related UTMB Policies and Procedures
IHOP Policy 07.01.19 SOM-Appeal of an Academic Progress Committee Decision to Dismiss a Student

IV. Dates Approved or Amended

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V. Contact Information
Office of Student Affairs and Admissions
(409) 772-1442
I. **Title**

*SOM – Appeal of an Academic Progress Committee Decision to Dismiss a Student*

II. **Policy**

In the event the Academic Progress Committee (APC) votes to dismiss a student, from the School of Medicine (SOM), the student may appeal the APC’s decision in writing to the Academic Review Committee (ARC) within five (5) working days of the date of the official APC dismissal notification letter. In general, for a successful appeal, the student will need to demonstrate that the decision of the APC was (a) arbitrary or capricious, (b) made in bad faith, or (c) in violation of the SOM’s Academic Policies. The ARC will review the student's letter of appeal, the student's academic record, and the record of deliberations of the APC. In its sole discretion, the ARC may allow the student or others to appear in person and/or present new information not previously presented to the APC. The ARC shall send written notification of its decision to the student.

Decisions of the APC regarding student dismissal that are upheld by the ARC may be appealed by the student in writing to the Dean of the SOM within five working days of the date of the official ARC decision notification letter. The Dean shall review the student's letter and the record of deliberations of the APC and ARC. In his/her sole discretion, the Dean may allow the student to appear in person and/or present new information not previously presented to the APC or ARC. The Dean's decision shall be final, and will be communicated in writing to the student, the APC, the ARC, the Associate Dean for Student Affairs and the Associate Dean for Educational Affairs.

If a dismissal decision of the APC is reversed by either the ARC or the Dean of the SOM, the matter must be returned to the APC for a determination of the remedial work required. No appeal of such a remediation decision is allowed.

III. **Related UTMB Policies and Procedures**

IHOP Policy 07.01.18 - SOM - Appeal of Examination, Score, Evaluation, or Course Grade

IV. **Dates Approved or Amended**

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V. **Contact Information**

Office of Student Affairs and Admissions
(409) 772-1442
Student Immunization Requirements

In compliance with the State of Texas Higher Education Mandatory Immunization Requirements and recommendations of the Texas Department of State Health Services Immunization Division and Department of Health and Human Services Center for Disease Control and Prevention, all students are required to complete the required immunizations as a condition of enrollment.

All immunizations required in healthcare or research areas must be completed before a student may participate in any activity.

NOTE: Certain areas of study, clinical placements, or field research may require additional immunizations beyond those listed.

Vaccinations may be subject to change based on fluctuation in disease outbreak, changes in State Law, and/or CDC recommendations. Please visit the link below for list of immunization requirements.

http://www.utmb.edu/studenthealth/immunization.asp

State of Texas Higher Education Mandatory Immunization Requirements
Texas Department of State Health Services Immunization Division
CDC

Originated: 12/03/2009
Reviewed with Changes
02/28/2014
Reviewed without Changes
03/21/2017

Contact Information
Student Health and Counseling
(409) 747-9323
I. Title
   UTMB Student Health Insurance Policy

II. Policy
All students are required to maintain health insurance coverage while enrolled at UTMB. To comply with this requirement, UTMB students will be automatically enrolled in the plan offered to UTMB students through The University of Texas (UT) System endorsed program, if they do not have or do not furnish proof of existing comparable health insurance coverage.

Accordingly, students have the following options:
1. UT System endorsed health insurance plan, offered to UTMB students through Academic Health Plans, Inc. (more information available online at https://www.academichealthplans.com/utmb);
2. UTMB employee health insurance coverage (available only if the student is also a UTMB employee; or
3. Private insurance.

Students with private insurance must provide the following information:
1. Name of insurance provider;
2. Name of primary holder of insurance;
3. Policy number;
4. Group number; and
5. Photo copy of front and back of Health Insurance I.D. card.

To further ensure compliance with this requirement of maintaining health insurance while enrolled as a student at UTMB, all students are required to confirm health insurance coverage in the Academic Health Plans online waiver database, by the appointed waiver deadline:
1. Non-medical students must make this confirmation in MyStar every semester; and
2. Medical students and Physician Assistant students in their clinical year must confirm in Academic Health Plans once a year, (in the fall and then again at mid-year).

Failure to maintain health insurance coverage and provide proof of coverage as required by this policy will result in a student being automatically enrolled in UTMB’s Student Health Plan and the cost charged to the student’s financial account.

All non-medical students who opt out of the Student Health Insurance must provide proof of coverage to Academic Health Plans for each semester of enrollment prior to the first day of class.
III. Relevant Federal and State Statutes
Texas Education Code Section 51.952 as added by Senate Bill 505, 77th Texas Legislature

IV. Relevant System Policies and Procedures
UT System Board of Regents Rule 50402 (Student Health Insurance Requirement)

V. Dates Approved or Amended

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VI. Contact Information
Office of Student Life
(409) 772-1996
I. **Title**

*Student Conduct and Discipline*

II. **Policy**

A. All University of Texas Medical Branch (UTMB) students are expected and required to obey Federal, State, and local laws, to comply with the Regents’ Rules and Regulations (Regents’ Rules), with The University of Texas System (U.T. System) and UTMB rules and regulations, with directives issued by an administrative official of the U. T. System or UTMB in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.

B. Any student who engages in conduct that violates the Regents’ Rules and Regulations, the U. T. System or UTMB rules and regulations, specific instructions issued by an administrative official of the institution or the U. T. System acting in the course of his or her authorized duties, or federal, State, or local laws is subject to discipline. A student is subject to discipline for prohibited conduct that occurs on or off campus, including but not limited to institution or U.T. System sponsored off-campus activities such as field trips, internships, rotations, or clinical assignments, regardless of whether civil or criminal penalties are also imposed for such conduct.

C. This policy clearly defines the administration, regulations, and procedures related to student discipline that students must observe while at UTMB.

D. Students should recognize that a violation of this student conduct and discipline policy may result in academic consequences. (See Regents’ Rules and Regulations, Series 50101). For example, as a disciplinary penalty, a student may be assessed a failing grade in a given course as the result of academic misconduct. The failing grade may, in turn, bring the student’s overall level of academic performance or grade point average below the defined standard for retention in the school, thus resulting in the academic dismissal of the student.

E. In the case of any conflict between this document, and any oral or written policies or statements made by any UTMB faculty or staff member, this document will prevail. In the case of conflict between this document and the Regents’ Rules, the Regents’ Rules will prevail.

III. **General Responsibilities**

A. Each student is responsible for compliance with the provisions of this policy, and any student who engages in prohibited conduct that occurs on or off campus, including but not limited to UTMB or U.T. System
sponsored off-campus activities such as field trips, internships, rotations or clinical assignments, is subject to discipline, regardless of whether civil or criminal penalties are also imposed for such conduct.

B. Students, faculty, and staff with reason to believe that a student has engaged in prohibited conduct, as described in this policy, should notify the Student Affairs Officer of the respective school in which the suspected student is enrolled. After receiving an allegation of misconduct, the Student Affairs Officer of the accused student’s respective school will determine, as soon as reasonably possible, whether the alleged violation is academic misconduct as defined by Section VI below or non-academic misconduct as defined by Section VII below in nature.

C. The Dean of each UTMB School has designated a Student Affairs Officer with the responsibility for investigation and administration of academic misconduct violations, as defined herein. Academic misconduct allegations are investigated by the Student Affairs Officer for the respective school in which the student alleged to have committed the violation is enrolled, notwithstanding any action taken by other authorities.

D. Non-academic conduct and discipline violations, as defined herein, will be referred by the Student Affairs Officer to the Conduct and Discipline Officer for investigation and administration, notwithstanding any action taken by other authorities.

E. The Student Affairs Officer of each school and the Conduct and Discipline Officer will submit quarterly reports to the Council of Deans summarizing all conduct and discipline matters under investigation or resolved. These reports will not include any identifying information, but will only list a brief description of the violation (or allegation, if still pending) and any sanctions assessed.

IV. Jurisdiction

A. If the alleged misconduct is primarily academic misconduct, as defined in Section VI below, the Student Affairs Officer will notify the student in writing (using the student’s official UTMB email address) that an allegation was received and that the matter will be investigated and administered by the Student Affairs Officer.

B. If the alleged misconduct is primarily non-academic, as defined in section VII below, the Student Affairs Officer will refer the matter to the Student Conduct and Discipline Officer and notify the student in writing (using student’s official UTMB email address) that an allegation was received and the matter has been referred to the Conduct and Discipline Officer for investigation and administration.

V. Interim Disciplinary Action

Pending a hearing or other disposition of allegations against a student, the Student Affairs Officer or Student Conduct and Discipline Officer may take such immediate interim disciplinary action as is appropriate to the circumstances and in the best interest of the institution. This includes, but is not limited to, suspension and bar from the campus when it reasonably appears, from the circumstances, that the
continuing presence of the student poses a potential danger to persons, property, or a potential threat for disrupting any activity authorized by the institution. In the event interim disciplinary action is taken, an accelerated hearing will be offered in accordance with Section IX below.

VI. **Academic Misconduct**

A. Academic misconduct includes all fraudulent and deceitful acts designed to have or actually have the effect of interfering with the academic process, including the admissions process. Any act of academic misconduct is a breach of student responsibility and any such violation may result in disciplinary proceedings as set out in this policy. Examples of academic misconduct include, but are not limited to:

1. **Cheating**
   
   This includes but is not limited to:
   
   - copying from another student's test paper or similar material;
   - using materials not authorized by the person giving the test;
   - substituting for another person or permitting another person to substitute for one's self to take a test;
   - failing to comply with instructions given by the person administering a test;
   - utilizing in whole or in part information the students knows to be false (e.g., patient data, encounters);
   - possessing materials during a test which are not authorized by the person giving the test, such as class notes, specifically-designed “crib notes”, or textbooks (if prohibited by the person administering the test);
   - using, buying, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test, test key, homework solution, or computer program;
   - collaborating with or seeking aid from another student without the instructor’s permission during a test or other assignment;
   - discussing the contents of an examination with another student who will take the examination at another time;
   - divulging the contents of an examination when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to the student;
   - paying or offering money or other valuable things, or coercing, another person to obtain an un-administered test, test key, homework solution, computer program, or information about an un-administered test, test key, homework solution, or computer program;
   - falsifying research data, laboratory reports, or other academic work offered for credit;
   - taking, keeping, misplacing, or damaging the property of UTMB or another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
2. **Plagiarism**
Which includes but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the submission for credit without appropriate citation of any work or materials that are attributable in whole or in part to another person.

3. **Collusion**
Which includes but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit, or collaboration with another person to commit an act of academic misconduct.

4. **Altering Official Documents**
Any student who alters or assists in the altering or falsifying of any official record of UTMB or the U.T. System or who submits false information or omits requested information that is required for or related to an application for admission, the award of a degree, or any official record of UTMB or the U.T. System is subject to discipline. A former student who engaged in such conduct is subject to bar against readmission, revocation of degree, and withdrawal of diploma.

**B. Investigation**

1. The Student Affairs Officer of the school in which the accused student is enrolled will conduct investigations of alleged academic misconduct.

2. If there is an apparent conflict of interest with the Student Affairs Officer conducting the investigation, the Provost will appoint another appropriate individual to conduct the investigation.

3. The Student Affairs Officer may summon the student for purposes of the investigation and to discuss the allegation. The summons will be in writing and sent by regular mail, email, or hand delivered. The summons will include a date, time, and location for the meeting. If the request is sent regular mail, the meeting date will be at least three (3) calendar days after the date the summons is sent. If the request is sent by email or hand delivered the meeting date will be at least two (2) calendar days after the request is sent. For distance students, the meeting date is scheduled far enough in advance or in a manner, which accommodates the student's needs.

4. The summons may be mailed to the address in the registrar's records, emailed to the email address on record with UTMB, or hand delivered to a student.

5. Refusal of a student to accept delivery of the notice, failure to maintain a current address with the registrar, or the failure to read mail or email is not good cause for the failure to respond to a summons.

6. If a student fails to appear without good cause, as determined by the
Student Affairs Officer, the

7. Student Affairs Officer 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 directed in a summons is the student against whom charges are being reviewed, in addition to the above, the Student Affairs Officer may proceed with disciplinary action based upon other information available using the disciplinary procedures below.

8. In addition to interviewing the student, the investigation will include a thorough examination and evaluation of all available relevant evidence to determine if academic misconduct has occurred. The investigation will include, but is not limited to:

9. Examining all relevant evidence; and

10. Conducting interviews with relevant individuals.

11. Searches of student occupied premises or of a student's personal possessions will be conducted in accordance with the law.

12. The Student Affairs Officer may seek assistance from other relevant individuals in the investigative process, as long as none of these individuals has a real or apparent conflict of interest.

C. Reviewing Evidence and Determining Sanctions
The Student Affairs Officer will review the evidence, determine whether to proceed with charges, and, if so, determine the sanction appropriate to the charges. Before proceeding with disciplinary action, the Student Affairs Officer will offer the student the opportunity to meet and provide a response to the charges and, upon request, review the available evidence supporting the charges. The standard of proof used to determine whether there has been a policy violation is the preponderance of evidence (“more likely than not”).

D. Final Report

1. At the conclusion of the investigation, the Student Affairs Officer will produce a written report which includes:
   i. A description of the policies and procedures under which the investigation was conducted;
   ii. A summary of the evidence reviewed and interviews conducted;
   iii. The actual text or an accurate summary of the views of any individual(s) found to have engaged in academic misconduct;
   iv. The findings regarding academic misconduct and the basis for these findings;
   v. The recommended administrative actions to repair any damage the misconduct may have caused; and
   vi. The recommended disciplinary actions ranging from reprimand to expulsion.

2. If there is no evidence to support the allegation, the final report will explicitly state that there was no finding of academic misconduct and the matter will be dismissed.
3. The final report will be provided to the accused student within ten (10) days.

4. If the investigation establishes a reasonable belief that academic misconduct has been committed, the final report will include the options available to the student. The options include:
   i. Administration Disposition: If the student does not dispute the facts upon which the charges are based and agrees to the sanctions assessed by the Student Affairs Officer, the student may execute a written waiver of their right to a hearing and appeal. Administrative dispositions are final and no subsequent proceedings on the charges will be held.
   ii. Appeal of the Sanctions: A student who does not dispute the facts, may elect to sign an administrative disposition waiving the right to the hearing on the facts under Section VIII but reserving the right to appeal the sanction. Such an appeal regarding the sanction will be to the Provost or his/her designee in accordance with Section X of this policy.
   iii. Hearing on the Facts: If the student disputes the factual findings of the investigation, the student may elect, in writing within seven (7) calendar days of receipt of the final report, to have the complaint heard by a hearing panel in accordance with Section IX below.

5. In those cases in which the Student Affairs Officer proposes suspension, including suspension of rights and privileges, academic sanctions, or expulsion as a sanction, the charges will be heard and determined by a fair and impartial Hearing Panel in accordance with Section VIII below.

VII. Non-Academic Misconduct
The Student Conduct and Discipline Officer is responsible for overseeing the investigation of non-academic misconduct allegations or submitting such allegations to the appropriate official for investigation. The Student Affairs Officer will refer non-academic conduct and discipline violations to the Conduct and Discipline Officer for investigation and administration, notwithstanding any action taken by other authorities. In Sexual Harassment and Sexual Misconduct cases, the Title IX Coordinator is responsible for overseeing the investigation process consistent with IHOP Policy 03.02.04 Sexual Harassment and Sexual Misconduct.

A. Prohibited Conduct:

1. Drugs
   Any student who is found responsible for the illegal use, possession, or sale of a drug or narcotic is subject to discipline. If a student is found responsible for the illegal use, possession, or sale of a drug or narcotic on campus, the minimum sanction assessed is suspension from the institution for a specified period and/or suspension of rights and privileges.

2. Health or Safety
   Any student who engages in conduct that endangers the health or safety of any person may be subject to discipline.
3. **Sexual Harassment and Sexual Misconduct** Any student whose conduct meets the definition of sexual harassment or sexual misconduct under applicable federal and state law and UTMB IHOP Policy 3.2.4 Sexual Harassment and Sexual Misconduct may be subject to discipline. Sexual harassment includes:

   a) Sexual violence, sexual assault, stalking, domestic violence, and dating violence as defined herein.
   b) Physical conduct, depending on the totality of the circumstances present, including frequency and severity, including but not limited to:
      i. Unwelcome intentional touching; or
      ii. Deliberate physical interference with or restriction of movement.
   c) Verbal conduct not necessary to an argument for or against the substance of any political, religious, philosophical, ideological, or academic idea, including oral, written, or symbolic expression, including but not limited to:
      i. Explicit or implicit propositions to engage in sexual activity;
      ii. Gratuitous comments, jokes, questions, anecdotes or remarks of a sexual nature about clothing or bodies;
      iii. Gratuitous remarks about sexual activities or speculation about sexual experiences;
      iv. Persistent, unwanted sexual or romantic attention;
      v. Subtle or overt pressure for sexual favors;
      vi. Exposure to sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials; or
      vii. Deliberate, repeated humiliation or intimidation based upon sex.

4. **Disruptions.**
   Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any teaching, educational, research, administrative, disciplinary, public service, or other activity or public performance authorized to be held or conducted on campus or on property or in a building or facility owned or controlled by the U. T. System or UTMB is subject to discipline. Obstruction or disruption includes but is not limited to any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, university computers, computer programs, computer records or computer networks accessible through the university’s computer resources.

5. **Inciting Lawless Action.**
   Any student who engages in speech, either orally or in writing, which is directed to inciting or producing imminent lawless action and is likely to incite or produce such action, is subject to discipline.
6. Unauthorized Use of Property.
Any student who engages in the unauthorized use of property, equipment, supplies, buildings, or facilities owned or controlled by the U. T. System or UTMB is subject to discipline.

Any student who, acting singly or in concert with others, engages in hazing is subject to discipline. Hazing in State educational institutions is prohibited by State law (Texas Education Code Section 51.936 and Sections 37.151-37.157). Hazing with or without the consent of a student whether on or off campus is prohibited, and a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to discipline. Knowingly failing to report hazing can subject one to discipline. Initiations or activities of organizations may include no feature that is dangerous, harmful, or degrading to the student and a violation of this prohibition renders both the organization and participating individuals subject to discipline.

8. Bullying.
An intentional course of conduct, whether an individual act or series of acts intended to impose one's will or desire and causes mental, emotional, or physical harm to others. Such acts include verbal or non-verbal threats, assault, stalking, or other methods of attempted coercion, such as manipulation, blackmail, or extortion (including, but not limited to, offending conduct that is undertaken or affected in whole or in part using electronic messaging services, commercial mobile services, electronic communications, social media, or other technology). In addition, bullying includes, but is not limited to, unwanted or uninvited aggressive behavior that intends to harm, threaten, frighten, or intimidate another person and may involve a pattern of behavior that is repeated over time where an imbalance of power exists between the two parties.

Any student, who defaces, mutilates, destroys, or takes unauthorized possession of any property, equipment, supplies, buildings, or facilities owned or controlled by UTMB or the U. T. System is subject to discipline.

10. Use of Explosives, Weapons, or Hazardous Chemicals.
Unless authorized by Federal, State, or local laws, a student who possesses or uses any type of explosive, firearm, imitation firearm, ammunition, hazardous chemical, or weapon as defined by State or federal law, while on campus or on any property or in any building or facility owned or controlled by the U. T. System or UTMB, is subject to discipline.

11. Prohibited Conduct During Suspension.
A student who receives a period of suspension as a disciplinary sanction is subject to further disciplinary action for prohibited conduct that takes place during the period of suspension.
B. Investigation

1. The Student Conduct and Discipline Officer will oversee investigations of alleged non-academic misconduct. The Student Conduct and Discipline Officer will either conduct the investigation or assign the investigation to an investigator within the Department of Internal Investigations.

2. If there is an apparent conflict of interest with the Student Conduct and Discipline Officer, the Student Conduct and Discipline Officer must not personally conduct or oversee the investigation and the Provost will appoint appropriate individual(s) to conduct and oversee the investigation.

3. The Student Conduct and Discipline Officer or investigator, may summon the student for purposes of the investigation and to discuss the allegation. The summons will be in writing and sent by regular mail, by email, or hand delivered. The summons will include a date, time, and location for the meeting. If the request is sent regular mail, the meeting date will be at least three (3) calendar days after the summons is sent. If the request is sent by email or hand delivered, the meeting date will be at least two (2) calendar days after the request is sent. For distance students, the meeting date is scheduled far enough in advance or in a manner, which accommodates the student’s needs.

4. The summons may be mailed to the address in the registrar’s records, emailed to the email address on record with UTMB, or hand delivered to a student.

5. Refusal of a student to accept delivery of the notice, failure to maintain a current address with the registrar, or the failure to read mail or email is not good cause for the failure to respond to a summons.

6. If a student fails to appear without good cause, the Student Conduct and Discipline Officer may, upon consultation with the Dean of the school in which the student is enrolled, 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 directed in a summons is the student against whom charges are being reviewed, in addition to the above, the Student Conduct and Discipline Officer may proceed with disciplinary action based upon other information available using the disciplinary procedures below.

7. In addition to interviewing the student, the investigation will include a thorough examination and evaluation of all available relevant evidence to determine if non-academic misconduct has occurred. The investigation will include, but not limited to:
   i. Examining all relevant evidence; and
   ii. Conducting interviews with relevant individuals.
8. Searches of student occupied premises or of a student's personal possessions will be conducted in accordance with the law.

9. The Student Conduct and Discipline Officer or investigator, may seek assistance from other relevant individuals in the investigative process, as long as none of these individuals has a real or apparent conflict of interest.

C. Reviewing Evidence and Determining Sanctions

The Student Conduct and Discipline Officer or investigator, will review the evidence, determine whether to proceed with charges, and, if so, determine the sanction appropriate to the charges. Before proceeding with disciplinary action, the Student Conduct and Discipline Officer or investigator, will offer the student the opportunity to meet and provide a response to the charges and, upon request, review the available evidence supporting the charges. The standard of proof used to determine whether there has been a policy violation is the preponderance of evidence (“more likely than not”).

D. Final Report

1. At the conclusion of the investigation, the Student Conduct and Discipline Officer or investigator will produce a written report which includes:
   a) A description of the policies and procedures under which the investigation was conducted;
   b) A summary of the evidence reviewed and interviews conducted;
   c) The actual text or an accurate summary of the views of any individual(s) found to have engaged in non-academic misconduct;
   d) The findings regarding non-academic misconduct and the basis for these findings;
   e) The recommended administrative actions to repair any damage the misconduct may have caused; and
   f) The recommended disciplinary actions ranging from reprimand to expulsion.

2. The final report will be provided to the accused student within ten (10) days.

3. If the investigation establishes a reason to believe that misconduct has been committed, the final report will include the options available to the accused student, including administrative disposition, a hearing on the sanctions, and a hearing on the facts in accordance with Section IX below.

E. Allegations of Student on Student Sexual Misconduct Offenses

1. UTMB's Title IX Coordinator is responsible for overseeing the investigation of allegations of sexual offenses committed by UTMB students.

2. A Student Affairs Officer receiving a complaint related to allegations of sexual offenses should immediately contact the Department of Internal Investigations.
3. Students may directly contact the Department of Internal Investigations to report allegations of sexual offenses.

4. Allegations of student on student sexual harassment and misconduct will be investigated and dispositioned in accordance with the procedures set out in IHOP Policy 3.2.4 Sexual Harassment and Misconduct.

VIII. Administrative Disposition

A. In any case, except in a case finding a violation of IHOP Policy 3.2.4 Sexual Harassment and Sexual Misconduct Policy, where the accused student elects not to dispute the facts upon which the charges are based and agrees to the sanctions the Student Conduct and Discipline Officer, the student may execute a written waiver of the hearing procedures and waiver of any appeals under the policy. This administrative disposition is final and there will be no subsequent proceedings regarding the charges.

B. Administrative Disposition in Cases of Sexual Harassment or Sexual Misconduct. In any case alleging a violation of IHOP Policy 3.2.4 Sexual Harassment and Sexual Misconduct Policy, the case will proceed to a hearing under Section XII of this Policy unless both the accused and the accuser agree to the terms of the administrative disposition and thus waive the hearing and appeals.

1. **Appeal of the Sanctions**: A student who does not dispute the facts, may elect to sign an administrative disposition waiving the right to the hearing under Section VIII, but reserving the right to appeal the sanction. Such an appeal regarding the sanction will be to the Provost or his or her designee, in accordance with Section X of this policy.

2. **Cases in which Proposed Sanction involves Suspension, Academic Sanctions or Expulsion**: In those cases in which the Student Conduct and Discipline Officer proposes suspension, including suspension of rights and privileges, academic sanctions, or expulsion as a sanction, the charges must be heard and determined by a fair and impartial Hearing Panel in accordance with Section IX below. However, a student not found in violation of the Sexual Harassment/Sexual Misconduct Policy may elect to sign an administrative disposition waiving the right to the hearing under Section VII, but reserving the right to appeal only the sanction. Such an appeal regarding the sanction will be to the Provost.
   
   In cases where a student is found in violation of the Sexual Harassment/Sexual Misconduct Policy, the case will proceed before a Hearing Panel unless both the accused and the accuser agree to the waiver of the hearing procedures.

3. **Hearing on the Facts**: If the student disputes the factual findings of the investigation, the student may elect, in writing within seven (7) calendar days of receipt of the final report, to have the complaint heard by a hearing panel in accordance with Section IX below.
IX. **Hearing Procedures**

A. The procedures provided in this section apply to both academic and non-academic misconduct hearings. Variations on this process may be required for hearings on allegations of sexual harassment and sexual misconduct.

B. **Hearing Panel**

1. In those cases in which the accused student disputes the facts upon which the charges are based the student’s dispute will be heard and determined by a fair and impartial Hearing Panel selected by the Provost from a predetermined pool of faculty members.

2. **Hearing Panel Pool**
   The Dean of each school will select faculty members to be included in the pool of potential hearing panel members. Faculty members selected by the Dean will undergo training on hearing procedures by the Department of Internal Investigations and the Student Affairs Officers, as appropriate.

C. **Interim Disciplinary Action - Accelerated Hearing**

When interim disciplinary action has been taken by the Student Affairs Officer or the Student Conduct and Discipline Officer under Section V. above, the student will be given the opportunity to have a hearing on the charges in accordance with the procedures specified below within 10 days after the interim disciplinary action was taken; however, if the Chair of the Hearing Panel determines that there is good cause, the 10-day period may be extended for a reasonable period.

D. **Impartiality of the Hearing Panel**

1. The accused student may challenge the impartiality of the members of the Hearing Panel by submitting a challenge in writing no later than seven (7) days prior to the date of the hearing.

2. Challenges must be made in writing to the Chair of the Hearing Panel and state the reasons for the challenge. The Chair will determine whether the challenged panel member can serve as an impartial member of the panel.

E. **Duties of Hearing Panel**

1. The Student Affairs Officer of the school in which the student is enrolled shall not serve as the Chair of the Hearing Panel to prevent any possible conflict.

2. The Hearing Panel Chair is responsible for conducting the hearing in an orderly manner and controlling the conduct of the witnesses and participants in the hearing.

3. The Hearing Panel Chair will rule on all procedural matters and on objections regarding exhibits and testimony of witnesses. All members of the Panel may question witnesses.

4. The Hearing Panel is entitled to have the advice and assistance of legal counsel from the Office of General Counsel of the University of Texas System.
5. The Hearing Panel will render and send to the Student Affairs Officer or Student Conduct and Discipline Officer and the accused student a written decision that contains findings of fact and a conclusion as to whether the accused student is responsible for the violations as charged. Upon a finding of responsibility, using the preponderance of evidence standard of proof, the Hearing Panel will assess a sanction or sanctions specified in Section H below. When an accused student is found responsible for the illegal use, possession, or sale of a drug or narcotic on campus, the assessment of a minimum sanction provided in Section VII.B.a. above is required.

F. Notice of Hearing

1. Except in those cases where immediate interim disciplinary action is taken, the accused student is given at least 10 days written notice of the date, time, and place for such hearing, and the names of the Hearing Panel Members.

2. The notice will include a statement of the charge(s) and a summary statement of the evidence supporting such charge(s). The notice will be delivered in person to the student, mailed to the student at the address appearing in the registrar’s records, or emailed to the student's email address on record with the registrar. A notice sent by mail will be considered to have been received on the third day after the date of mailing, excluding any intervening Sunday.

3. The date for a hearing may be postponed by the Chair of the Hearing Panel for good cause or by agreement between the student and the Student Affairs Officer or Student Conduct and Discipline Officer.

G. Rights of the Parties

1. The accused student has the right to:
   a) have a private hearing;
   b) appear in person and to have an advisor of his or her choice including an attorney at all phases of the disciplinary process including interviews, meetings, hearings and appeals (the advisor may not actively participate in the interviews, meetings, hearings, and appeals);
   c) know the name of the person appointed to act as hearing officer or the names of the hearing panel appointed to hear the matter;
   d) challenge the hearing officer or the members of the hearing panel designated to hear the charges;
   e) know the identity of each witness who will testify against him or her;
   f) a list of documentary and other evidence that will be offered against the accused student;
   g) present testimony of witnesses, present documentary and other evidence, and to argue in his or her own behalf;
h) a copy of the investigation report, which outlines the alleged violation(s);
i) cross-examine each witness who testifies against him or her; and
j) appeal.

2. **Allegations of Sexual Harassment or Sexual Misconduct**
   In any case involving a violation of the Sexual Harassment/Sexual Misconduct Policy, the accuser will be provided the same rights and responsibilities outlined in this section as the accused including the right to have notice of the hearing. The accuser has the right to:
   a) participate in the hearing;
   b) have past sexual history with third parties excluded from evidence;
   c) provide testimony at the hearing in a manner that does not require the accuser to directly confront or to be directly questioned by the accused student while still preserving the accused student's right to challenge such testimony, including but not limited to testimony provided by the Department of Internal Investigations on the accused student's behalf;
   d) receive notice of the hearing decision;
   e) appeal the hearing decision;
   f) submit a response to the accused student's appeal; and
   g) Have an advisor of choice, who may be an attorney, throughout the disciplinary process. During the disciplinary process, an advisor may assist the accuser; however, the advisor may not actively participate in meetings, interviews, or hearings and appeals.

H. **Sanctions**
   The following sanctions may be assessed by the Student Affairs Officer, Student Conduct and Discipline Officer, Dean, or by the Hearing Panel as applicable, in accordance with these procedures:
   1. Disciplinary probation.
   2. Withholding of grades, official transcript, and/or degree.
   3. Bar against readmission.
   4. Restitution or reimbursement for damage to or misappropriation of institutional or U. T. System property.
   5. Suspension of rights and privileges, including participation in athletic or extracurricular activities.
   6. Failing grade or reduction of a grade for an examination, assignment, or for a course.
   7. Denial of degree.
   8. Suspension from the institution for a specified period of time or until the student meets specified conditions. Students who are currently enrolled 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.
9. Expulsion (permanent separation from the institution) Expulsion creates a permanent notation on the student’s academic transcript.
10. Revocation of degree and withdrawal of diploma.
11. Other sanction as deemed appropriate under the circumstances.

X. Appeals from a Decision of the Hearing Panel

A. The student, Student Affairs Officer, or Student Conduct and Discipline Officer may appeal the factual findings or sanctions assessed by the Hearing Panel. The appeals procedures for sexual harassment and sexual misconduct cases may be made in accordance with IHOP Policy 3.2.4 Sexual Harassment and Misconduct.

B. Appeal Procedures

1. The appealing party must submit a written appeal stating the specific reasons for appeal and any argument in favor to the Provost within 14 days of when the parties are notified of the hearing panel's decision. A copy of the appeal should be submitted to the other party. If the notice of sanction assessed by the Dean or the decision of the Hearing Officer(s) is sent by mail, the date the notice or decision is mailed initiates the 14-day period for the appeal. An appeal on the sanctions in cases of administrative disposition, the decision will be made based solely on the written argument of the student and either the Student Affairs Officer or the Student Conduct and Discipline Officer.

2. An appeal of the decision of the Hearing Panel will be reviewed solely based on the record from the hearing. The Chair of the Hearing Panel will submit the record from the hearing to the Provost as soon as possible after being notified by the Provost of the appeal.

3. In an appeal from the decision of the Hearing Panel, the Provost may, at his or her discretion, entertain oral arguments in an appeal from the decision of the Hearing Panel.

4. Communication of Decision: The action of the Provost will be communicated in writing to the student and either the Student Affairs Officer or the Student Conduct and Discipline Officer within 30 days after the appeal and related documents have been received.

5. The decision of the Provost is final.

XI. Disciplinary Record.

A. The academic transcript of a student suspended or expelled for disciplinary reasons will be marked with

B. Disciplinary Suspension" or "Expulsion" as appropriate. UTMB maintains a permanent written disciplinary record for every student assessed a sanction of suspension, expulsion, denial, or revocation of degree, or withdrawal of diploma.

C. A record of academic misconduct is maintained for at least five years or longer at the discretion of the institution, and disciplinary records required by law to be maintained for a certain period of time, i.e. Clery violations,
will be maintained for at least the time specified in the applicable law, unless
the record is permanent in conjunction with the above stated sanctions. A
disciplinary record will reflect the nature of the charge, the disposition of
the charge, the sanction assessed, and any other pertinent information.

D. The Dean of the school in which the student is or was enrolled maintains
disciplinary actions. Student disciplinary records are treated as confidential,
and will not be accessible to anyone other than the Dean or university
officials with legitimate educational interests, except upon written
authorization of the student or in accordance with applicable State or
federal laws or court order or subpoena.

XII. Relevant Federal and State Statutes
Title IX, Education Amendments of 1972 (Title 20 U.S.C. Sections 1681-1688)

XIII. Relevant System Policies and Procedures
Board of Regents’ Rule 30105 Sexual Harassment, Sexual Misconduct, and
Consensual Relationships Board of Regents’ Rule 50101 Student Conduct and
Discipline

XIV. Related UTMB Policies and Procedures
IHOP - 03.02.04 - Sexual Harassment and Sexual Misconduct

XV. Dates Approved or Amended

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</tbody>
</table>

XVI. Contact Information

Academic Grievances
Graduate School of Biomedical Sciences – (409) 772-2665
School of Health Professions - (409) 772-9411
School of Medicine - (409) 772-1442
School of Nursing - (409) 772-8271

Non-Academic Grievances
Department of Internal Investigations – (409) 772-2112
I. **Title**  
*Student Travel Policy*

II. **Policy**  
This policy does not pertain to clinical or academic assignments. Registered student organizations that require their members to travel 25 miles or more from UTMB to attend an activity or event covered by this policy must obtain prior written approval for the proposed travel by the Associate Vice President for University Student Services or his/her designee with the exception of clinical rotations.

This policy regulates certain UTMB sponsored, supported, or sanctioned travel by one or more currently enrolled students to reach an activity or event that meets all of the following criteria:

a. The activity or event is organized and sponsored by UTMB. This includes any activity planned and funded by UTMB, and approved by a designated administrator.

b. The activity or event is located more than 25 miles from UTMB; and

c. Either:
   i. Travel to the activity or event is funded by UTMB and accomplished using a vehicle owned or leased by UTMB; or
   ii. Attendance at the activity or event is required by a registered student organization and approved in accordance with this policy.

III. **Safety and Modes of Travel**  
**All Motor Vehicle Travel**

**Seat Belts:**  
Occupants of motor vehicles shall use seat belts or other approved safety restraint devices required by law at all times when the vehicle is in operation.

**Alcohol and Illegal Substances Prohibited:**  
Occupants of motor vehicles shall not consume, possess, or transport any alcoholic beverages or illegal substances.

**Passenger Capacity:**  
The total number of passengers in any vehicle at any time the vehicle is in operation shall not exceed either the manufacturer’s recommended capacity or the number specified in applicable federal or State law or regulations, whichever is lower.

**License and Training:**  
Each operator of a motor vehicle must have a valid operator’s license and be trained as required by law to drive the vehicle that will be used.
Proof of Insurance, Inspection, and Safety Devices
Each motor vehicle must have a current proof of liability insurance card and state inspection certification, be equipped with all safety devices or equipment required by federal or state laws or regulations, and complies with all other applicable requirements of federal or state laws or regulations.

Legal Operation of Vehicle and Driving Schedules:
Operators of motor vehicles shall comply with all laws, regulations, and posted signs regarding speed and traffic control, and shall not operate the vehicle for a continuous period without scheduled rest or overnight stops that is longer than the maximum permitted by federal or state laws or regulations, or guidelines promulgated by UTMB whichever is lower.

Travel Using a Vehicle Owned or Leased by a Component Institution
Service and Maintenance:
In addition to those provisions above, each vehicle owned or leased by UTMB must undergo scheduled periodic service and maintenance by qualified persons and comply with all applicable requirements of The University of Texas System Administration Policy UTS157, Automobile Insurance Coverage for Officers and Employees and General Requirements for the Use of Vehicles.

Operators of Vehicles:
All operators of vehicles owned or leased by UTMB must be employees of UTMB and must have a valid operator's license for the operation of the particular vehicle. In addition, operators must have a current Motor Vehicle Record on file with the designated UTMB office.

Travel Using Rented Vehicles
UTMB has access to contract rates through the General Services Commission (GSC). UTMB will reimburse only up to the stated contract rate unless an approved GSC exception exists and is properly documented. State funds may not be used as a funding source in this instance.

UTMB has access to contract rates negotiated through the UT System Travel Program for all UT Components. UTMB highly recommends use of the UT System contracted Rental Car agencies and will reimburse only up to the stated contract rate. See UTMB IHOP Policy 04.03.01 for more information.

Travel by Common Carrier
When a common carrier is used for student travel covered by this policy, UTMB shall take reasonable steps to ensure the travel is undertaken in conformance with this policy.

IV. Relevant Federal and State Statutes
Texas Education Code, § 51.950, Policy Regulating Student Travel

V. Relevant System Policies and Procedures
Regents Rules 50601, Student Travel
The University of Texas Administrative Policy 157, Automobile Insurance Coverage for Officers and Employees and General Requirements for the Use of Vehicles
VI. Related UTMB Policies and Procedures  
IHOP - 04.03.01 - Travel Policy  
IHOP - 08.01.15 - General Requirements for the Use of Vehicles

VII. Dates Approved or Amended

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</table>

VIII. Contact Information

Office of Student Life  
(409) 772-1996
I. Title

Student Release During Adverse Environmental Conditions

II. Policy

During adverse environmental conditions, the safety of students is one of UTMB’s primary concerns.

Accordingly, UTMB classes will be suspended and students in all schools released in accordance with decisions made by executive leadership.

Students attending classes or participating in clinical rotations at non-UTMB facilities should monitor and heed any warnings or notices issued by such facilities during adverse environmental conditions.

Students should not expect to use UTMB facilities as a shelter for themselves or their dependents during an emergency.

III. Notice to Students

An official announcement of class dismissal will be made by the Office of the Provost (or its designee) once the decision is implement this policy and suspend classes has been made.

The safe release of students will be coordinated with the Institutional Emergency Preparedness Officer (IEPO).

Although students are not officially dismissed until this announcement has been issued, students should always use their best judgment in responding to adverse environmental concerns and determining whether it is safe, in their particular situation, to travel or attend class.

IV. Monitoring Emergency Status

The Office of Marketing and Communications will provide regular institutional and weather condition updates and information by the following methods:

- UTMB Hotline at (409) 77-ALERT (772-5378) or toll free at (888) 772-5449;
- UTMB Alert website http://www.utmb.edu/alert;
- UTMB main home page at http://www.utmb.edu; or
- A backup website (activated if primary web sites fail) at http://utmbinfo.com.

Students are also encouraged to register for UTMB Alerts, UTMB’s automated, multi-venue emergency notification system. Additional details regarding how to register are available at http://www.utmb.edu/emergency_plan/utmbalerts/
V. Additional References
   UTMB Emergency Operations

VI. Dates Approved or Amended

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VII. Contact Information
Office of Student Life
(409) 772-1996
The Integrated Medical Curriculum (IMC)

Goals and Objectives of the IMC

The following goals and objectives for the Integrated Medical Curriculum, based on those promulgated by the Association of American Medical Colleges (AAMC), have been adopted by the SOM:

1. To Produce Knowledgeable Physicians
   - Knowledge of the theories and principles that govern ethical decision making, and of the major ethical dilemmas in medicine, particularly those that arise at the beginning and end of life, those that arise from the knowledge of genetics, and those that threaten medical professionalism posed by conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine.
   - Knowledge of the normal structure and function of the body and of each of its major organ systems.
   - Knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
   - Knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they operate in the body (pathogenesis).
   - Knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
   - An understanding of the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies.
   - Knowledge of the most frequent clinical, laboratory, roentgenologic, and pathologic manifestations of common maladies.
   - Knowledge about relieving pain and ameliorating the suffering of patients.
   - Knowledge of the important non-biological determinants of poor health and of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies.
   - Knowledge of the epidemiology of common maladies within a defined population and the systematic approaches useful in reducing the incidence and prevalence of those maladies.
   - Knowledge of various approaches to the organization, financing, and delivery of health care.

2. To Produce Skillful Physicians
   - The ability to obtain an accurate medical history that covers all essential aspects of the history, including issues related to age, gender, and socio-economic status.
   - The ability to perform both a complete and a focused examination, including a mental status examination.
   - The ability to perform routine technical procedures including, at a minimum: venipuncture, inserting an intravenous catheter, arterial puncture, inserting a nasogastric tube, inserting a Foley catheter, and suturing lacerations.
• The ability to interpret the results of commonly used diagnostic procedures.
• The ability to reason deductively in solving clinical problems.
• The ability to construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions (both acute and chronic), including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation.
• The ability to recognize patients with immediately life-threatening cardiac, pulmonary, or neurological conditions regardless of etiology, and to institute appropriate initial therapy.
• The ability to recognize and outline an initial course of management for patients with serious conditions requiring critical care.
• The ability to communicate effectively, both orally and in writing, with patients, patients’ families, colleagues, and others with whom physicians must exchange information while carrying out their responsibilities.
• The ability to identify factors that place individuals at risk for disease or injury, to select appropriate tests for detecting patients at risk for specific diseases or in the early stages of disease, and to determine strategies for responding appropriately.

3. **To Produce Physicians Possessing Professional Attitudes**
   • An understanding of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.
   • Compassionate treatment of patients, and respect for their privacy and dignity.
   • Honesty and integrity in all interactions with patients, patients’ families, colleagues, and others with whom physicians must interact in their professional lives.
   • A commitment to advocate at all times the interests of one’s patients over one’s own interest.
   • A commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of traditionally underserved populations.

4. **To Produce Physicians Committed to Lifelong Learning**
   • The capacity to recognize and accept limitations in one’s knowledge and clinical skills, and a commitment to continuously improve one’s knowledge and ability.
   • An understanding of the need to engage in lifelong learning to stay abreast of relevant scientific advances, especially in the disciplines of genetics and molecular biology.
   • The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations.

**Principles of the IMC**

1. Learning should be active, not passive.
2. Most of the basic science facts and information can be learned in the context of clinical problems, an approach that highlights relevance for basic science knowledge.
3. Faculty time should be used to introduce, to clarify, to discuss, to stimulate, to guide, to impart, and imbue the student with enthusiasm for the topic at hand.

4. Broad and dedicated faculty involvement is critical to the success of the medical school curriculum.

5. Examinations should promote learning as well as evaluate achievement. Frequent, “low-stakes” examinations are preferred over infrequent, “high-stakes” examinations.

6. All courses are expected to plan collaboratively to avoid conflicts which infringe on the opportunity to deliver a high-quality, well-rounded undergraduate medical educational experience that will prepare a medical practitioner with sufficient knowledge of the basic sciences to provide the highest quality medical care.

7. The experiences provided in the on-campus specialty clinics, laboratories, and other settings should be coordinated and controlled by the appropriate organ-system course.

8. Multiple modalities of teaching/learning should be available to and considered for inclusion by the course-design committees.

9. All courses should strive to increase the amount of computer-based instruction and assessment.

10. Ample study time for the students must be provided in the curricular plan.

There are three major characteristics of the IMC that are designed to aid learning and build lifelong learning skills:

1. Basic science material is integrated across disciplines. For example, rather than learning about membranes in one course (Physiology) and cell signaling in another course (Biochemistry), material will be presented in Molecules, Cells, and Tissues that integrates membrane structure and function with cell-signaling concepts. This holistic approach should make it easier for students to understand and learn the material.

2. Basic science material is integrated with clinical science material. Each week’s topic is linked to one or more clinical cases that may be presented as problems to solve. Thus, students immediately use the basic science material in a clinical setting, applying it in a problem-solving mode. This will not only make learning more interesting, it will aid retention of the material. As the curriculum progresses into the second year, the clinical cases become more complex, enabling students to both review and build their knowledge base.

3. The problem-solving challenges are designed to foster independent learning and build life-long learning skills. The more actively involved students are in the learning experience, the more they will retain. This will serve students well as they continue to learn throughout their careers.

**Courses of the IMC**

**Year 1 and Year 2 Courses**

Courses in the IMC form an initial 24-week core of instruction on the scientific principles integral to the practice of medicine, followed by six organ-based blocks and a syndromes-based course, all of which integrate traditional basic science disciplines (anatomy, physiology, pathology, pharmacology, microbiology, and immunology) for each of the major systems of the human body. All courses are interdisciplinary and are based on self-directed, problem-based learning, with supplemental large-group lectures and laboratory sessions. Clinical skills development and clinical reasoning are emphasized in the longitudinal Practice of Medicine courses.
Gross Anatomy and Radiology

The Gross Anatomy and Radiology (GAR) course is the first course in Year 1, and is designed to illustrate the relationship between the principles of anatomic structure and their clinical relationship to radiologic anatomy. The prime objective of the course is to provide students with a basic understanding of the anatomy of the human body and to emphasize the clinical relevance of anatomy in the diagnosis of clinical disorders. The course utilizes extensive anatomic dissection experience to supplement lectures and problem-based, small-group sessions.

Molecules, Cells, and Tissues

The Molecules, Cells, and Tissues (MCT) course bridges the traditional disciplines of microscopic anatomy, cell and molecular biology, genetics, physiology, pharmacology, and biochemistry in an integrated course that emphasizes the relationships between molecular structure and complex human systems. The basic concepts provided in the course are designed for illustration through repeated emphasis during each of the later organ-based courses. The course combines problem-based, small-group sessions with laboratory sessions and lectures.

Pathobiology and Host Defense

Expanding on the content of traditional pathology courses, the Pathobiology and Host Defense (PHD) course stresses the pathologic changes that are manifest in human disease, with an emphasis on pathogenesis, and the microbiologic and immunologic features of health and disease. Relevant pharmacologic principles are included and are integrated into the topics covered in each segment of the course. Laboratory exercises illustrate the functional aspects of these principles, which expand on material covered in problem-based sessions and lectures.

Neuroscience and Human Behavior

The Neuroscience and Human Behavior (NHB) course addresses the anatomy, physiology, and behavioral aspects of the nervous system, with extensive functional correlations and clinical manifestations of neurologic and psychiatric diseases and trauma. Anatomic laboratory sessions that focus on the structure and organization of the human nervous system are interspersed with case-based tutorials and lectures stressing the relationship between anatomy, functional brain systems, neurology, and human behavior. Periodic clinical demonstrations are designed to emphasize these relationships further through expert modeling of neurologic examinations in clinical diseases.

Cardiovascular/Pulmonary

The Cardiovascular/Pulmonary (CVP) course includes the biologic principles applicable to these organ systems, while emphasizing their complex relationship in the human body. The course addresses normal structure and function, and integrates these with pathology, pathophysiology, therapeutics, and diagnostic techniques. Problem-based sessions and laboratory experiences are supplemented by lectures.

Minimesters

This two-week activity allows some degree of student choice. Minimester courses combine foundational science concepts and clinical care. Each minimester course emphasizes clinical reasoning and assists the student in acquiring specific clinical skills. The courses are graded on a Satisfactory/Fail basis.

Renal/Fluid/Electrolytes

The Renal/Fluid/Electrolytes (RFE) course relates the principles of fluid and electrolyte homeostasis, renal physiology, and immunology to understand the normal function and
pathophysiologic manifestations of the renal system. With emphasis on introduction of clinical syndromes through problem-based sessions, students are exposed to the connection between basic pathophysiologic principles that influence the kidneys and their manifestations in human disease.

**Gastroenterology/Nutrition**

The Gastrointestinal/Nutrition (GIN) course covers an overview of nutrition and the normal physiology and pathophysiology of each anatomic region of the GI tract, including the liver, biliary tract, and pancreas, by means of problem-based learning, lectures, and laboratory sessions. There is emphasis on the neuroendocrinology and immunology of digestion and nutrition, as well as the infectious and metabolic diseases that affect the entire gastrointestinal tract.

**Endocrinology/Reproduction**

The Endocrinology/Reproduction (EER) course emphasizes the major endocrinologic organs of the body, along with the metabolic consequences of diseases affecting them. The anatomy, physiology, pathology, and relevant principles of molecular biology and pharmacology related to male and female reproductive function, human growth, and pubertal development are included. Major emphasis is placed on problem-based sessions, which include major adult and pediatric endocrinologic syndromes along with issues of fertility, reproduction, and normal and abnormal sexual development. Computer-based instruction and student-led literature critiques are included.

**Dermatology/Hematology/Musculoskeletal**

The Dermatology/Hematology/Musculoskeletal (DHM) course offered to second-year medical students is composed of three separate, non-overlapping sections devoted to the scientific foundations of hematology, dermatology, and the musculoskeletal system (rheumatology). The course also emphasizes the immunological features common to diseases in all three systems. Lectures are designed to supplement reading assignments by reviewing and clarifying basic concepts. Problem-based learning in small group sessions is based upon a series of clinical cases designed to relate the science of each organ system to clinical practice.

**Great Syndromes**

The Great Syndromes (GS) course serves as the final course in Year 2, integrating the multidisciplinary topics of previous courses into a series of cases that illustrate major syndromes of human disease. Fundamental scientific principles and concepts, pathophysiology of organ systems, and principles of health and disease are emphasized in these cases. Predicated on students' knowledge gained in previous IMC courses, the course acquaints them with the complexities and integrative dimensions of clinical judgment and decision-making in patient care. The influence of life stages and patient perspective are woven into the basic science and clinical features of each topic. In this course, medical students and physician assistant students will work together in their PBL groups, modeling the teamwork that will soon follow in their clinical rotations.

**Practice of Medicine Year 1 and Year 2**

The Practice of Medicine (POM) course serves as a focal point in clinical skills development during Years 1 and 2. It emphasizes the practical development in communication, medical interviewing, and physical examination skills, complemented by principles of medical ethics, professionalism, and evidence-based medicine/clinical reasoning. Weekly small-group sessions with clinical faculty are the focal point of the course. Basic skills in Year 1 are reinforced through regularly scheduled half-day visits to primary care physician
practices in the community. Experiences are expanded in Year 2 with periodic university-based clinical experiences to practice and develop clinical abilities, especially as they relate to each organ system.

**Year 3 Courses**

Year 3 consists of 48 weeks of instruction (out of 52 weeks available in the academic calendar), which include the following:

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<tr>
<td>Internal Medicine (12 weeks)</td>
<td>IMC-3014</td>
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<tr>
<td>Pediatrics (8 weeks)</td>
<td>IMC-3018</td>
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<tr>
<td>Surgery (8 weeks)</td>
<td>IMC-3016</td>
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<td>Obstetrics/Gynecology (6 weeks)</td>
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<td>Family Medicine (4 weeks)</td>
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<tr>
<td>Elective (4 weeks)</td>
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<tr>
<td><em>December Holiday Break (4 weeks)</em></td>
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Note: A student may accrue academic credit for electives taken between Year 1 and Year 2 (four or eight weeks) and the December holiday break during Year 3 (four weeks). Such credit will decrease the number of electives needed in Year 4.

Department-based courses and clerkships are described in the respective department sections of this Bulletin.

**Year 4 Courses**

**2018-2019 Academic Year**

Year 4 consists of 40 weeks of instruction (out of 48 weeks available in the academic calendar), which include the following:

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<tr>
<td>Emergency Medicine Selective (4 weeks)</td>
<td>IMC4104</td>
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<tr>
<td>Acting Internship Selective (4 weeks)</td>
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<tr>
<td>Ambulatory Community Selective (4 weeks)</td>
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<tr>
<td>Basic Science/Humanities Selective (4 weeks)</td>
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<tr>
<td>Electives (20 weeks; 4 weeks must be a clinical elective in year 4)</td>
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<tr>
<td><em>Vacation (4 weeks)</em></td>
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Year 3 and 4 courses are offered in Houston and Tyler, Texas, as well as in Galveston.
The Honors Research Program: Guidelines and Operating Policies

GENERAL

UTMB's SOM offers an Honors Research Program in research training for medical students that augments the regular medical school curriculum and leads to the conferment of Honors in Research in a Special Field at graduation. The Honors Research Program is administered by a Steering Committee composed of five senior members of the Medical School Faculty appointed by the Dean of Medicine. The Chair of the Steering Committee is the Director of the Program.

Students wishing to participate in this program can apply for entry by submitting a research proposal that has been approved by a Research Director, who is the full time faculty member under whom the student will perform the research. Successful completion of this project will require a substantial investment of time and intellectual effort. In some instances, the student may elect to devote a substantial amount of time (e.g., one year) to the research project. Acceptable projects will require the equivalent of at least several months of full-time effort, and students are strongly advised to enter the Program as early as possible.

APPLICATION PROCEDURE

A complete and acceptable application to the Honors Program consists of the following:

1. A research proposal. The proposal must be typewritten, 5-12 pages in length, single-spaced, including an appropriate bibliography. The general outline and style of an NIH research grant application should be utilized with the following sections, in order: (a) specific aims/objectives of the project (what is to be done; hypotheses to be tested); (b) significance, rationale, and background of the project (why the proposed work is important); (c) preliminary data and/or relevant experience of the applicant (this is a feasible project for which I have the required or can acquire the skills and knowledge to perform); (d) design and methods to be utilized to meet the goals of the project (a description of the protocols to be used and how they will answer your aims; i.e., How many experiments? How will you validate your results? How reliable are they? Are there pitfalls, problems, alternative explanations, or conclusions? Is the amount of work realistic for the time you have available?); and (e) bibliography.

2. Letter of support from Research Director. A faculty member must write a letter indicating his/her willingness to supervise the proposed project, the availability of adequate resources to support the project, and an estimate of a reasonable timeframe for completing the project. The student submits this letter and the faculty member’s CV along with the proposal to the Steering Committee.

3. Timely submission of the proposal. Successful research of high quality can be accomplished only if the work is thoughtfully planned and adequate time is allowed to perform the experiments, evaluate the results, and communicate the findings and their significance. Students also need time to find and interact with potential mentors, explore the literature, learn techniques, and perform preliminary experiments, if relevant. Thus, students interested in the Honors Program should begin to examine this option as early as possible. Only in rare cases and with careful written justification will applicants to the Honors Program be accepted after the end of May of their junior year.

Acceptance into the Honors Program will be determined by a majority vote of the members of the Steering Committee.
Ad Hoc Thesis Committee and Monitoring of Progress. Upon acceptance of the research proposal by the Steering Committee, the latter will appoint, with advice from the Research Director, an Ad Hoc Thesis Committee consisting of from four to five members of the faculty, as follows: the Research Director (immediate faculty supervisor of the student), who will chair this committee; at least one member of the Steering Committee; and two or three additional faculty members who are experts in the area of research pursued by the student. In some cases, the Steering Committee can appoint individuals from outside UTMB to the Ad Hoc Thesis Committee.

The responsibilities of the Ad Hoc Thesis Committee include:
1. Monitoring the student’s research activities and academic performance in general;
2. Meeting as a committee with the student at least once before the final thesis defense to evaluate research progress and to report in writing to the Steering Committee the status of the student’s work on each of these occasions;
3. Recommending changes or additions to the experimental work, if appropriate, based upon these regular meetings;
4. Reading and evaluating the thesis; and
5. Conducting a final thesis defense and oral examination.

The Honors Thesis

Successful completion of the Honors Program requires the writing and oral defense of a thesis. No limit will be set on the length of the thesis. However, it should follow the general form of a graduate-level thesis and have qualities of originality and significance, and should represent a definitive research effort. It should have sufficient merit to be considered for publication, in an appropriate form, in a quality, peer-reviewed journal. An alternative format can be a published or accepted manuscript supplemented by an expanded Introduction, Materials and Methods, Results not included in the manuscript, and Discussion. The oral defense is composed of a 30 to 45 minute oral presentation (typically a PowerPoint based presentation) of the research followed by a question and answer period.

The final oral defense of the thesis will be conducted by the Ad Hoc Thesis Committee no later than April 1 prior to the student’s expected graduation. This committee will then make a recommendation to the Steering Committee regarding whether the student merits graduation with Honors in a Special Field from UTMB. If this decision is favorable, the student, thesis title, honors designation, and Research Director will be identified in the program of the graduation exercises.

Proposals should be sent to:
Kristen Peek, Ph.D.
Professor and Vice Chair for Education
Preventive Medicine and Community Health
The University of Texas Medical Branch at Galveston
301 University Boulevard
Galveston, Texas 77555-1153
Telephone 409-772-1128
e-mail: mkpeek@utmb.edu
UTMB SOM Examination Procedures

The following examination procedures coincide with the UTMB exam confidentiality agreement. It is your responsibility to be familiar and comply with all examination procedures.

**FOR ALL EXAMS:** Students must be in their assigned exam seat or location at the designated time and be prepared to follow instructions. Sufficient time should be allowed prior to the exam to place personal belongings in a locker.

A. **COMPUTER-BASED EXAMS:** Students will be provided with an erasable note board and a dry erase marker.

1. All students are to sit in their ASSIGNED seat and display their I.D. badges on the desks (no badge holders/hangtags allowed.) Please refrain from talking while seated in the testing center. Students are not permitted to leave the room until the exam has started.

2. Personal items are not permitted in the testing room, including exam orientation areas. These items include, but are not limited to: cell phones, electronic devices, pagers, purses, wallets, keys, backpacks, sunglasses, iPods, calculators, PDAs, scribe notes, note cards, books, flashcards, and watches of any kind. No coats, outer jackets, caps, hats, or sunglasses are allowed. Hair accessories are subject to inspection. Examinees should not wear ornate clips, combs, barrettes, headbands, and other hair accessories. An examinee wearing any of these items may be prohibited from wearing them in the testing room. Students must leave these items at home, in their University-assigned lockers, or in the testing center lockers.

3. Ears may not be concealed, except for attire worn for religious purposes. Scarves or hooded sweatshirts may not cover the head or ears. Sweaters and hoodies must be worn at all times or stored in your locker prior to the exam.

4. Ornate jewelry is prohibited. All jewelry for the arms and hands is prohibited except for wedding and engagement rings.

5. All examinees will be required to remove eyeglasses for close visual inspection by the test center administrators and proctors. These inspections will take a few seconds and will be performed at check-in and upon return from breaks.

6. Restroom breaks will be allowed during the examination period, if necessary. Only one student at a time will be allowed out of each testing room. Students should press the pause button and take the erasable board, pick up the pass posted on wall, exit the designated doors, and proceed to the proctor in the foyer and sign in/out. Please note that the pause button does not stop the timer on the exam. Outside the restroom, students will be asked by a proctor to empty their pockets and are limited to a short time period (approximately 3 minutes) before they must return to the testing area.

7. Students may be asked to leave the examination room and may be searched if a proctor perceives any irregular behavior. At the end of the exam, all students will be instructed to log off from the computer, clean and return the erasable board and marker and return to a proctor.

8. Students may not reenter the testing room once they have completed the exam. Students will be asked to exit the testing center immediately after completing the examination.

9. To ensure that restrooms are available for those still taking the exam, students who have finished the exam will not be allowed to use the testing center restrooms.

10. Course and Module Directors may not be present to proctor or answer questions.

Failure to comply with any instructions is considered as unprofessional and may result in an ECN and Disciplinary Action.
B. PRACTICAL EXAMS: Course Directors may be present to assist in exam proctoring, but will not be available to answer questions. Students must provide a #2 pencil for practical exams and their ID badge. The instructions regarding personal belongings and clothing listed above (Section A) will apply for lab exams.

1. Personal items are not permitted in the testing room, including exam orientation areas. These items include, but are not limited to: cell phones, electronic devices, pagers, purses, wallets, keys, backpacks, sunglasses, iPods, calculators, PDAs, scribe notes, note cards, books, flashcards, and watches of any kind. No coats, outer jackets, caps, hats, or sunglasses are allowed. Hair accessories are subject to inspection. Examinees should not wear ornate clips, combs, barrettes, headbands, and other hair accessories. An examinee wearing any of these items may be prohibited from wearing them in the testing room. Students must leave these items at home, in their University-assigned lockers, or in the testing center lockers. All students must report to the appropriate meeting location at the designated time and be prepared to follow instructions.

2. Students will walk as a group to the lab location, and take their place in the designated sequence and location to begin the session.

3. Communication between students is not allowed during the exam session. Please refrain from talking until after exiting the laboratory area.

4. Students must return all testing materials before leaving the laboratory area.

5. Course and Module Directors may be present to proctor exams but cannot answer questions regarding exam content.

Failure to comply with any instructions is considered as unprofessional and may result in an ECN and/or other Disciplinary Action.

NOTE: Specific examination procedures may vary slightly depending upon the testing venue as well as unanticipated factors. The testing center and/or Educational Affairs staff will communicate these procedures to the students prior to examination if possible, or as these situations present.

STUDENT ACCOMMODATIONS: Any student requiring testing accommodations must submit a formal request to the ADA coordinator. Written approval from the ADA Coordinator must be received by the Instruction Management Office no less than two weeks in advance of any scheduled exam session.

C. CLINICAL-BASED EXAMS and WORKSHOPS: Students are required to provide a writing utensil (pen or pencil) and dress appropriately for a patient encounter i.e., a short white coat, stethoscope and their ID name badge. All students must adhere to the Expectations for Appearance (see below) during encounters in the Standardized Patient Center. The instructions regarding personal belongings/clothing listed above (Section A) will also apply for clinical exams with the following exception; Watches without computer capability or memory are allowed during exam sessions in the SP center only.

1. Students must report to the Orientation Room at the designated time and dressed professionally for a patient encounter (Refer to Expectations for Professional Appearance excerpt below.)

2. Personal belongings are not allowed in the SP testing center or orientation room. (Refer to Section A.2.)

3. Students will sign the exam roster, receive ID badges and a brief orientation.

4. Exam materials are provided in the main testing center hallway. This may include a clipboard, note paper, normal lab values, patient examination tools, etc. All testing materials must be returned to a proctor before exiting the center.
5. Students will receive an announcement indicating when they may begin and rotate to each sequential station. Writing on the provided note paper is not allowed until the announcement is made to do so.

6. Talking is not permitted during the examination or exam breaks, regardless of the subject matter.

7. Restroom breaks are allowed at the discretion of the proctor and may not result in a delay of the exam. Longer exams (3+ hours) will include a break to allow restroom use at the halfway point.

8. At the conclusion of the exam session, students will be instructed on how to return their test materials. All test materials must be returned prior to exiting the testing center.

9. Clerkship/Course Directors may be present as proctors but are not able to answer questions regarding exam content.

Failure to comply with any instructions is considered as unprofessional and may result in an ECN and/or other Disciplinary Action.

**Irregular/Unprofessional Behavior**

Irregular/unprofessional behaviors include those witnessed as they occur and behaviors identified through the audio and video monitoring that is conducted in small group and testing rooms, patient examination rooms, writing stations, hallways, and orientation areas. Irregular/unprofessional behavior includes, but is not limited to:

- Recording, discussing and/or sharing of test/examination materials/content.
- Entering an exam room or beginning a reading/writing task before an announcement to begin. Remaining in an examination room or continuing to work on a station after time has expired. Talking with or transmitting information to another student, regardless of subject matter.
- Possession of unauthorized materials (section A.2), regardless of whether they relate to the examination. Exiting the examination area without authorization.
- Failure to return erasable note board, examination materials, clipboard, ID badge or instruments after an exam. Failure to follow proctor instructions.
- Using the computer for anything other than taking the test.

**Expectations for Professional Appearance (Grooming and Dress)**

The Office of Clinical Simulation enforces the following regulations related to personal grooming and professional dress when students are in the Standardized Patient center. These standards apply to ALL student activities in the Standardized Patient Center, not just formal examinations. Please comply with the following:

- Students must be professionally dressed in a clean short white coat (SCRUBS are not permitted for any reason). Clothing and white coats should be clean and in good repair.
- Students should be aware of appropriate necklines and skirt lengths.
- Closed toe shoes, socks and tights should be appropriate for a professional encounter. Jewelry, including piercings, should be appropriate for a professional encounter.
- Long hair must be tied back to avoid contact with patients. Students will be provided with a hair band if determined necessary and will be required to use it.
Nails should be clipped to a length that does not exceed the top of the finger.

If nail polish is worn, it should be in good repair. Nail polish is strongly discouraged for infection control reasons. NO ARTIFICIAL NAILS are permitted when working with Standardized Patients.

Students should pay attention to personal hygiene (deodorant and mouthwash as needed). No perfume or cologne should be worn when working with patients.

A student will not be permitted to engage in the encounter if deemed that the student’s mode of dress or personal grooming is inappropriate. If a student fails to meet the expectations for a professional encounter, the course directors will be contacted and an ECN will be submitted.

Exam Rescheduling

1. Due to the difficulty in rescheduling examinations, permission to be excused from “high-stakes” (e.g., mid-term, final, clinical skills, shelf exams) examinations must be obtained in advance from the Associate Dean for Student Affairs and Admissions, and is limited to reasons of health, personal tragedy, religious holy days or presentation at a national professional meeting.

2. Although requests for exceptions will be considered on a case-by-case basis, residency interviews, family events and personal travel generally are not considered reasons for missing an examination.

NOTE: Students arriving to any high stake exam after the designated time will be directed to the Associate Dean of Student Affairs or their designee.
Professionalism

The SOM considers professional behavior to be an essential component of the requirements for the degree of Doctor of Medicine. The SOM participates in UTMB-wide activities to promote professionalism on campus and supports the following UTMB Student Honor Pledge, which was created and endorsed by UTMB students, and serves as a capstone to UTMB's Honor Policy, Student Conduct and Discipline Policy, and other codes and statements of principles of the UTMB's four schools:

On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion, and respect in all my academic and professional endeavors.

UTMB's school-based emphasis on professionalism includes the following components:

- Activities during orientation, class meetings, and individual courses;
- Inclusion of professional behavior in the evaluation system of every required course;
- The Professionalism Project, which emphasizes the career-long importance of professional behavior during a student's medical education, includes a longitudinal tracking system to identify students with problems in professional behavior, and implements methods to assist students with such problems; and
- The Honor Education Council (HEC), a student-directed organization which seeks to educate students about the importance of professional and ethical behavior, sponsors the annual White Coat Ceremony for entering students, and was instrumental in developing the Statement of Principles for SOM students.

Statement of Principles Governing Professional Conduct

All students of the SOM are required to adopt and adhere to the following Statement of Principles:

As a student of the SOM, I understand that it is a great privilege to study medicine. Over the course of my training, I will assume extraordinary responsibility for the health and wellbeing of others. This undertaking requires that I uphold the highest standards of ethical, compassionate, and professional behavior. Accordingly, I have adopted the following principles to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of this Statement of Principles in my years at UTMB and throughout my medical career.

Honesty

- I will maintain the highest standards of academic honesty.
- I will neither give nor receive aid in examinations or assignments unless such cooperation is expressly permitted by the instructor.
- I will be truthful with patients and will report and record accurately all historical and physical findings, test results, and other information pertinent to the care of the patient.
- I will never seek, by action or implication, to create an incorrect impression of my abilities or to create an unfair advantage over my colleagues during evaluations or other procedures.
- I will conduct research in an unbiased manner, report results truthfully, and credit ideas developed and work done by others.
Confidentiality
- I will regard confidentiality as a central obligation of patient care.
- I will limit discussions of patients to members of the health care team in settings removed from the public ear.

Respect for Others
- I will uphold a classroom atmosphere conducive to learning.
- I will treat patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team.
- I will interact with patients in a way that ensures their privacy and respects their modesty.
- I will interact with all members of the health care team in a considerate and cooperative manner.
- I will neither practice nor tolerate discrimination on the basis of race, gender, religion, sexual orientation, age, disability, or socioeconomic status.
- I will judge my colleagues fairly and attempt to resolve conflicts in a manner that respects the dignity of every person involved.

Responsibility
- I will set patient care as my highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- I will conduct myself professionally—in my demeanor, use of language, and appearance—in the presence of patients, in the classroom, and in health care settings.
- I will not use alcohol or drugs in any way that could interfere with my clinical responsibilities.
- I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.

Interaction with Faculty, Residents, and Fellows
- I will seek clear guidelines regarding assignments and examinations, as well as testing environments that are conducive to academic honesty.
- I will seek prompt, frequent, and constructive feedback from house staff and attending physicians in order to facilitate my training in medicine.
- I will not be compelled to perform procedures or examinations which are unethical or beyond the level of my training.
- I have the right not to be sexually harassed by those who are supervising my work.
- I have the right to be challenged to learn, without abuse or humiliation.
The University of Texas Medical Branch School of Medicine

ACADEMIC ADVANCEMENT POLICIES OF THE INTEGRATED MEDICAL CURRICULUM (EDUCATIONAL PROGRAM LEADING TO MD DEGREE)

Academic Year 2018-19

SECTION 1  COURSE OF STUDY

1.1 Curriculum Structure

The SOM Faculty requires all students to achieve an integrative mastery of the discipline of medicine and demonstrate appropriate academic and professional behavior for continued enrollment in the SOM and receipt of the degree of Doctor of Medicine. The Integrated Medical Curriculum (IMC) is a 4-year program leading to the Doctor of Medicine degree. Some courses are conducted in locations away from Galveston. Students may be required to participate in these courses which require students to relocate to these communities for one or more months. The methods for grading and the standards for graduation are identical at all sites used for instruction in the Integrated Medical Curriculum.

Total length of instruction is 164 weeks

Year 1: Term 1  Two Modules (8 weeks each)
Year 1: Term 2  Two Modules (8 weeks and 9 weeks)
Year 2: Term 3  Four Modules (8 weeks, 2 weeks, 7 weeks, 7 weeks)
Year 2: Term 4  Three Modules (7 weeks, 7 weeks, 4 weeks)
Year 3      49 weeks
Year 4      40 weeks

1.2 Curriculum Sequence and Academic Calendar

The current sequence of courses and summary of requirements for the IMC are included in Section 5 below. The Academic Calendar approved by the SOM Curriculum Committee is published yearly.

1.3 Curriculum Modifications

The academic policies contained in this document are current as of the date of publication. The SOM reserves the right to modify these policies and other requirements affecting students without prior notice. Changes will become effective when approved by the proper institutional authorities, and may apply to prospective students and to those already enrolled.

1.4 Single Standard for Promotion and Graduation

A single standard for promotion and graduation is applied to all students. Students in each course and at each instructional site are graded using the same criteria and assessments. All students must pass the same required courses, clerkships and examinations, and must complete the same number of electives and selectives in order to graduate.

SECTION 2  GRADING AND EVALUATION PROCESS

2.1 Courses and Grading

2.1.1 Course Grades
Course grades will be based on all facets of student performance in tutorial groups, on-campus and community-based clinical experiences, periodic assessments of knowledge and clinical competency, and other performance information. In determining final course grades, consideration may be given to written, oral, and practical examinations as well as subjective factors such as clinical performance, performance under stress, integrity, initiative, interpersonal relations, and personal and professional characteristics. Based on these criteria, grades for each course will be determined and submitted to the Office of Enrollment Services for inclusion in the student's official academic record and transcript. Completion of course evaluation forms is also a requirement of each course. A student may receive credit only for work completed during the official period of enrollment for a course, and a grade must be submitted promptly, based solely on work completed during the official dates of enrollment. A grade of “Incomplete (I)” is accepted only if a student, for reasons beyond his or her control, has not completed all required work for a course by the end of the course. In such cases, the additional time to complete requirements must be scheduled so as to not conflict with a subsequent course. A grade of “Partial Competency (PC)” is accepted only if a student meets the qualifications for reassessment in a single component of a course before a final grade is determined, as described in Section 4.1 below.

2.1.2 Written Narrative Evaluations
Written narrative evaluations are the responsibility of the faculty member(s) and other professionals with whom the student works. These evaluations may reflect the student's skills in cognitive and non-cognitive areas, and thus provide information not available from other sources. These evaluations reflect the academic judgment of faculty member(s) and other professionals based on student interactions in lectures, laboratories, tutorial sessions, clinical activities, and other encounters. Narrative evaluations from a student's tutors, clinical preceptors and examiners will be made available for inclusion into the Medical Student Performance Evaluation (MSPE).

2.1.3 Principles of Academic and Professional Behavior
The practice of the art and science of medicine must be based on reverence for life, compassion and respect for patients, demonstration of competence, integrity, and personal responsibility, as well as knowledge acquisition and problem-solving skills. All students are expected to adhere to the following basic principles of academic and professional behavior:

1. dedication to excellence in patient care;
2. compassion and respect toward patients, their families, instructors, staff, and fellow students;
3. safeguarding of a patient's privacy;
4. responsible fulfillment of academic duties and assignments; and
5. demonstration of honor, honesty, and integrity (examples of behaviors which violate these principles include, but are not limited to, acts of plagiarism; cheating, dishonesty, or inappropriate behavior in connection with examinations, assignments, and clinical duties; forgery, misrepresentation, and fraud; and a tolerance of unprofessional behavior by colleagues).
2.2 Grading System

Grades are based on an overall evaluation of student performance, and thus reflect more than just examination averages. Courses frequently include formal examinations of knowledge and clinical skills as well as faculty judgments of student ability based on daily interactions. Satisfactory performance in each component is required to receive a passing grade. The grade in each course will be entered on the permanent academic record of the student. No USMLE results are included on the UTMB transcript. Except for the symbol “I”, no grade is ever removed from the academic record. When a student with a failing (F) grade in a course repeats that course in its entirety, the new course grade will be entered on the transcript in addition to the student's initial grade. Under specific conditions described further in Section 4.1.2 below, a student with a failing (F) grade in a course may be allowed to complete re-examination(s), as opposed to repeating the course in its entirety. In such cases, successful completion of the re-examination(s) will result in the original grade entry of “F” being changed to “F/P”, with a notation to indicate that the course was subsequently passed through successful completion of additional work. Failure to successfully complete the re-examination(s) will result in the original grade entry of “F” being changed to “F/F”, with a notation to indicate that additional work was not successfully completed.

All required Year 1 and 2 courses use the following grading scale:

- **Pass (P):** The student has successfully completed all components of the course in an acceptable manner.
- **Fail (F):** The student has not successfully completed two or more components of the course, or has had excessive absences, or has not exhibited expected professional behavior.
- **Partial Competency (PC):** Assigned if a student has not satisfactorily completed a component of a course that allows remediation before a final grade is determined.

All required clerkships use the following grading scale:

- **Honors (H):** refers to consistent mastery of the course objectives where the student performs at a distinguished level. Year 3 and Year 4 required courses may award a grade of Honors (H) to a maximum of 15-20% of the students enrolled in the course during the academic year.
- **High Pass (HP):** refers to frequent command of course objectives where a student performs above the level expected for the level of training.
- **Pass (P):** refers to an acceptable or expected level of performance.
- **Partial Competency (PC):** Assigned if a student has not satisfactorily completed a component of a course that allows remediation before a final grade is determined.
- **Fail (F):** refers to failure to achieve an acceptable level of performance on two components or on any clinical evaluation, or has not exhibited expected professional behavior.

All other courses, such as electives, Clinical Skills Experience, selectives and minimesters (including electives designated as Acting Internships, Ambulatory Community, Basic Science/Humanities and other selectives), and the Integrated Curriculum Evaluation Exercise (ICEE), use the following grading scale:

- **Satisfactory (S):** refers to an acceptable level of performance.
- **Fail (F):** refers to failure to achieve an acceptable level of performance, or has not exhibited expected professional behavior.
No grade point average is calculated for the purpose of routine rankings. However, the Curriculum Committee has developed a mechanism for identification of relative student performance for selected academic recognition and scholarship purposes only. Other grades and symbols appearing on the academic record are:

“W” Withdrawal—Assigned if a student withdraws prior to an evaluation.

“WP” Withdrawal—Assigned if a student withdraws prior to the completion of a course, while his or her work is of a passing quality.

If a student receives a WP after completing 4 or more weeks of a clerkship the student may be granted credit for a single four-week elective in the same field as the interrupted clerkship. The student will then repeat the clerkship in its entirety after returning to the curriculum.

“WF” Withdrawal—Assigned if a student withdraws prior to the completion of a course, while his or her work is not of a passing quality.

“I” Incomplete—Temporarily assigned if a student, for reasons beyond his or her control, has not completed all required work for a course by the end of the course. A grade of “I” that has not been resolved within 30 days automatically reverts to a grade of “F” (Fail) unless a specific plan and date for its resolution have been approved by the course director and submitted to the Office of Enrollment Services.

“PC/P” Assigned following successful completion of a courses in which an initial grade of “PC” was assigned.

“PC/F” Assigned following failure to satisfactorily complete all components of all remaining courses in a curriculum year OR unsuccessful reexamination in the course in which an initial grade of “PC” was assigned. This denotes failure to achieve an acceptable level of performance, and is equivalent to a grade of Fail (F) in all respects, including criteria for dismissal (see Section 4.1 below).

“PC/W” Assigned following receipt of a single PC grade in Years 1 or 2, if the student is placed on leave of absence and thus is ineligible to remediate the course through re-examination (see Section 4.1.2(3) below). The student must repeat the course in its entirety after returning from his or her leave of absence.

2.3 Requirements of USMLE Performance

(a) Step 1 of the United States Medical Licensing Examination (USMLE) must be taken prior to the first day of Clinical Skills Experience, unless a delay has been approved by the Associate Dean for Student Affairs or designee. Students who have successfully completed Year 2 are conditionally promoted to Year 3 pending results of the examination. All students who defer step 1 for academic reasons (upon approval of the Associate Dean for Student Affairs) must still participate in Clinical Skills Experience. Students who defer 6 months or greater may not resume coursework until a passing USMLE Step 1 score is received in the Office of Enrollment Services.

(b) Students who receive a failing grade on their first effort on USMLE Step 1 are required to withdraw from the curriculum no later than the conclusion of the specific course they are taking at the time the failing
grade is received. They are then placed on leave of absence or academic reassignment for a period not to exceed one year, upon consultation with the Associate Dean for Student Affairs. After a period of preparation consisting of one to six months, the student may retake the USMLE Step 1, followed by conditional resumption of the Year 3 curriculum. If a student takes a leave of absence of six months or greater, the student may not resume coursework until a passing USMLE Step 1 score is received in the Office of Enrollment Services. A student who chooses to withdraw immediately from the curriculum after receipt of a failing USMLE grade, before completion of the specific course they are taking at the time they receive their failing grade, has the following options:

1. Course withdrawal (grade of W, WP, or WF, as appropriate). In such cases, the student receives no credit for work completed, and will repeat the clerkship in its entirety after returning to the curriculum.

2. Grade of Incomplete, which can only be granted in consultation with the course director, who retains the right to determine if an Incomplete is appropriate given the work completed to date. The student will then complete the remaining clerkship requirements after returning to the curriculum.

3. Credit for a single four-week elective in the same field as the interrupted clerkship, if the student has completed at least four weeks of coursework in a satisfactory manner. The transcript will reflect a Withdrawal grade for the clerkship. The student will then repeat the clerkship in its entirety after returning to the curriculum.

(c) Students who receive a failing grade on their second effort on USMLE Step 1 are required to withdraw from the curriculum no later than the conclusion of the specific course they are taking at the time the failing grade is received. They are then placed on leave of absence or academic reassignment for a period not to exceed one year, upon consultation with the Associate Dean for Student Affairs. After a period of preparation, the student may retake the USMLE Step 1. The student may not resume coursework until a passing USMLE Step 1 score is received in the Office of Enrollment Services.

(d) Failure of the USMLE Step 1 on three attempts will result in immediate withdrawal from the curriculum and a determination of dismissal by the Academic Progress Committee, absent extenuating circumstances.

(e) Step 2 of the USMLE (which includes both Clinical Knowledge and Clinical Skills examinations) is typically taken upon completion of Year 3 requirements. Both the Step 2 Clinical Knowledge component and Step 2 Clinical Skills component must be taken no later than six calendar months prior to the student's anticipated graduation date (November 30 for regular May graduation candidates), unless an extension has been requested and approved in advance by the Associate Dean for Student Affairs. Failure to attempt the USMLE Step 2 by this deadline will result in the student being reported to the Associate Dean for Student Affairs, and may result in a delay in the student's eligible graduation date or other penalty, even if all other graduation requirements are completed. A passing score on USMLE Step 2 is required for graduation. Failure of the USMLE Step 2 on three attempts will result in the Academic Progress
Committee making a determination of dismissal, absent extenuating circumstances.

(f) Failure to sit for the USMLE Step 1 within 12 calendar months or pass Step 1 within 24 calendar months from the end of Year 2, or sit for the USMLE Step 2 (both the Clinical Knowledge and Clinical Skills examinations) within 12 calendar months or pass Step 2 (both the Clinical Knowledge and Clinical Skills examinations) within 24 calendar month from the end of Year 3, will result in the Academic Progress Committee making a determination of dismissal, absent extenuating circumstances. Time during which a student is on an approved leave of absence for medical reasons following either Year 2 or Year 3 is not included in determining these deadlines.

SECTION 3 GROUPS AND INDIVIDUALS RESPONSIBLE FOR STUDENT GRADING, PROMOTION AND DISMISSAL

3.1 IMC Course Committees
Progress of students in each course of the IMC is monitored by course committees, which are responsible for: (1) review of student performance in the course and providing information to the Associate Dean for Student Affairs about students with academic difficulties; (2) determination of final grades in each course and reporting the official grades to the Office of Enrollment Services; (3) upon request from the Academic Progress Committee, providing additional information about the student's performance; and (4) providing narrative evaluations for inclusion into the Medical Student Performance Evaluation (MSPE).

3.2 Academic Progress Committee
Oversight of student performance in all courses and in USMLE Step 1 and Step 2, including determination of promotion, academic warning, remediation, or dismissal of students, and certification of eligibility for graduation, are the responsibilities of the SOM Academic Progress Committee. Membership of the Academic Progress Committee consists of nine members elected from the faculty of the SOM for staggered four-year terms: five physicians and four basic scientists. The Chair will be a physician member of the committee elected annually by the members of the committee. Current course directors are excluded from voting membership.

3.3 Academic Review Committee
The Academic Review Committee of the SOM meets to consider student appeals of (a) an examination, evaluation or final course grade, or (b) an Academic Progress Committee decision pertaining to dismissal. No other decisions of a course committee or the Academic Progress Committee are subject to appeal. The Academic Review Committee will have access to the student's academic record, as well as the deliberations of the Academic Progress Committee. In general, for a successful appeal, the student will need to demonstrate that a decision of a course committee or the Academic Progress Committee was (a) arbitrary or capricious, (b) made in bad faith, or (c) in violation of the SOM's Academic Policies. Except for decisions to dismiss a student, all decisions of the Academic Review Committee are final. Membership of the Academic Review Committee consists of five faculty members of the SOM, appointed by the Dean of the SOM for staggered four-year terms. The Chair will be elected annually by the members of the committee.
3.4 Dean of the SOM

A student whose appeal of a dismissal decision by the Academic Progress Committee is denied by the Academic Review Committee may appeal to the Dean of the SOM.

3.5 The University of Texas System Board of Regents’ Rules and Regulations

All rules specified by The University of Texas System Board of Regents’ Rules and Regulations apply to all students enrolled in the SOM. Select relevant sections of the Regents’ Rules are published in the General Information Catalog.

Section 4 Evaluation of Student Performance

4.1 Actions of Course Directors, Course Committees, and the Academic Progress Committee

In the context of academic progress guidelines, the term “course” includes a course, clerkship, rotation, evaluation experience, research, elective, etc., for which a student is enrolled through the Office of Enrollment Services. A course grade is the official grade for the course. It is not a grade received on an interim (in-term) examination, evaluation or other experience that is a part of a course.

Courses may have written examinations, clinical assessment exercises, faculty performance evaluations, and/or other evaluation activities, reflecting the important knowledge, skills and behaviors of a physician. Each course will identify the assessments that define each component of evaluation. Satisfactory performance in each component of a course is required to receive a passing grade. If performance in any component is unsatisfactory, a student shall not be awarded a passing grade, regardless of the level of performance in the other components of the course, pending any re-examination for which the student may be eligible, as described below. Students will not be promoted until all work of a given curriculum year is completed and passed with a minimum grade of Pass (P). Students with a grade of Fail (F), Partial Competency (PC), or Incomplete (I) in any course will not be permitted to enroll in any subsequent curriculum year or to enroll in an interim elective. In those situations where grades are not received in the Office of Enrollment Services prior to the beginning of the subsequent curriculum year, the student will be conditionally promoted. If a grade of Fail (F), Partial Competency (PC), or Incomplete (I) is received in the Office of Enrollment Services after a student has been conditionally promoted, he or she will be required to withdraw immediately from that curriculum year and deal with the deficiency in the manner determined by these academic advancement policies.

These academic advancement policies are predicated on early identification of, and assistance to, students who experience academic difficulty (e.g., failure of an examination, evaluation or course). Assistance is coordinated through the Associate Dean for Student Affairs, who will notify the student of the impact of such deficiencies on the student’s academic standing. The student shares responsibility for seeking assistance from the Office of Student Affairs to improve the student’s performance.

4.1.1 Actions of Course Directors and Course Committees

Course directors and course committees shall enforce the following academic policies (1-2) without exception, subject to the appeal process described in Section 4.3 below:

1. The course will submit a grade of “Partial Competency (PC)” if a student fails to achieve a passing performance during the initial course enrollment period on a:
a. knowledge assessment component (which may include multiple-choice, open-response, essay, lab examination or other formats);
b. clinical or skills assessment component (which may include clinical evaluations of genuine or standardized patients, observed patient evaluations, practical examination or other skills exam formats);
c. small group assessment component of a Year 1 or Year 2 course (which may include problem-based learning sessions or other small group interactions); or
d. any other course component not listed in Section 4.1.1(2) below.

2. The course will submit a grade of “Fail (F)” if a student fails to achieve a passing performance during the initial course enrollment period on:
   a. a clinical evaluation component of a Year 3 or Year 4 required or selective course, or on any elective;
   b. on the basis of unprofessional conduct, reflected in the final evaluation
   c. more than one component of any course the course, regardless of the student's performance on any other component(s) of the course.

3. In response to excessive absences, the course may submit a grade of I, PC or F as described in the absence policy.

4.1.2 Actions of the Academic Progress Committee
The Academic Progress Committee shall enforce the following Academic Policies (1-16) without exception, subject to the appeal process described in Section 4.3 below.
Although a student’s record may be reviewed or the student may be required to appear before the Academic Progress Committee at any time, the record of a student who has failed two courses in any academic year or three courses in a career, or has received three or more Early Concern Notes during his or her medical school enrollment will typically be reviewed or the student may be required to appear before the Academic Progress Committee. The purpose of such meetings and reviews will be to help identify reasons for a student's deficient performance, but will not result in exceptions to implementation of Academic Policies (1-17) below.

Policy When Initial Performance in One Course During a Curriculum Year is Less Than Satisfactory

1. If a student fails to achieve a passing performance on a:
   a. knowledge assessment component (which may include multiple-choice, open-response, essay, lab examination or other formats);
   b. clinical or skills assessment component (which may include clinical evaluations of genuine or standardized patients, observed patient evaluations, practical examination or other skills exam formats);
   c. small group assessment component of a Year 1 or Year 2 course (which may include problem-based learning sessions or other small group interactions); or
   d. any other course component not listed in Section 4.1.1(2) above, of a single course in a curriculum year, the student will be assigned
a grade of “Partial Competency (PC)”, the student will receive an “Academic Warning” (see Section 4.2 below), and the student will be required to meet with the Associate Dean for Student Affairs. When the sole deficiency is in (a) or (b) above, the student will be allowed to take a re-examination prior to determination of the final grade (PC/P or PC/F) in the course, provided the student's subsequent performance during the curriculum year is satisfactory. When the sole deficiency is in (c) above, the student will meet with the Associate Dean for Student Affairs and/or the Associate Dean for Educational Affairs or their designees in order to determine the nature of the student's deficiencies and to provide or refer the student for appropriate intervention. Depending on the nature of the deficiency, subsequent satisfactory performance in similar small group activities may be used to constitute evidence of successful correction of the deficiency, or the student may be required to complete additional remediation activities, which may include a four-week study period as described in the Policy for Re-examination described in Section 4.1.2 (3) below. When the sole deficiency is in (d) above, the course or clerkship director will determine appropriate remediation for the deficiency, which may include a four-week study period as described in the Policy for Re-examination described in Section 4.1.2(3) below.

Policy When Performance in a Second Course During a Curriculum Year is Less Than Satisfactory

2. If a student fails to achieve a passing performance on
   a. the same type of component in a second course during a curriculum year, any “Partial Competency (PC)” earned in either course shall be changed to a “PC/F” without opportunity for reexamination in either course.
   b. a different type of component in a second course during a curriculum year, a “Partial Competency (PC)” grade will be awarded for that second course, and the student will have the opportunity for reexamination as outlined below.

Policy for Re-Examination

3. Re-examination will occur at the end of a 4-week period either (a) at the end of the academic year (Year 1 and Year 2 courses), (b) at the next regular course examination date after completing all other courses of the year (Year 3 courses), or (c) at the next regular course examination date (Year 4 courses). All such 4-week study periods are without academic credit. If two PCs are to be remediated, the 4 weeks periods will be sequential. The course or clerkship directors are not required to provide the student with tutoring directed toward preparation for re-examination. The course or clerkship director may suggest activities to assist a student's preparation for re-examination, but it is the student's choice whether to participate in any suggested activities. The Office of Academic Support Services will assist if tutoring is requested. The student will not be allowed to enroll in any other course work for academic credit at the end of Year 1 or Year 2 until the deficiency has been remediated. If the student's performance on the re-examination is satisfactory, the “Partial
Competency (PC)” grade shall be appended with a “P”, resulting in a final grade of “PC/P”, regardless of the level of satisfactory performance on the re-examination, and regardless of the student's original performance on the other components of the course. If the student’s performance on the re-examination is not satisfactory, the “Partial competency” (PC) shall be appended with an “F”, resulting in a final grade of “PC/F”, and the student shall be subject to the policies for course failure. In Years 1 and 2, if a student with a “Partial Competency (PC)” takes a leave of absence and does not complete the academic year, the student will not be eligible for reexamination and the “Partial Competency (PC)” will be replaced with a “PC/W”.

See Section 9 for a graphical representation of this policy.

Policy for a Single Course Failure

4. (a) Failure of a required course requires that a student repeat the course in its entirety, except as described in 4(b), 4(c), and 4(d) below. Failure of any course also places the student on “Academic Warning” if the student is not already on such status. When repeating a course in its entirety, a student's performance must be satisfactory in each component of the repeated course. If a student fails to achieve a passing performance in any course component when repeating a course, the student will receive a failing grade for the repeated course and be subject to Policy 10 below. Failure of an elective or selective does not require repetition of the exact same course, but a passing grade must be achieved for the minimum number of elective and selective weeks needed for graduation.

(b) If a student in Year 1 fails more than one component of a single course but satisfactorily completes all components, including attendance, of all other courses of the curriculum year on the first effort, the student will be given the opportunity for re-examination in each of the failed components of the single failed course at the end of the curriculum year. Failure to satisfactorily pass each re-examination will require the course to be repeated in its entirety in the subsequent academic year. The student will remain on Academic Warning.

(c) If a student in Year 2 fails more than one component of a single course but has previously satisfactorily completed all components, including attendance, of all courses in Year 1 on the first effort, and satisfactorily completes all components of all other courses in Year 2 on the first effort, the student will be given the opportunity for re-examination in each of the failed components of the single failed course at the end of the curriculum year. Failure to satisfactorily pass each re-examination will require the course to be repeated in its entirety in the subsequent academic year.

(d) Failure of any course due to excessive absences will result in remediation as described in Policy (5) below.

(e) If a student is allowed re-examination as described in (b) or (c) above, successful completion of the re-examination(s) will result in the original grade entry of “F” being changed to “F/P”, with a notation to indicate that the course was subsequently passed through successful
completion of additional work. Failure to successfully complete the re-examination(s) will result in the original grade entry of “F” being changed to “F/F”, with a notation to indicate that additional work was not successfully completed.

(f) If a student initially receives a PC/F after failure to remediate successfully, the course must be repeated in its entirety. If the failure of remediation relates to a course element that is not cumulative, (i.e. not an examination but a more discreet component such as a specific clinical skill, an essay assignment, etc.), the course directors in consultation with the Operations Committee may recommend a remediation plan that does not require repeating the course in its entirety. If this remediation is successful, the student's initial grade of PC/F will remain and the remediation course will also appear on the transcript with a P.

Course Failure Due to Unprofessional Behavior (including Absences), and/or Receipt of Early Concern Notes

5. (a) Failure of a course or clerkship on the basis of unprofessional behavior, including absences, will result in review of the student record by, and student appearance before, the Academic Progress Committee. In order to appropriately remediate the deficiencies, the student will be required to complete a 4-week Professionalism Remediation Program (PRP), and may be required to repeat all or part of the course or clerkship during which the professional behavior deficiencies occurred. The PRP will be developed individually for each student, and may include, but will not be limited to, one or more of the following components:

Administrative evaluation by the Associate Dean for Student Affairs, who may offer referrals for professional counseling or recommend other possible voluntary interventions. This evaluation will occur as soon as possible after the absence-based Failure is posted.

An original essay, 3000 words in length plus annotated references, on the subject of professionalism. The supervising faculty will select a topic and the student will develop an outline, read extensively, submit an initial draft for review and comment by PRP faculty, and revise and resubmit the essay for final approval by PRP faculty.

Clinical work under the supervision of exemplary clinical faculty 3 half-days per week for four weeks. This may include the assignment of follow-up patient care activities to promote the development of responsibility and commitment to patients (e.g., telephone follow-up with patients regarding lab results or change in condition, generating a letter to referring physician under faculty approval and signature).

Community service in a local medically-related venue (e.g., a geriatric day-care center) for 5 half-days per week for four weeks. Student activities will be monitored by selected personnel at the site as well as PRP faculty.
When prescribed as a consequence of course failure, successful completion of this program and any additional course-specific work will result in a grade change from “F” to “F/P” on the student’s transcript. The Medical School Performance Evaluation (MSPE) will note that the failure of the course occurred because of unprofessional behavior and that the student successfully completed the Professionalism Remediation Program.

As with other course or clerkship deficiencies, correction of absence-based course failure will occur at the end of the curriculum year in which the failure occurred. An absence-based “F” will be considered just as any other course or clerkship failure with respect to the application of Academic Advancement Policies. Following successful completion of the PRP, any additional course or clerkship failure based on excessive absences or other unprofessional behavior will result in a determination of dismissal by the Academic Progress Committee, absent extenuating circumstances.

(b) A third or subsequent Early Concern Note received by a student during his or her medical school enrollment will result in:
   i. a report of all Early Concern Notes (and any student written responses) to the Academic Progress Committee (APC);
   ii. the student appearing before the APC for a dismissal hearing;
   iii. action as determined by the APC, including dismissal or alternate action; the APC may also choose to take no action
   iv. if APC action is taken, a notation of the Early Concern Notes and any APC action will be included in the student’s MSPE; and
   v. inclusion of a professionalism remediation program, if prescribed, on the student’s transcript.

Policy for Multiple Course Failures

6. Failure of two courses in a curriculum year (Years 1 or 2) will require the student to withdraw from the curriculum immediately and repeat the curriculum year. Any course or clerkship grade of “PC” while repeating an academic year will automatically result in that “PC” being changed to a “PC/F”.

7. Failure of two courses in a curriculum year (Years 3 or 4) will require the student to repeat the failed courses in their entirety. Repetition of failed Year 3 courses will not be scheduled until the student successfully completes all other courses of Year 3.

8. Failure of three or more courses in a curriculum year will result in the Academic Progress Committee making a determination of dismissal, absent extenuating circumstances.

9. Failure of four or more courses during enrollment will result in the Academic Progress Committee making a determination of dismissal, absent extenuating circumstances.

10. Failure of a course when repeating the course in its entirety will result in the Academic Progress Committee making a determination of dismissal, absent extenuating circumstances.
11. Failure of the USMLE Step 1 on three attempts will result in immediate
withdrawal from the curriculum and a determination of dismissal by the
Academic Progress Committee (APC), absent extenuating circumstances.
If the APC allows the student to return to the curriculum, the student may
not resume coursework until a passing USMLE Step 1 score is received in
the Office of Enrollment Services.

Other Reasons for the Academic Progress Committee to make a determination of
dismissal, include:

11. Failure to pass USMLE Step 1 on three attempts, absent extenuating
circumstances.
12. Failure to pass the USMLE Step 2-Clinical Knowledge examination on
two attempts, absent extenuating circumstances.
13. Failure to pass the USMLE Step 2-Clinical Skills examination on two
attempts, absent extenuating circumstances.
14. Failure to pass USMLE Step 1 within 24 calendar months from the end of
Year 2, or USMLE Step 2 within 24 calendar months from the end of Year
3, absent extenuating circumstances. Time during which the student is on
an approved leave of absence for medical reasons following either Year 2
or Year 3 is not included in determining these deadlines.
15. Failure to satisfactorily complete any curriculum year within two calendar
years, absent extenuating circumstances. This time limit includes any time
spent on academic reassignment or leave of absence. Time during which
the student is on an approved leave of absence for medical reasons is not
included in determining these deadlines.
16. Failure to complete all degree requirements within six calendar years from
the date of matriculation (except for students who maintain enrollment in
the MD-PhD combined degree program, or who are on an approved leave
of absence for medical reasons or to pursue other scholarly activities),
absent extenuating circumstances.
17. Failure to return as scheduled from a leave of absence or academic
reassignment, unless an extension has been requested and granted in
advance of the scheduled return date, will result in the Academic Progress
Committee making a determination of dismissal, absent extenuating
circumstances.
18. Receipt of three or more Early Concern Notes.

Each of the policies 8-18 above represent criteria for dismissal from
the SOM and will result in the Academic Progress Committee making
a determination of dismissal, absent extenuating circumstances. The
Academic Progress Committee will also review the academic record of
any student who earns 2 grades of “Fail (F)” in any curriculum year, any
student who earns three grades of “Fail (F)” in his or her career.

Upon meeting with a student on Academic Warning (see Section
4.2 below), the Associate Dean for Student Affairs may, at his or her
discretion, recommend to the student that academic or other counseling
or actions be undertaken to improve performance, require a leave of
absence or period of academic reassignment, require the student to
appear before the Academic Progress Committee, or offer referrals for psychological, psychiatric, or other counseling.

When a grade of “Partial Competency (PC)” or “Fail (F)” is received by the Office of Enrollment Services, the Office of Enrollment Services shall notify the Associate Dean for Educational Affairs, or his or her designee, who shall determine the proper academic policy to be applied and shall notify the student of the academic consequences of the performance; namely (a) the nature and timing of any re-examination that may be allowed, (b) the course(s) that must be repeated and the timing and conditions under which such work shall occur, or (c) that the student's performance calls for academic dismissal, and the date such a dismissal decision will be considered. In cases calling for dismissal, the letter shall explain that the student has the option to present information as to why dismissal is not warranted. In all cases, the student will also be directed to meet with the Associate Dean for Student Affairs.

An informal hearing with the Academic Progress Committee will be held in which the student may appear in person (or, with permission of the Academic Progress Committee Chair, by electronic means) and/or submit a written statement to present mitigating circumstances, and may invite up to three faculty members to act as advocates by appearing in person or submitting written statements. A student's request to present information to the Academic Progress Committee regarding potential academic dismissal must be made in writing to the Associate Dean for Student Affairs, or his or her designee, within five business days of the date on the student's notification letter. The Academic Progress Committee shall establish mechanisms for including input from course directors in the determination of dismissal. When a decision is made to continue enrollment of a student who meets criteria for academic dismissal, the Academic Progress Committee will (a) determine the actions required of the student, which may include, but are not limited to, repetition of examinations, courses or entire years of the curriculum (including components the student may have previously passed) and which are not subject to further appeal, and (b) clearly document the rationale for the decision, including clear identification of mitigating circumstances. When a decision to dismiss a student is made by the Academic Progress Committee, the student shall immediately be withdrawn from all coursework. Decisions of the Academic Progress Committee regarding a student's academic performance and standing will be communicated to the student by the Associate Dean for Student Affairs. The Academic Progress Committee will report its actions to the Curriculum Committee annually.

4.2 Academic Warning

A student will be placed on Academic Warning upon receipt of any course grade of “Fail (F)” or “Partial Competency (PC)” during a curriculum year. The student will be notified that he or she is on Academic Warning as soon as practical after the grade is received in the Office of Enrollment Services. All students placed on Academic Warning are required to meet with the Associate Dean of Student Affairs as soon as practical. The subsequent progress of students on Academic Warning will be monitored regularly by the Associate Dean for Student Affairs, who may modify the student's subsequent course activities and schedule. Students remain on Academic
Warning until all deficiencies have been satisfactorily resolved. While on Academic Warning, non-UTMB electives are not permitted. A student may petition the Associate Dean for Student Affairs to waive this restriction.

4.3 Appeal Process

4.3.1 Appeal of an Examination Score, Evaluation or Course Grade

(a) Any student who wishes to appeal an examination score, evaluation or course grade must notify the course director in writing within five business days of the posting of the examination score, evaluation or course grade. The course director will decide the most appropriate action to take in considering the student’s appeal, which may include, but is not limited to: acting on the appeal directly, referring the appeal to a course committee, requesting the student meet with the course director or course committee, or requesting input from faculty members involved in the item under appeal. A student request to appear in person may be granted at the discretion of the individual or group considering the appeal. In all appeals of course failures or when the appeal is based on disputes of fact, student requests to appear will be granted. The course director or course committee shall render a decision regarding the student’s appeal of the examination score, evaluation or course grade within five business days after completion of any meetings concerning the appeal, and shall send written notification of the decision to the student. A student who does not initiate an appeal of an examination score, evaluation or course grade in the proper manner within the stated time limit waives any right to appeal the grade in question. It is recognized that subjectivity is inherent in many evaluations of students that affect their grades. As a general rule, appeals that cite subjectivity or a difference of opinion between the student and evaluator regarding a student’s performance will not be successful. Examples of appeals more likely to be successful are those citing incorrect grade calculation or inconsistencies with school or course policies.

(b) Should the issue fail to be resolved to the student’s satisfaction by the course director/course committee, the student may appeal the decision in writing to the Academic Review Committee within five business days after the date on the official notification letter. In general, for a successful appeal, the student will need to demonstrate that a decision of the course was (a) arbitrary or capricious, (b) made in bad faith, or (c) in violation of the SOM’s Academic Policies. The Academic Review Committee will review the student’s letter of appeal and a written report from the course director. In its sole discretion, the Academic Review Committee may allow the student to appear in person and/or present new information not previously presented to the course. The Academic Review Committee shall send written notification of the decision to the student. The ruling of the Academic Review Committee is final in matters of examination scores, evaluations and course grades.

4.3.2 Appeal of an Academic Progress Committee Decision to Dismiss a Student

(a) In the event that the Academic Progress Committee votes to dismiss a student, the student may appeal the Academic Progress Committee decision in writing to the Academic Review Committee within five business days after the date on the official notification letter. In general, for a successful appeal, the student will need to demonstrate that a decision
of the Academic Progress Committee was (a) arbitrary or capricious, (b) made in bad faith, or (c) in violation of the SOM's Academic Policies. The Academic Review Committee will review the student's letter of appeal, the student's academic record and the record of deliberations of the Academic Progress Committee. In its sole discretion, the Academic Review Committee may allow the student or others to appear in person and/or present new information not previously presented to the Academic Progress Committee.

(b) Decisions of the Academic Progress Committee regarding student dismissal that are upheld by the Academic Review Committee may be appealed in writing to the Dean of Medicine within five business days after the date on the official notification letter from the Academic Review Committee. The Dean shall review the student's letter and the record of deliberations of the Academic Progress Committee and Academic Review Committee. In his sole discretion, the Dean may allow the student to appear in person and/or present new information not previously presented to the Academic Progress Committee or Academic Review Committee. The Dean's decision shall be considered final, and will be communicated to the student, the Academic Progress Committee, the Academic Review Committee, the Associate Dean for Student Affairs, and the Associate Dean for Educational Affairs.

(c) If a dismissal decision of the Academic Progress Committee is reversed by either the Academic Review Committee or the Dean of Medicine, the case must be returned to the Academic Progress Committee for a determination of the remedial work required. No appeal of such a remediation decision is allowed.

4.3.3 Appeal of Other Academic and Administrative Decisions

No appeal is allowed of SOM academic policies or Academic Progress Committee decisions other than those described in Sections 4.3.1 and 4.3.2 above. Implementation of policies related to academic warning, promotion, remediation and all other matters are final. Interpretation and application of academic policies related to registration, scheduling, course adds, drops and withdrawals, course credit, capacities and pre-requisites, elective approvals and other matters are the responsibility of the Associate Dean for Educational Affairs, or his or her designee. These interpretations and applications of SOM academic policies are final, and are not subject to appeal. The policies described in this document address academic advancement. Nothing herein addresses student conduct and disciplinary procedures, which are detailed in IHOP Policy 7.1.3.

4.4 Sharing of Student Performance Information from Courses

All medical students should take responsibility for their own development and respond to constructive feedback from those supervising them during clinical work. Course Directors are invited to use the “Feed Forward Form” when a determination is made that a student has a deficiency in medical knowledge or clinical skills. The goal of the process is that such students will then be offered targeted opportunities for improvement.

If a course director has a concern about a student’s professionalism, the concern is best handled through the Early Concern Note system (https://som.utmb.edu/Educational_Affairs/OCE/Faculty&Staff_Info.asp).
If the faculty member is concerned about the student’s mental health and fitness to continue in training, the concern is best handled by contacting the Associate Dean for Student Affairs.

Note: professionalism and mental health concerns often manifest as deficiencies in medical knowledge or clinical skills, and it is appropriate to use this Feed Forward process to focus on the specific manifestations in addition to filing an Early Concern Note or notifying the Associate Dean for Student Affairs.

4.4.1 Role of the Course Director

(a) Complete the attached form (available at https://som.utmb.edu/Educational_Affairs/OCE/Documents/FeedingForwardPolicy.pdf
(b) Discuss areas of concern with the student; and
(c) Forward form to the Associate Dean for Educational Affairs.

4.4.2 Role of the Associate Dean for Educational Affairs (or their designee)

(a) Meet with the student to obtain written permission or refusal from the student to pass a copy of the Feed Forward Form to subsequent course director(s);
(b) If the student agrees to participate in the Feed Forward process, the Associate Dean will discuss potential assistance for the student with relevant parties (depending on the nature of the problem, this may include the subsequent course director(s), the Standardized Patient Center, the Associate Dean for Student Affairs, etc.); and
(c) Monitor delivery of recommended assistance to the student and student's progress.

4.4.3 Role of the Student

(a) If the student chooses to grant permission to allow Feed Forward information to be shared with subsequent course director(s), the number of future courses to be contacted will be discussed during the initial meeting with the Associate Dean for Educational Affairs. The student retains the right to revoke this permission at a later date by contacting the Associate Dean for Educational Affairs if, for example, the student feels he or she has overcome the deficiency or otherwise determine that he or she does not wish to be offered assistance. It is presumed that the student who grants permission will make a good faith effort to participate in any assistance offered to the student, and failure to do so may be considered a breach of professionalism.

(b) If the student chooses to deny permission to share the Feed Forward information with subsequent course director(s), the Associate Dean for Educational Affairs will record the student’s refusal and the student’s performance information will not be shared. However, if the student is later the subject of a disciplinary action relevant to the identified deficiency, the Associate Dean for Educational Affairs will inform the appropriate disciplinary committee that assistance was offered but declined.
## Section 5  Course Sequence: Integrated Medical Curriculum

<table>
<thead>
<tr>
<th>Year 1 (33 weeks)</th>
<th></th>
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<tbody>
<tr>
<td><strong>Term I</strong></td>
<td><strong>Term II</strong></td>
</tr>
<tr>
<td>Gross Anatomy and Radiology (8 weeks)</td>
<td>Pathobiology (8 weeks)</td>
</tr>
<tr>
<td>Molecules, Cells and Tissues (8 weeks)</td>
<td>Neuroscience and Human Behavior (9 weeks)</td>
</tr>
<tr>
<td>Practice of Medicine Year 1 (33 weeks)</td>
<td></td>
</tr>
<tr>
<td>Summer Period: Optional Clinical or Research Elective(s)* 4 or 8 weeks available</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2 (42 weeks)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term III</strong></td>
<td><strong>Term IV</strong></td>
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<tr>
<td>Cardiovascular/Pulmonary (8 weeks)</td>
<td>Essen of Endocrinology/Reproduction (7 weeks)</td>
</tr>
<tr>
<td>Minimester (2 weeks)</td>
<td>Dermatology/Hematology/Musculoskeletal (7 weeks)</td>
</tr>
<tr>
<td>Renal/Electrolyte (7 weeks)</td>
<td>Great Syndromes (4 weeks)</td>
</tr>
<tr>
<td>GI/Digestion/Nutrition (7 weeks)</td>
<td></td>
</tr>
<tr>
<td>Practice of Medicine Year 2 (38 weeks)</td>
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<tr>
<td>The <strong>USMLE Step 1</strong> examination follows Year 2. A passing score is required for promotion to Year 3.</td>
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<tr>
<td><strong>Year 3 (49 weeks)</strong></td>
<td></td>
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<tr>
<td>June – June</td>
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<tr>
<td><strong>Required Clinical Clerkships</strong></td>
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<tr>
<td>Family Medicine 4 weeks</td>
<td>Pediatrics 8 weeks</td>
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<tr>
<td>Obstetrics/Gyn 6 weeks</td>
<td>Surgery 8 weeks</td>
</tr>
<tr>
<td>Psychiatry 6 weeks</td>
<td>Internal Medicine 12 weeks</td>
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<tr>
<td><strong>Year 4 (40 weeks)</strong></td>
<td></td>
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<tr>
<td>June – May</td>
<td></td>
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<tr>
<td>Required Clerkships: 4 weeks</td>
<td>Neurology</td>
</tr>
<tr>
<td>Clinical Selectives: 16 weeks Emergency Medicine, Acting Internship, Ambulatory</td>
<td>Community, and Basic Science/Humanities</td>
</tr>
<tr>
<td>Clinical/Research Electives: 20 weeks</td>
<td>Includes university and community-based electives, must</td>
</tr>
<tr>
<td>The <strong>USMLE Step 2</strong> Clinical Knowledge Examination and <strong>USMLE Step 2</strong> Clinical Skills Examination are taken during Year 4. Passing scores are required for graduation.</td>
<td></td>
</tr>
<tr>
<td>The Integrated Curriculum Evaluation Exercise (ICEE) is taken during Year 4. A passing score is required for graduation.</td>
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</tbody>
</table>

* Elective credit earned anytime during enrollment (typically the summer period between Years 1 and 2, the Year 3 Elective period and the Year 3 December break, or during Year 4) is applied to the 24 weeks of elective credit required for graduation. A student must successfully complete all Year 1 (Term 1 and Term 2) requirements to be eligible to enroll in an elective during the summer period between Year 1 and Year 2. At least one 4-week clinical elective must be taken in year 4, defined as electives where more than 50% of educational time is spent in direct patient care, acquisition of clinical skills through simulation or in a diagnostic specialty that directly applies to patient care (pathology, radiology).

Interim examinations developed for formative feedback prior to completing USMLE Steps 1 and 2 may be administered at announced intervals. Although results are not recorded on the official transcript, all students are expected to complete and record a score on these examinations.
All SOM electives and selectives are full-time experiences. Except for the Integrated Curriculum Evaluation Exercise (ICEE) and rare longitudinal electives approved by the Curriculum Committee, students may not be enrolled for credit in any other course work while enrolled in an elective or selective, and no elective or selective may be taken for credit more than once. All selectives must be of 4 weeks in length; electives may be 2 or 4 weeks in length. No courses, including off-campus or non-UTMB electives or selectives may have overlapping enrollment dates. No more than eight weeks of non-UTMB electives may be taken at non-university affiliated locations. A list of SOM electives, and a complete description of policies governing electives and all Year 4 courses, can be found in the Electives Brochure.

SECTION 6 STUDENT ABSENCE POLICY

6.1 Absence Definitions
Students are expected to attend all required activities. Each course and clerkship ("course") publishes its required activities. An absence is any instance in which a student is not physically present at an activity. Students should not assume they are allowed any absences at their discretion or for their personal convenience. Absences are considered acceptable only when unavoidable, which include two types of circumstances:

6.1.1 When anticipated, for example to attend a residency interview or a presentation at a professional meeting. Students are strongly encouraged to schedule interviews during vacation periods to avoid conflict with scheduled courses.

6.1.2 When unanticipated, as in personal illness, unavoidable family obligation, or unanticipated delay in transportation.

6.2 Actions Required by the Student

6.2.1 For an anticipated absence, students must request permission in writing from the course director in advance as soon as the conflict is identified and, if approved, inform their supervising faculty. Students should avoid making travel arrangements until/unless the course director has approved their request.

6.2.2 For an unanticipated absence, a student must notify in writing the course director, course coordinator and supervising faculty. Except in extraordinary circumstances, notification is expected before the activity begins.

6.3 Consequences of Absences

6.3.1 Absences are considered unacceptable (refer to Section 6.1 for acceptable circumstances). The failure to request or report an absence as described above is considered unprofessional behavior, will result in an Early Concern Note, may be reflected in the student's evaluation, and may be grounds for failure of the course.

6.3.2 Absences (as identified above) that total no more than three days in a single course of >28 calendar days duration or two days in a course of less than or equal to 28 calendar days duration, are a matter between the student and the course. For Practice of Medicine courses, this is defined as three days of absences for the entire academic year. In all cases of absence, the student is responsible for the material missed while absent. At the discretion of the course director, the student may be required to provide documentation of the reason for the absence as well as complete supplementary assignments to make up for missed activities, but the course is not required to provide repeat or make-up opportunities for missed assignments.
6.3.3 Absences in any course that exceed the maximum days in Section 6.3.2 require consultation with the Associate Dean for Student Affairs (ADSA). In the event of excess absences, the ADSA will either:

a. determine that a student must withdraw from the course, which will result in the course assigning a permanent transcript grade of “Withdraw”, “Withdraw Passing” or “Withdraw Failing” (any of which requires the student to repeat the course in its entirety); or

b. defer action to the course director who will then:

i. require the student to make-up the missed time prior to the end of the course, if feasible;

ii. assign a temporary grade of “Incomplete” (which requires the student to complete remaining course requirements);

iii. assign a grade of PC and require completion of a Professionalism Remediation Program (PRP); once the PRP is completed, the grade will be changed to PC/P.

iv. assign a grade of “F” (Fail) for the course (note: a course failure based on excessive absences results in a requirement that the student complete a Professionalism Remediation Program in addition to repeating the course); or

v. for Year 3 and Year 4 clerkships, may recommend to the Assistant Dean for Educational Affairs that the student receive credit for a single four-week elective in the same field as the interrupted clerkship if the student has completed at least four weeks of coursework in a satisfactory manner. The transcript will reflect a Withdrawal grade for the clerkship. The student will then repeat the clerkship in its entirety after returning to the curriculum. This option is reserved for students who develop an illness or personal circumstance during the clerkship that will require a prolonged absence. This option is not available for students who could potentially make up missed time within the clerkship period, or for students whose absences warrant a failing grade.

6.3.4 Student absences will be tracked longitudinally. The name of any student demonstrating a pattern of multiple absences per course will be forwarded to the Office of the Associate Dean for Student Affairs, who will contact the student and schedule an appointment to discuss the nature of the recurring absences.

6.4 Special Circumstances

6.4.1 Examinations: Because of the difficulty in rescheduling examinations, permission to be excused from “high-stakes” (e.g., mid-term, final, clinical skills) examinations must be obtained in advance from the Associate Dean for Student Affairs, or designee, and is limited to reasons of health, personal tragedy, presentation at a professional meeting, or for Religious Holy Days or Military Service (see Sections 6.4.3 and 6.4.4 below). Although requests for exceptions will be considered on a case-by-case basis, residency interviews, family events and personal travel generally are not considered reasons for missing an examination. A student with an unapproved absence from any examination will receive an Early Concern Note, and may, at the discretion of the Associate Dean for Student Affairs or designee, be given an opportunity
to take the examination at an alternate time and day. The examination score earned by a student for such an examination will be adjusted downward by 20%. The course grade and course score average will be based on the adjusted examination score.

6.4.2 Other Curricular Requirements: It may occasionally be necessary for students to complete curricular requirements while enrolled in another course. Participation in the Year 4 Integrated Curriculum Evaluation Exercise (ICCEE) and any other school-based required activities will not be considered a course absence. Other absences, including those for USMLE licensing examinations will count toward the limits specified above.

6.4.3 Religious Holy Days: Texas Education Code Section 51.911 provides that students may be absent from class for the observation of a religious holy day. Absences for religious holy days must be excused in advance by the Associate Dean for Student Affairs. The student will be allowed to take a make-up examination or complete assignments from which the student is excused within a reasonable time after the absence as determined by the course director. Such absences will not count toward the limits specified above.

6.4.4 Military Service: Texas Education Code Section 51.9111 provides that leave must be granted to a student to participate in active military service to which the student is called, including travel associated with the service. Absences for military service must be excused in advance by the Associate Dean for Student Affairs. The student will be allowed to take a make-up examination or complete assignments from which the student is excused within a reasonable time after the absence as determined by the course director. Such absences will not count toward the limits specified above.

**Summary of Expectations Regarding Absence from Required Activities**

<table>
<thead>
<tr>
<th>Category of Absence</th>
<th>Acceptable Examples</th>
<th>Student Action Required</th>
<th>Student Consequences*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned education-related event</td>
<td>Presentation at a professional meeting Residency interview</td>
<td>Student must (a) request permission for the absence in advance as soon as the conflict is identified; and (b) if approved, inform their supervising faculty</td>
<td>If requested in advance as soon as conflict identified, approval received, and faculty informed: None Otherwise: Early Concern Note**</td>
</tr>
<tr>
<td>Circumstances outside the student’s control</td>
<td>Personal illness or injury Unavoidable family obligation Unanticipated delays in transportation</td>
<td>Student must notify the course</td>
<td>If notification given BEFORE the required activity begins: None Otherwise: Early Concern Note **</td>
</tr>
<tr>
<td>All Other Absences</td>
<td>None</td>
<td>N/A</td>
<td>Early Concern Note **</td>
</tr>
</tbody>
</table>

See Absence Policy Section 6.4 (Special Circumstances) for policies on absences for examinations, Religious Holy Days and Military Service.
Academic Advancement Policies – Integrated Medical Curriculum (Educational Program Leading to MD Degree) ◆ 97

Definitions
REQUEST PERMISSION means the student has submitted a written request for approval to the course director outlining the reason for the absence.

APPROVED means the student has received written approval from the course director giving the student permission to be absent.

INFORM means the student has provided his/her faculty supervisor a copy of the course director’s written approval for the absence.

NOTIFY means the student has notified in writing (a) the course director, (b) course coordinator, and (c) faculty supervisor that he/she will be unexpectedly absent, and the reason for the absence. Unless precluded by illness/injury, this notification should occur prior to the activity missed.

Notes
*Students are responsible for all material/activities missed. At course director discretion, make-up work or activities may be required. A pattern of absences within or across courses may be grounds for an Early Concern Note.
**At course director discretion, the absence(s) may also be reflected in the student’s evaluation and may be grounds for failure of the course.

Section 7 Student Drug Testing Policy
1. The School of Medicine (SOM) follows the institutional Student Drug Testing policy (IHOP 07.01.26) https://www.utmb.edu/policies_and_procedures/18331089. Supplemental information is provide in this School of Medicine policy.
2. The SOM requires that all students have a negative urine drug screen (a) before enrollment, and (b) prior to beginning Year 3. Interim testing may be required if a health care facility at which the student is assigned requires more recent results. Students may not begin or continue coursework (clinical or non-clinical) until a negative (“clear”) test report is received. A positive test result prior to matriculation may result in the offer of admission being rescinded.
3. The substances tested for include amphetamines, cocaine, marijuana, opiates, phencyclidine (PCP), benzodiazepines, barbiturates, methadone, methaqualone, propoxyphene, and ethanol urine, and other additional substances as may be required by a health care facility at which the student is assigned for a clinical rotation.
4. Drug testing must occur through the institution’s approved vendor. Prior to collection, students have the opportunity to disclose the use of prescription medications they believe may result in a positive test. A student’s test is not considered positive until a Medical Review Officer (MRO) determines that the results are not due to legally prescribed prescription medications and the student has been offered the opportunity to have the original sample retested at the student’s expense. The decision of the MRO regarding test results and reporting is final and not subject to appeal.
5. 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 The University of Texas System Regent’s Rules and Regulations and/or UTMB policy. A student may resume coursework (clinical or non-clinical) only:
   a. if the student satisfactorily fulfills any requirements set forth by the Associate Dean for Student Affairs, if offered; and
   b. if authorized by the Associate Dean for Student Affairs, the student submits a subsequent test sample for which a negative (“clear”) test report is received.
6. Drug tests are administered for UTMB by an outside vendor. Prior to matriculation and again before the start of a student’s third year, students will receive information with instructions on how to register, submit and complete their drug screen. When students register with the vendor, they will be able to select a collection lab that is most convenient to them. Students are responsible for all costs associated with the drug screening.
SECTION 8  SUPPLEMENTAL POLICIES: YEAR 4 AND ELECTIVE COURSES
Supplemental Academic Policies that pertain to Year 4 and elective courses may be found in the School of Medicine Electives Brochure at http://www.utmb.edu/meded/electives.asp

SECTION 9  CONSEQUENCES OF COURSE AND CLERKSHIP COMPONENT DEFICIENCIES

Consequences of Course Component Deficiencies in Years 1 and 2

Consequences of Clerkship Component Deficiencies in Years 3 and 4
What is Interprofessional Education and Practice (IPEP)?

Interprofessional Education and Practice (IPEP) is designed to provide collaborative educational experiences for students in the School of Nursing, the School of Health Professions, the School of Medicine, and the Graduate School of Biomedical Sciences.

What are the Five Goals of Interprofessional Education?

1. Knowledge Acquisition—Students will acquire insight into the knowledge, skills, and roles of health care related disciplines.
2. Observational Learning—Students will observe interprofessional teamwork and identify barriers and facilitating mechanisms for the development and operation of such teams.
3. Participatory Learning—Students will practice optimal interprofessional teamwork.
4. Innovation Development—Students will acquire skills to develop, implement, and evaluate interprofessional projects aimed at enhancing health and wellness.
5. Leadership Building—Students will learn to provide leadership in the formulation of interprofessional teams including eliminating barriers to success.

What kinds of activities and experiences does IPE offer?

The office of Interprofessional Education coordinates a variety of initiatives designed to help students from all four schools at UTMB to learn from, with, and about each other's professions. Activities such as small group experiences, practice and service learning opportunities and simulation activities will be selected and/or enhanced as represented within our model. Please note: most IPEP activities are interwoven into several courses on campus.

The following IPE endorsed initiatives and courses will be held during the Fall 2017–Spring 2018 academic year:

(1) Disaster Day – (November 4, 2017) The Interprofessional Scholars are partnering with leadership from the Hydrofluoric Acid Symposium (Nov. 2-3) to present a large-scale simulation. Student volunteers are needed to play the roles of patients and responders for Disaster Day to be held Saturday, November 4, 2017 at Moody Methodist Church. Participants will have an active role in the simulation designed to help healthcare professionals learn how to work collaboratively in response to a community disaster. To participate, students will need to register via GoogleDoc https://docs.google.com/spreadsheets/d/1xiqCB-kCQ-UTu6yPoxQtrxdJf03USLK7EZWYDXw/edit?usp=sharing

Participants will be required to attend a training session prior to the event.

(2) “What's Wrong With Warren?” – An Interprofessional, Interactive Case Study and Discussion – (January 23, 2018). This event centers on a case of a high school student who develops a life-threatening infection. Students from all disciplines will meet in faculty-facilitated small groups to discuss their roles and responsibilities. A consultation phase will follow in which students will meets with various professions. A debrief will bring all students together for discussion and to create a timeline that displays the involvement of disciplines throughout the case. The case will introduce concepts to public/population health and will include the following three phases of care – acute response, community/public health response, and aftercare/rehabilitation.
Interprofessional Education Day (March 2017) - Interprofessional Education Day is a unique one-day opportunity for students to learn and interact with several disciplines during a conference style afternoon. Previous interprofessional activities have included: simulation enactments, disability workshops, town hall meetings and team building exercises.

How will I as a student benefit from IPE?
Students develop skills and gain experiences working collaboratively across cultures with patients, patients’ families, other healthcare professionals, and community-based providers to enhance health care and wellness. Graduates of UTMB Health will be leaders and innovators, advancing collaborative interprofessional teamwork across every area of health care.

UTMB Interprofessional Scholars Program:
Through IPE, UTMB Health students will have the opportunity to earn the distinction of “Interprofessional Scholar”, by participating in collaborative interprofessional educational experiences, pursuing a project with an interprofessional team of students, or producing scholarly work that reflects their experiences. A student must participate in at least two interprofessional activities per year of enrollment.

For more information please go to: http://www.utmb.edu/ipep/

Or contact:
Shelley Smith, MEd
Director, Interprofessional Education and Practice
301 University Blvd, Rt. 1132
Galveston, Texas 77555-1132
409-772-0213
shelsmit@utmb.edu
SON/SHP 3.204
Academic Calendar 2018-2019

2018

begins June 25-29 Year 3 Clinical Skills Week activities
July 2  Year 2, 3, and 4 classes begin 8 a.m.
August 20  Orientation for Year 1 begins
August 27  Year 1 classes begin 8 a.m
August 31  Labor Day Holiday begins 5 p.m. September 4 Classes resume 8,00 a.m.
September 7  Year 2 vacation period begins 5 p.m.
September 17  Year 2 classes resume 8 a.m. November 21 Thanksgiving Holiday begins 5 p.m.
November 26  Classes resume 8 a.m.
December 14  Year 3-4 Fall clerkship session ends 5 p.m. Year 1 Winer Holiday Vacation begins 5 p.m.
December 9-12  Year 3 clinical assessment exercise
December 17  Year 3-4 elective/vacation Period begins 8 a.m.
December 21  Year 2 Winter Holiday vacation begins 5 p.m.

2019

January 7  Year 1, 2 resume 8 a.m.
January 11  Year 3-4 elective/vacation ends 5 p.m.
January 14  Year 3, 4 classes begin 8 a.m.
January 18  Martin Luther King Holiday begins 5 p.m.
January 22  Classes resume 8 a.m.
February 15  President’s Day Holiday begins 5 p.m.
February 19  Classes resume 8 a.m.
May 3  Year 1 classes end 5 p.m.
May 6  Year 1 elective/vacation period begins 8 a.m.
May 10  Year 2 classes end 5 p.m.
May 13  Year 2 USMLE study period begins 8 a.m.
May 24  Year 1, 3, and 4 Memorial Day Holiday begins 5 p.m.
May 28  Classes resumes 8 a.m.
May 31  Year 4 classes end 5 p.m.
June 1  Year 4 Commencement
June 21  Year 2 USMLE study period ends
June 24  Year 3 classes end 5 p.m.
June 24-28  Rising Year 3 Clinical Skills Week activities
June 28  Year 1 elective/vacation period ends 5 p.m.
July 1  Year 1, 2, 3, and 4 classes begin at 8 a.m. (Academic Year 2019 - 2020)

Notes:
1. UTMB’s employee holiday schedule is published annually. This calendar is subject to change. Revisions to the student calendar will be published on the SOM website.
2. Holiday schedules for Year 3 and Year 4 IMC students and SEA-CHange students with clinical responsibilities are determined by each SOM department. Students may be required to attend clinical responsibilities during listed holiday periods. Each department is expected to publish its holiday policy for students.

Notes:
3. UTMB’s employee holiday schedule is published annually. This calendar is subject to change. Revisions to the student calendar will be published on the SOM website.
4. Holiday schedules for Year 3 and Year 4 IMC students and SEA-CHange students with clinical responsibilities are determined by each SOM department. Students may be required to attend clinical responsibilities during listed holiday periods. Each department is expected to publish its holiday policy for students.
The University of Texas System Certificate of Professional Medical Liability Benefit Plan

The Board of Regents of The University of Texas System has approved The University of Texas System Professional Medical Liability Benefit Plan ("Plan"), pursuant to the authority granted by Chapter 59 of Texas Education Code, providing full-time employed physicians, certain resident physicians, medical students, and preauthorized part-time and volunteer physicians of The University of Texas System with medical professional liability protection. Unless lower limits have been set by law, the Plan provides the following coverage:

<table>
<thead>
<tr>
<th>Role</th>
<th>Per Claim Limitation</th>
<th>Enrollment Year Aggregate per Plan Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Physician or Dentist</td>
<td>$500,000 per claim</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Resident or Fellow</td>
<td>$100,000 per claim</td>
<td>$300,000</td>
</tr>
<tr>
<td>Student</td>
<td>$25,000 per claim</td>
<td>$75,000</td>
</tr>
<tr>
<td>Plan Annual Aggregate</td>
<td>$30,000,000</td>
<td></td>
</tr>
</tbody>
</table>

Liability shall be limited to $2,000,000.00 per claim regardless of the number of the claimants or Plan participants involved in an incident.

Among the conditions of the Plan are the following, as of the date of publication:

1. Coverage as stated above shall commence on the effective date, and shall remain in effect until the end of the enrollment period, or cease on the date that employment with or assignment to The University of Texas System is terminated, whichever occurs first. Causes of action that occur during official University of Texas System employment are covered, even though a claim or lawsuit is filed subsequent to cessation of employment.

2. Coverage shall extend to all duly authorized off-campus assignments, except international assignment which requires the purchase of additional coverage through The University of Texas System. With the purchase of additional international coverage, a separate certificate of coverage will be issued.

3. It is mandatory that the insured, upon becoming aware of any incident or injury, actual or alleged, whether by direct knowledge or written notification thereof, shall notify the appointed institutional Plan Liaison/Risk Management Office for appropriate contact with The University of Texas System's Office of General Counsel.

4. Preauthorized coverage for part-time and volunteer medical faculty appointees extends only to services provided to patients by assignment from a department chair unless the total professional service is provided pursuant to the faculty appointment.

5. Coverage for claims against resident physicians arising out of their duties at UTMB that occurred after September 1, 1988 and before September 1, 1999, is provided by the State of Texas under Chapter 104 of the Texas CIVIL PRACTICE AND REMEDIES CODE.

6. Coverage for claims against UTMB resident physicians arising out of their duties at the Veteran's Administration Hospital is provided by the United States government.

7. Medical students are covered under the Plan for all officially approved clinical rotations and electives.
## Resident Tuition and Fee Schedule

<table>
<thead>
<tr>
<th>Charge</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Tuition</td>
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<td>$6,550.00</td>
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<tr>
<td>Student Service Fee</td>
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<td>$518.70</td>
<td>$518.70</td>
<td>$518.70</td>
</tr>
<tr>
<td>Medical Service Fee</td>
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<td>$225.00</td>
<td>$225.00</td>
<td>$225.00</td>
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<tr>
<td>ID Badge</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Campus Security Fee</td>
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<td>$30.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Fieldhouse Fee</td>
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<td>$327.60</td>
<td>$327.60</td>
<td>$327.60</td>
</tr>
<tr>
<td>Liability Insurance Fee</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
<td>$25.00</td>
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<tr>
<td>Drug Screen</td>
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<td>n/a</td>
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<tr>
<td>Material Fee</td>
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<td>n/a</td>
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<tr>
<td>Graduation Fee</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>$170.00</td>
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<tr>
<td>Library Acquisition Fee</td>
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<tr>
<td>Student Computing Fee</td>
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<td>$256.50</td>
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<tr>
<td>Registration Fee</td>
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<td>NBME Test Fee</td>
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<tr>
<td>USMLE Step 1 Fee</td>
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</tr>
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<td>Pathoma Study Fee</td>
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</tr>
<tr>
<td>CBSE Fee</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>Clinical Services Fee</td>
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<tr>
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<tr>
<td>Educational Technology</td>
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</tr>
<tr>
<td>Infrastructure</td>
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</tr>
<tr>
<td>Total</td>
<td>$21,606.18</td>
<td>$21,236.18</td>
<td>$21,196.18</td>
<td>$21,136.18</td>
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</tbody>
</table>

**All fees are subject to change.**
Late Registration Fee: $100 for student who registers on or after the first day of class.
Late Payment Fee: $100 for any student paying fees after the payment deadline.
New Student Orientation Fee: $125 to all incoming students.
## Non-Resident Tuition and Fee Schedule

<table>
<thead>
<tr>
<th>Charge</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Resident Tuition</td>
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<td>$13,646.55</td>
<td>$13,646.55</td>
</tr>
<tr>
<td>Student Service Fee</td>
<td>$518.70</td>
<td>$518.70</td>
<td>$518.70</td>
<td>$518.70</td>
</tr>
<tr>
<td>Medical Service Fee</td>
<td>$225.00</td>
<td>$225.00</td>
<td>$225.00</td>
<td>$225.00</td>
</tr>
<tr>
<td>ID Badge</td>
<td>$20.00</td>
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</tr>
<tr>
<td>Campus Security Fee</td>
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<tr>
<td>Fieldhouse Fee</td>
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<td>Liability Insurance Fee</td>
<td>$25.00</td>
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<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Drug Screen</td>
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<tr>
<td>Material Fee</td>
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<td>n/a</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>$170.00</td>
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<tr>
<td>Library Acquisition Fee</td>
<td>$410.00</td>
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</tr>
<tr>
<td>Student Computing Fee</td>
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<tr>
<td>Registration Fee</td>
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<tr>
<td>NBME Test Fee</td>
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<td>$175.00</td>
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<tr>
<td>USMLE Step 1 Fee</td>
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<td>Pathoma Study Fee</td>
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<tr>
<td>CBSE Fee</td>
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<tr>
<td>Preceptor Fee</td>
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<td>$190.00</td>
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<tr>
<td>Simulation Fee</td>
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<td>$370.00</td>
</tr>
<tr>
<td>Clinical Services Fee</td>
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<tr>
<td>Student Center Fee</td>
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<tr>
<td>Educational Technology</td>
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<td>$61.50</td>
<td>$61.50</td>
</tr>
<tr>
<td>Infrastructure</td>
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</tr>
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<td>$36,145.85</td>
<td>$36,105.85</td>
<td>$36,045.85</td>
</tr>
</tbody>
</table>

**All fees are subject to change.**
Late Registration Fee: $100 for student who registers on or after the first day of class.
Late Payment Fee: $100 for any student paying fees after the payment deadline.
New Student Orientation Fee: $125 to all incoming students.
Compliance and Training Guidance for UTMB School of Medicine Students

The University of Texas Medical Branch is committed to conducting its business in an ethical and law-abiding fashion. We are intolerant of fraud, abuse, waste, or other violations of any applicable federal, state, or local laws, and regulations. We will maintain a business culture that builds and promotes compliance consciousness and encourages employees, faculty and students to conduct all University business with honesty and integrity.

UTMB is committed to communicating our standards for ethical conduct and UTMB policies to all employees and students.

At minimum, SOM students are required to complete the following courses:

- Annual Student Required Training, which includes:
  - General Compliance
  - HIPAA General Awareness
  - Sexual Harassment and Title IX
  - Information Protection
  - Fire Safety
  - Standard Precautions
  - Isolation Precautions
  - Standards of Conduct Guide Acknowledgment Form

Online training modules are available at https://learn.utmb.edu

*Deadlines: New and continuing students must complete all required modules no later than October 31 of each year.*

Tracking: Compliance Officer will track required modules, dates completed and renewal dates. Each school will assist with monitoring.

Consequences if Not Met (School of Medicine): Students who do not meet school-specific and University deadlines will:

a. be required to meet with the Associate Dean for Student Affairs to explain their behavior;

b. have an Early Concern Note submitted to the Director of Clinical Assessment and Professional Development;

c. be subject to withholding of registration privileges in subsequent courses.

For more information about the UTMB Office of Institutional Compliance, go to http://www.utmb.edu/compliance/.
Enrollment Services

Scott Boeh, Assistant Vice President for Student Services & University Registrar

Carol Cromie, Director, Student Financial Services
Leann Carmical, Director, Admissions & Records
Room 2.210 Ashbel Smith Building (“Old Red”)
(409) 772-1215

Enrollment Services provides quality and timely services in all areas related to admission, registration, records, student accounts financial aid and scholarships for students. Enrollment Specialists are available to see students from 8:00 a.m. to 5:00 p.m., Monday through Friday to provide guidance and answer any questions you have. Students can call (409)772-1215 and speak to a counselor from 8:00 a.m. to 5:00 p.m., Monday through Friday, or email us at enrollment.services@utmb.edu.

Services provided by our office include but are not limited to the following:
• centralized admissions processing
• registration
• enrollment certification and transcript requests
• degree verifications
• veteran’s services
• loan deferment certifications
• international student services
• official grade processing and reporting
• receipt, processing and recording of certain national test scores
• academic record development and maintenance
• demographic information maintenance and reporting
• tuition and fee assessment and tuition and fee exemptions and waivers
• withdrawal processing
• degree audits
• visiting medical student admission and registration
• financial aid processing and disbursement
• scholarship services
• 1098-T tax forms
• third party contracts
• student refunds and payments

You may access additional information about Enrollment Services on our website, https://www.utmb.edu/enrollmentservices/. If you don’t find what you are looking for, please contact our office for assistance.

We utilize a fully integrated student information system which allows you to access all of your student related account information via the MySTAR Portal. You can access MySTAR at https://mystar.utmb.edu/ to take care of all your registration/records, financial aid, and student account needs. If you haven’t visited MySTAR previously, please take a moment to sign in and discover the options available to you. You should have received your user ID and instructions to create a password when you were accepted to UTMB. If you encounter any
difficulties trying to access MySTAR please contact our help desk at (409)772-5200.

Health professional liability insurance coverage for students is provided under the University of Texas System Medical Malpractice Self Insurance Plan, which also covers faculty and house staff. Therefore, no certificate or policy is issued to individual students. If proof of coverage is needed, a letter certifying the coverage may be obtained from Enrollment Services. It is important to remember that you are insured only for activities performed as part of your regularly assigned duties as a UTMB student and at any off-campus facility at which you are participating in an elective experience, which has been approved by the Faculty, and in which you are officially registered. Since you are not yet licensed to practice medicine, all of your activities must be performed under the supervision of a licensed physician. If you participate in other medically oriented activities, (e.g., performing histories and physicals for pay) you will not be covered by this policy.

Should you be involved in any incident related to patient care about which you have concern, you must immediately report the incident to the physician under whose supervision you are working.

In the event that you as a medical student are named in a lawsuit, you should immediately inform the Associate Dean for Student Affairs. Do not discuss the particulars of any suit or occurrence unless you are accompanied by an appropriate University representative.
The Office of Student Services

Scott Boeh, Assistant Vice President for Student Services & University Registrar
Room 2.113, Lee Hage Jamail Student Center
(409) 747-9055

The Office of Student Life

Mike Cromie, Assistant Director
Room 2.114, Lee Hage Jamail Student Center
(409) 772-3958

The primary purpose of the Office of Student Life (OSL) is to enrich the campus experiences of students in all four schools at the University of Texas Medical Branch. Each year they lead and facilitate cultural, recreational, social celebrations, ceremonies, and events for the University community. They collaborate with students and faculty in the implementation of programs and activities that support students’ personal and professional development, while expanding their learning experiences and facilitating their growth as effective and caring health professionals.

Student Life provides many resources and services free to students including: game room equipment, office and meeting space, fax machine, computers, printers and notary services. Student Life activities include intramurals, workshops, special events, movies, service projects, student government, and student organizations. Additionally, the Office of Student Life oversees the operations of the Lee Hage Jamail Student Center and Old Red Student Area (ground floor), Welcome Weekend and all-school orientation events (New Student Welcome).

Student Life provides assistance and referral related to student issues. Students and student leaders are encouraged to seek information related to clubs and planning of student organization events. Student Life provides the link between students and the various institutional departments.

UTMB believes that a commitment to community service is an important and positive characteristic of its students. In support of that belief, Student Life promotes and supports student organizations’ service activities. They also coordinate in-service programs for student leaders and promote the active role of its student leaders in the resolution of student issues and various campus concerns.

In addition, there are a number of university, regional and statewide committees in which students might wish to participate. All of these opportunities extend students’ levels of experience in organization management and leadership.

**Student Organizations**

With over 90 active student organizations UTMB has had a long and strong (100 years plus) tradition of service, activism and cultural opportunities. Most of the groups are professional and discipline specific; others are cultural, religious or social. Each year these groups organize hundreds of events and service projects for the campus and Galveston community.
In the course of planning and implementing organizational activities, students need information on the use of university facilities, budgeting, using outside vendors and planning strategies. The Office of Student Life (OSL) serves as a resource – providing guidance but also computers, printers, telephones, fax machines and other items available for student use. It can save lots of time and energy for busy students.

Being involved in your campus, organization, and/or community helps develop essential life skills, critical thinking, leadership, lifelong learning, and oral and written communication skills. Multicultural and global perspectives, respect for individuals, civic and individual responsibility, a sense of competence, and the capacity to work well with others are additional outcomes of participation in University related activities. For a list of all student clubs, visit our web site at www.utmb.edu/studentlife

**Lee Hage Jamail Student Center**

The student center at UTMB is located between the Ashbel Smith Building (or “Old Red”) and the Graves Building. The 19,000-square-foot, three-story student center provides 24-hour access to accommodate the work and study schedule of the Medical Branch’s students. Joe’s, the student cafeteria, is open for breakfast and lunch, and is available for student meetings. There is also a piano available for student use. The Second floor includes the offices of Student Life, Student Government Association, ADA Officer, and University Student Services as well as three conference rooms for student organization meetings.

The Student Health and Counseling Center is located on the third floor of this building.

The building represents a large commitment from the Jamail family, as well as from alumni. Therefore, it is important for students to take a personal interest in its maintenance and operation. Students are reminded that their deportment and care of equipment and furniture will ensure a pleasant environment. Students are encouraged to report any inappropriate behavior to security or the Office of Student Life staff.

**Old Red Student Area**

The student rooms located on the ground floor of Old Red include a game room, two group study rooms with white boards, a computer/study room with three Dell PCs and three iMacs with a printer, and a quiet study room. In the game room you will find a pool table, 2 ping pong tables, a foosball table, 2 wall mounted televisions, vending machines, a microwave and a Keurig coffee machine as well as sofas and chairs. Students have access to all of these rooms 24 hours a day with their UTMB ID badge.

You will be able to find updated information about the ombudsperson (notice change in name) under the additional helpful info link on the Student Life webpage.
Student Health and Counseling

Akinpelu Olawunmi Abi, RN, MSN, NP-C, FNP-BC, Director

Lee Hage Jamail building 3rd floor
(409) 747-9508

Student Health provides primary care for enrolled students with an emphasis on wellness and prevention. Through payment of the Medical Services fee, students are eligible to use Student Health. Services include, but are not limited to: primary care including physicals, well woman exams and family planning; evaluation and treatment of minor illnesses and injury; screening for and provision of required immunizations; assessment and treatment of occupational exposures to blood and body fluids or other communicable diseases.

Student Health is open Monday through Friday 8 a.m. – 5 p.m., except holidays and the winter recess. Students are seen by appointment for all services. Please call 409-747-9508 to make an appointment. Same-day appointments are available for acute care. Professional services are billed through insurance, however the option to self-pay is available. After hours, weekends, and holidays students may call the Access Center toll free (800) 917-8906 or local 409-772-2222.

Health Insurance

UTMB students are required to maintain health insurance throughout their academic career. If student's need to purchase health insurance an option is the UT System endorsed Student Health Insurance plan through Blue Cross Blue Shield administered by Academic Health Plans (AHP/BCBSTX). Students that choose to enroll in the UT System endorsed Student Health insurance plan are not subject to copays for provider and nurse visits. For more information about the plan, please visit the website at www.ahpcare.com/utmb.

Immunization Requirements

All students are required to comply with Texas Department of Health regulations, the CDC, and UTMB policies regarding required immunizations. Information regarding required immunizations may be found on the Student Health web site www.utmb.edu/studenthealth/. Students must complete all immunization requirements prior to enrollment. Students must provide written verification of specific immunizations including documentation of a completed three dose series of hepatitis B vaccine and a positive hepatitis B antibody titer. Students who are not in compliance with these requirements will not be allowed to participate in clinical activities involving direct patient contact. In January 2014, a new requirement was added by the state of Texas. All new students to UTMB, who are under 22 years of age the first day of the semester, must show proof of receiving the Meningitis Vaccine. The vaccination must be within the last 5 years or a booster is required and must have been given at least 10 days before the first day of class. Please visit the Student Health website for more information. Registration may not be permitted until these requirements are met. Students who have not been continuously enrolled at UTMB and who have interrupted their studies at UTMB by one semester or more are required to meet the same health and immunization requirements as new students to be eligible to register.

Occupational Exposure to Blood and Body Fluids

Should you have an exposure to blood or body fluids in your role as a student you should immediately notify your faculty and report to or call Student Health and Counseling. After hours you may call the Access Center at (800) 917-8906 or local 407-772-2222 or report to the UTMB Emergency Department. Should you have an exposure while on an off campus rotation, please call Student Health or the Access Center and they will provide you with directions on how to proceed. If it is determined that you need to be started on chemoprophylaxis, it must be initiated within two (2) hours of your exposure.
Academic Support & Career Counseling (ASCC)

Sofia Cano, PhD, Director
Kathleen Collins, Secretary
Joshua Archibald, Coordinator
1.206 Ashbel Smith Building (Old Red)
(409) 772-5414

Academic Support & Career Counseling embodies the mission of the UTMB School of Medicine by providing inclusive, proactive programming and resources to inspire and enhance students’ ability to manage their academic success and advance career goals. Through partnerships with UTMB faculty, staff, and peer tutors, our services promote a dynamic, compassionate culture that empowers students to become self-directed learners able to adapt and excel in the evolving innovative practice of medicine.

ACADEMIC SUPPORT PROGRAMS

Academic Counseling: Individualized and group academic advising are provided to students on matters such as the adjustment to medical school, learning strategies, knowledge organization and consolidation, note-taking, exam preparation, test-taking skills, test anxiety, problem-solving, time management, stress management, conflict resolution and exam error analysis. Assistance with improving concentration, motivation, preventing burnout, and learning relaxation methods are also provided.

Consultation: The office provides consultation for learning disabilities, ADD, ADHD, and learning styles. Referrals are made for additional testing and evaluation when appropriate. The office guides students through the process involved in requesting accommodations for the National Board of Medical Examiners.

Group Tutoring Program: Tutoring sessions are led by upper-level medical students who have achieved outstanding academic performance in the School of Medicine curriculum. Tutoring is proactive and encourages participation from the beginning of a course rather than subsequent to academic difficulty. Group tutoring services are free to students and are supported by the Office of Student Affairs.

Individual Tutoring: We will help identify a tutor for 1:1 tutoring sessions. Payment for individual tutoring sessions is the responsibility of the student.

Clerkship Shelf Exams: Assistance is provided to identify resources and create study plans to prepare for clerkship shelf exams.

USMLE Step Board Preparation:

Step 1 (taken at the end of year 2 prior to Clinical Skills Experience week)
A multifaceted program is offered to assist MS-II students in preparing for Step 1 of the United States Medical Licensure Examination.

- A 2-hour Step 1 Kickoff workshop is held in the Fall of year 2 that provides an overview of strategies and resources to manage a student’s success on Step 1. A critical component of the workshop is a panel of students who share their experience, tips, and strategies for Step 1 success.
- Assistance in Requesting Accommodations: a learning specialist is available to assist students in completing the process established by the National Board of Medical Examiners (NBME) to request accommodations.
- Step 1 Mentoring Program: MSII and MSIV students with strong academic performance are selected as Step 1 mentors to assist students with organization,
study structure, review materials, and identification of high yield content areas. The mentoring program uses a small group format and focuses on course content, use of UWorld QBank, and creating a strategic study plan.

- **UWorld QBank + 2 simulated exams.** A 90-day subscription to the UWorld question bank and two simulated exams are provided at no cost to the student. The question-bank is comprised of over 2400 questions related to the content of the Step 1 exam. Learning sessions with handouts are provided to guide the student in the use of the Q-bank and how to conduct an analysis of responses. The simulated exams provide an indicator of readiness to test.

- The School of Medicine provides the **Comprehensive Basic Science Exam (CBSE)** in January to the entire MSII class at no cost to the student. A second CBSE is offered in April to assist in determining readiness to test and to use as a baseline to create strategic study plans for the Step 1 exam.

- **Faculty-Led Comprehensive Review Lectures** are recorded and provided through Blackboard.

**USMLE Step 2 CK (Clinical Knowledge) at the End of Year 3**

A workshop is offered in mid-Spring to rising MSIV students to guide preparation for Step 2CK. Additionally, the School of Medicine provides vouchers for a Step 2CK practice exam (Comprehensive Clinical Sciences Self-Assessment—CCSSA) to students who meet key criteria. Learning specialists are available to help students identify study resources and create strategic study plans.

Individualized assistance in preparing for USMLE, Steps 1 and 2 is provided upon request.

**Career Counseling**

Individualized assessments to assist with career development are offered in conjunction with the AAMC’s Careers in Medicine (CiM) Program.
Identification Badges

Student ID badges are required for all full-time and part-time students. Badges should be worn at all times on campus, especially in hospitals and clinics. As a security precaution students must display their badges in order to enter any of the hospitals after 9 p.m. Badges are prepared at orientation each year for new students. If the badge is defective and does not work – it should be returned to the Campus Police Badge Office – Rebecca Sealy Bldg., Rm. 2.712A – for review and possible free replacement. Damaged badges should also be taken to the Badge Office for replacement. Note: a $20 replacement fee will be assessed for damaged badges. If your badge is stolen, it will be replaced at no charge to you when you provide the badge office with a police report stating your badge was stolen. Lost badges must be reported to the Badge Office immediately. In addition to providing a measure of security, ID badges are also necessary for checking books out of the Moody Medical Library, using the Alumni Field House and obtaining discounts at various retail stores and restaurants. A badge is also necessary to obtain a parking spot. ID badges should be returned to the Badge Office upon graduation or withdrawal/dismissal.
Interested in Living on Campus?

**UTMB Dorms**

The University of Texas Medical Branch encourages students in the Schools of Medicine, Nursing, Health Professions, and Graduate School of Biomedical Sciences to take advantage of all the benefits of living in the University’s on-campus dormitories.

On-campus housing offers its residents low rent and facilities that are conveniently located within walking distance of all Medical Branch buildings. This can translate into savings of time and money over long commutes and parking fees. Current rates: Shared Suite Rooms are $625/month, and Rooms w/ Private Bathroom are $725/month. For questions and additional information on dorms, please contact Housing at 409.226-ROOM (7666) or go to [https://utmb.us/5o](https://utmb.us/5o). All current or incoming students can directly apply for housing by logging into Student Housing with their UTMB credentials via MyStar or from the UTMB Student Housing website ([https://utmb.us/5n](https://utmb.us/5n)).

**301 Postoffice Street**

Private rooms for UTMB students located at 301 Postoffice Street, just a couple blocks away from campus. All rooms are furnished with a full size bed, desk, bookshelves, dresser, nightstand, and a shared or private bath. All of our rooms were recently renovated. A common kitchen & living area, wifi and local TV are provided. This location offers an enclosed outside area with pool! All utilities are paid.

**410 Market Street**

Private rooms for UTMB students located at 410 Market Street, just steps away from campus. These are private rooms with a shared bath, common kitchen & living area. Rooms are furnished with a full size bed, desk, dresser and nightstand. Wifi and local TV are provided. All utilities are paid. One parking space provided per tenant. 410 Market Street tenants have access to the pool at 401 Mechanic Street.

**401 Mechanic Street**

The private rooms at the 401 Mechanic Street dorm are spacious and were recently newly renovated. All rooms are furnished with a full size bed, desk, shelves, dresser, nightstand, and a shared bath. All utilities, wifi, and cable TV are included. Tenants at 401 Mechanic have immediate access to the pool at 401 Mechanic Street, which is shared with tenants from the 410 Market dorm.

**Vinsant Hall**

The private rooms at Vinsant Hall are spacious and fully furnished, including built-in study desks and refrigerators. Vinsant Hall has a large community kitchen and a student lounge with television and an upright piano. Rental rates include all utilities, internet, and cable TV service.

**UTMB Ferry Road Apartments**

The Ferry Road Apartments, located at 710, 810 & 910 Ferry Road, are an apartment complex that allows students to live near campus at affordable prices. Students can choose between unfurnished efficiency apartments ($425/month), 2 bedroom apartments ($880/month), and 3 bedroom apartments ($1,050/month). All apartments include paid utilities with the exception of internet or cable. Bus service is free to UTMB campus with a UTMB badge. Ample parking provided on-site. For more information, please call 409.750-9792 or visit the Ferry Road Apartments website online ([https://utmb.us/5p](https://utmb.us/5p)).

Contact: UTMB.Studenthousing@utmb.edu

All current or incoming students can directly apply for housing by logging into Student Housing with their UTMB credentials via MyStar or from the UTMB Student Housing website ([https://utmb.us/5n](https://utmb.us/5n)).
Student Parking

FEES:
*Student Parking Permit: $80.00 Per Year  Late Fee: $20.00
Surface Lots: $20.00 Per Month  Re-connect Fee: $20.00
Parking Garages: $31.25 Per Month  Shuttle: Free
G4 Roof Top: $180.00 Per Year

All full-time UTMB students may purchase a Student Parking permit for $80, which is valid from September 1 through August 31 of each year. These permits may be purchased from the Parking Office located in room 2.756 of the Rebecca Sealy Building. The office is open Monday through Friday from 8am to 5pm, except on Institutional Holidays. You must bring your UTMB ID Badge and vehicle license plate number. For any questions, please feel free to also contact the Parking Office at 409.266.PARK (7275) or via email at parking@utmb.edu.

*These permits are valid in designated student spaces on a first-come/first-served basis. It is anticipated that the number of permits issued will exceed the number of spaces available. Most of the student spaces are curbside parking on the east and west ends of campus. Some curbside spaces flood during heavy rain—please observe warning signs.

There are 70 spaces at the Field House lot located on Ferry Road and Mechanic next to the tennis courts and approximately 42 student spaces have been added to the parking lot at the corner of 14th and Market Street. These spaces are located along the sides of the lot and are clearly marked in black on the car stops. To avoid a parking citation when parking in this lot, please park only in the spaces identified as “Student Parking Only.” There are two rows in the center of the lot, the south row is for students. There are seven spaces in the rear of the former Child Care building accessible through the alley between 12th and 13th St.

The north side of U-lot, located at 13th & The Strand, has approximately 40 student parking spaces.

Please complete the Student Parking Permit Application if you are interested in obtaining the student parking on a first-come, first-serve basis and return it along with your $80.00 fee for the fiscal year no later than two weeks prior to the beginning of the fall semester to:

UTMB PARKING FACILITIES
301 University Blvd.
2.756 Rebecca Sealy
Galveston TX 77555-0118

During the week you are on campus to begin class, please come to the Parking Facilities office in the Rebecca Sealy Bldg., Rm.2.756, to pick up your student parking permit.

If you’re attending any other semester other than the Fall semester, which begins the fiscal year, and need parking, please contact the Parking Office at (409) 772-1581 for the prorated parking fee. The Parking Office is open Monday through Friday from 8am to 5pm, except during on Institutional Holidays. You must have your UTMB Badge and vehicle license plate number with you.

DORMITORY AND UTMB APARTMENT PARKING

Students owning a vehicle and residing in the University dormitories and apartments should register their vehicle with the Dorm and Apartments Offices. Once the vehicle has been properly registered, a UTMB Student Housing parking hangtag will be issued at no charge. Students are cautioned that the dorm hangtags are only valid in the designated dormitory parking areas. This policy is applicable for all housing facilities on campus. The Dormitory Parking Permits are not valid for spaces designated as “Student Parking” elsewhere on campus.

HANDICAPPED PARKING

UTMB provides designated parking spaces for those vehicles duly registered and properly identified as provided by law (Texas Transportation Code, 681, et seq.). For more information, please call the Parking Operations Office at 409.266.PARK (7275) or via-email parking@utmb.edu.
UTMB Campus Store
Mary Moody Library Bldg.
914 Market St.
Galveston, TX 77555-0936
409.266 BOOK (2665)
Email: UTMB.bookstore@utmb.edu

The UTMB Campus Store was established in 1959 and is centrally located on the first floor of the Moody Medical Library. (Store hours: 7:30am – 5:30pm, Monday – Friday)

The campus store's primary purpose is to provide medical books, medical instruments, and supplies to students and staff at the lowest possible price. In addition, the campus store sells snacks, refreshments, UTMB clothing and memorabilia, gifts, and a myriad of other items. New stock and product lines are being added regularly. Electronic textbooks are now available for many titles for both purchase and to rent. Please remember to sign up for the UTMB Campus Store Rewards Card that lets you earn Store Bucks on most items. These Store Bucks can be redeemed at any future purchase.

Please come by and check out the store's sales and offers or visit the campus store online! (http://bookstore.utmb.edu/)

Other Services Available
Alterations and custom embroidery are available for UTMB Professional clothing (lab coats, scrubs, etc.)
UTMB Field House
215 Holiday Drive
Galveston, Texas 77555-1103
409.266.BFIT (2348)
www.utmb.edu/AuxiliaryEnterprises/AlumniFieldHouse

Monday– Thursday: 5:00a.m.–11:00 p.m.
Fridays: 5 a.m. - 9 p.m.
Weekends & Holidays: 7 a.m.–8:00 p.m.

The facility will be closed during the Thanksgiving, Christmas, and New Year holiday periods.

UTMB recognizes the importance of providing an environment that encourages fitness and personal wellbeing. In 1968, the graduates and friends of UTMB contributed funds to establish the Alumni Field House. For over 40 years the UTMB Alumni Field House has been a place for students, alumni, employees, retirees, and their families to unwind, get in shape, and have fun. Thanks to the generous support of The Sealy & Smith Foundation, the Moody Foundation, and alumni funds, the Field House is a state-of-the-art fitness and wellness facility offering the latest in exercise equipment as well as opportunities for research, work/study programs, and internships. The facility is approximately 49,000 square feet.

Through payment of the student service fee, each student has a membership at the UTMB Alumni Field House. Students may obtain a family membership for their immediate family members (spouse and children under twenty-two years of age) living in the same household for a yearly fee of $225. Lockers are also available for an additional fee.

A current member may obtain a guest pass for a visitor, which costs $10 for the day. Students can acquire these for $5 per guest pass. There is a 30-day guest expiration period from the purchase date for these passes. The passes can be obtained from the Field House. Guest fees are not transferable, and guests must show proper ID with their guest pass.

AMENITIES OF THE ATHLETIC FACILITY INCLUDE:
- Regulation basketball/volleyball courts with cushioned and banked track
- Two racquetball courts (reservations suggested)
- Expansive strength training area featuring Cybex and Hammer Strength machines and free weights
- Cardiovascular equipment including treadmills, upright and recumbent stationary bikes, stair climbers, elliptical trainers, arc trainers, and rowing machines.
- 2,000-square-foot aerobic/multipurpose room with hardwood floor and complete audio system. Experienced instructors lead participants through a weekly schedule of varied classes featuring yoga, step aerobics, cycling, interval training, and kickboxing.
- Volleyball Courts
- Men's and women's locker/dressing rooms with individual steam rooms.
- Therapeutic Massage area with licensed therapist available for an additional fee.

OUTDOOR AMENITIES INCLUDE:
- 25-meter pool chilled and heated according to season, with adjacent hot tub, surrounded by a non-slip, cool deck surface. Members have access to kick boards, swim buoys, or aqua joggers.
- Two softball fields
- Seven tennis courts
- 4/10-mile walking/jogging track (2.5 laps = 1 mile)
- Volleyball court
Towel Policy: Members, students, guests pay a fee of $1 and will receive a towel. When the towel is returned to the front desk a token will be given to the individual. The token then be redeemed for another towel on the next visit. This would mean you only have to pay a $1 fee one time as long as you provide the token and return your towel to the front desk. Towels or tokens that are lost or forgotten will require another $1 fee—no exceptions.

Free parking is available with a Field House permit. The locations that you’re able to park in are indicated on parking permit as well as maps located at the entrance of the Alumni Field House. When you join, you can get a permit to display on your dashboard to avoid receiving a ticket.

Massage Therapists: Therapists are contract employees and schedule their own appointments and collect fees directly from their clients. Call for appointments and pricing information.

Jeremy Gustin, LMT can be reached by calling 409.771.7045 John Solomon can be reached by calling 409.750.3904

Fitness Trainers: Fitness Trainers are all certified by nationally recognized organizations and are contract employees. Training sessions are scheduled with the trainers and fees are paid directly to them. Call for appointments and pricing information.

John Solomon can be reached by calling 409-750-3904
The University of Texas Medical Branch at Galveston
Incidental Fees for the 2018-2019 Academic Years

<table>
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<td>All Other Programs</td>
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To defray the costs associated with analyzing student credentials and correspondence

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To defray costs of commencement activities and diplomas

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</thead>
<tbody>
<tr>
<td>Fall/1st Year Medical Students</td>
<td>$125</td>
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<tr>
<td>Spring/Summer- SHP/SON</td>
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<table>
<thead>
<tr>
<th>IN ABSENTIA REGISTRATION FEE FOR GRADUATE STUDENTS</th>
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<tbody>
<tr>
<td>Resident</td>
<td>$50</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>$150</td>
</tr>
</tbody>
</table>

To defray administrative costs of processing registration applications for students who are not currently enrolled.

<table>
<thead>
<tr>
<th>INSTALLMENT TUITION FEES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Handling Fee</td>
<td>$50/academic term</td>
</tr>
</tbody>
</table>

To cover costs related to providing installment payment option

| LATE PAYMENT FEE                                                             | $100   |

To defray costs associated with collecting late payment

| LATE REGISTRATION FEE                                                        | $100   |

To defray costs associated with keeping registration open after published times

| LIABILITY INSURANCE FEE                                                      | Actual cost of premium |

To defray cost of the annual insurance premium

| RETURNED CHECK FEE                                                           | $50/check |

To defray administrative costs for reprocessing or collecting checks written on insufficient funds
Medical Professional Fraternities—UTMB Registration Renewal Requirements

All registered student organizations must renew their registrations annually at the beginning of each fall semester with the Office of Student Life as required by IHOP Policy 2.6.4. Medical professional fraternities must also register with the Associate Dean for Student Affairs and Admissions. Medical professional fraternities may not deny membership on any basis prohibited by law, including gender.

Failure to timely submit forms by the deadline may result in the organization’s loss of privileges to use UTMB facilities until all required registration forms have been completed and approved. Student officers or representatives are responsible for responding in a timely manner to all notices and requirements. The regulations for student organizations can be found in the IHOP policy referenced above, or by contacting either the Office of Student Life or the SOM Office of Student Affairs.
Student Computer Support

Information Services - Service Desk (Telephone Support)

The IS Service Desk is available 24 hours a day, seven days a week. The IS Service Desk can be contacted on campus at extension x2-5200, in Galveston at (409) 772-5200, in Houston at (281) 554-1577, or toll-free at 1 (888) 898-2401. Less urgent inquiries can also be emailed to ishelp@utmb.edu. Service requests status and new service requests may also be submitted by visiting http://landesk/WebAccess/

Student Desktop Support (On-Site Support)

Desktop support is provided for students on personal computers/laptops on a walk-in basis. Hours or Operation: Monday through Friday, 8:00 am – 5:00 pm, CLOSED 1:00 PM – 2:00 PM daily. Location: 1.115 Administration Building (Just outside of west facing double doors)

Information Services Management Contacts:

Todd A. Leach, MBA
Vice President and Chief Information Officer
Phone: (409) 772-3811
E-mail: tleach@utmb.edu

Emma Ramos, MBA
Director, Information Services
Phone (409) 747-9559
E-mail: elramos@utmb.edu

Remote Connectivity - MyVPN

Be sure to both allow Pop-Ups and Active X Controls download before proceeding (for Internet Explorer users, when you click the link watch just below the URL/ADDRESS line for an indicator that a pop-up was blocked and click it to allow the pop-up).

Computers accessing the UTMB network are required to have up-to-date patches and current auto-updatable antivirus software installed.

*Please note there are two factors of authentication performed to complete the VPN connection.

1. Open your web browser
2. Type in “https://myvpn.utmb.edu/” in the address bar and press enter
3. You should now be at be at the MY VPN website
4. Type in your UTMB-USERS-M domain username and password and left-click the “Sign In” button
5. You should now be logged into the MyVPN portal
6. Process the second factor authentication using the Duo application. (If you have not connected previously you will need to follow the directions provided at the screen to download, enroll and activate the Duo app to your phone.)
7. Choose Duo Push, Call Me or enter a Passcode (more information is available on the website)
8. To install the Pulse Secure VPN client, left click the “Start” button. You should now see the install process dialog box.
9. Once the Secure Pulse component is installed you will be directed back to the main page and you should have the Secure Pulse icon in your Task Bar.
10. At this time you can access any system or application as if you were on the campus network.
11. To logout, click the Secure Pulse icon in the system tray and choose to disconnect. To reconnect click the Secure Pulse icon in the system tray and choose to connect.
UTMB Email to your mobile device using Active Sync

ActiveSync allows smart phones and tablets to be synchronized with the UTMB Microsoft Exchange server. Once activated, a four-character password for your device will be requested.

If you currently have calendar and/or contact data on your device and you choose to synchronize your calendar or contact data with ActiveSync, then the data that you currently have on your device will be overwritten with the data on the Exchange server.

ActiveSync configuration uses the same account credentials as when you log in to the web mail client at webmail.utmb.edu.

In order for the synchronization to function properly, the device must have a connection to a wireless network or the device must be activated with a data plan. If a device has one of the above means of connecting to retrieve data then it can be configured as listed below.

Configuring iPhones:

1. Select the settings icon
2. Select the “Accounts and Passwords” option
3. Select the “Add Account…” option
4. Choose the Exchange option
5. Enter your UTMB email address, password, and give a description to help identify it
6. Server name = outlook.office.365.com
7. Select which options you would like to synchronize to your iPhone

Important to Note:
Only one Exchange account can be configured on a device
Once you are synchronizing with Exchange via ActiveSync, you cannot synchronize a personal calendar or address book via iTunes.

Functions not supported:
- Folder Management
- Task Synchronization
- Access to file shares or SharePoint sites
- Creating Meeting invitations
- Message flagging

Configuring Android Devices:

Motorola Android Devices:

1. From the home screen, touch the Applications Tab, then touch My Accounts
2. Touch Add account
3. Touch Corporate Sync
4. Enter the appropriate information into the following fields
5. Domain\Username : your Exchange user name
6. Password : your exchange mailbox password
7. Email address: username@utmb.edu
8. Server: outlook.office.365.com
9. Ensure that the options Use secure (SSL) and Accept all SSL certificates are selected then touch Next
10. Touch the desired account options, then touch Next
11. The account option is enabled if it has a green checkmark next to it
12. Enter an account name and outgoing message name, then touch Done

**HTC Android Eris Devices**

1. From the device home screen, touch the Applications Tab, then touch Mail
2. If this is an additional email account, touch Menu – More – New Account
3. Touch Microsoft Exchange ActiveSync
4. Enter the appropriate information into the following fields
   - Domain\Username : your Exchange user name
   - Password : your exchange mailbox password
   - Email address: username@utmb.edu
   - Server : outlook.office.365.com
5. Touch Next
6. Check all settings again, and make sure that the following are set correctly:
   - Server address
   - This server requires an encrypted SSL connection must be selected with a green checkmark
7. Touch Next
8. Select the desired data (Mail, Contacts, and Calendar) to synchronize with the Exchange server (a green checkmark means that an option is enabled)
9. Touch Finish Setup

**Windows CE Mobile Devices:**

1. On the main screen, click Start->ActiveSync
2. On the ActiveSync main screen click Menu->Configure Server
3. Enter the server address outlook.office.365.com and ensure the checkbox for This server requires an encrypted(SSL) connection is checked, click Next
4. Enter your username, the corresponding password, and the domain (UTMB.EDU). If you would like the phone to remember your password so you don't have to enter it again make sure the Save Password check box is checked, otherwise uncheck it. Click Next.
5. Check the boxes for the items you’d like to synchronize with the Exchange Server (Contacts, Calendar, Email, Tasks). Click Finish.

**Campus Wireless Network Configuration**

**Student/Staff/Faculty**

The wireless network named “UTMBWiFi” enables faculty, students, and staff with a UTMB email username and password to connect laptop computers or other devices to the network from locations on campus without the need to plug in a data cable.

**Patient/Guest**

Limited wireless internet access is provided to patients and guests in all areas of the campus and hospital. This is available via the UTMBGuest wireless network. UTMBGuest provides connectivity to the Internet only. Students are asked to connect the “UTMBWiFi” network and not UTMBGuest since “UTMBWiFi” enables access to many on campus applications in addition to the Internet.
Requirements
- A wireless card that supports IEEE 802.11a, 5 Ghz

Security
- Computers accessing the UTMB network with a wireless connection are required to have up-to-date patches and current auto-updatable antivirus software installed.
- Students, Faculty, and Staff can contact the IS Service Desk at (409) 772-5200 for information on acquiring antivirus software.
- Patients and guests are required to have their own antivirus software.

Instructions for connecting to “UTMBWiFi” wireless network
For Windows 7, Windows 10 or Macintosh OS X computers select the available wireless connection named “UTMBWiFi” and enter your UTMB username and password to connect. No other configuration of the connection should be necessary.

For additional wireless information, please go to the link below https://www.utmb.edu/is/assistance/wireless-services
Physician Assistant Studies

MISSION STATEMENT
To develop and graduate academically and clinically exceptional physician assistants.

PROGRAM GOALS
1. Maintain an applicant pool consisting of at least 24% first generation college students.
2. Maintain a 95% or better three-year average graduation rate for students entering the UTMB PA Program.
3. Maintain at least 50% of clinical rotation sites in low income zip codes (as defined by the Centers for Medicare and Medicaid Services).
4. Maintain a five-year first time PANCE pass rate above the national average.

P.A. STUDENT JOB DESCRIPTION: COMPETENCIES, ESSENTIAL FUNCTIONS & TECHNICAL STANDARDS

UTMB Program Essential Functions & Technical Standards
This description defines the capabilities that are necessary for an individual to successfully complete the UTMB physician assistant curricula.

Observation and Sensation:
The PA student must possess sufficient visual, auditory, and tactile sensation to receive appropriate information in the classroom, laboratory, and other educational and clinical settings. Sensation must be satisfactory to receive verbal and nonverbal communications from patients and others, and to perform inspection, auscultation and palpation techniques during the physical examination.

Communication:
The PA student must be able to speak, hear, and observe patients, family members, and other clinicians. This includes expressive and receptive modes of verbal, nonverbal, and written communication. The student must have the ability to accurately assess receptive communication in order to make appropriate and timely responses. The student must be able to communicate attentively, effectively, and sensitively to others.

Motor Functions:
Students must have sufficient strength and coordination to perform the activities required of a physician assistant. These include but are not limited to performing a physical examination utilizing diagnostic instruments and techniques in palpation and percussion. Students must have sufficient stamina to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time. The student must have sufficient coordination to move about patient care environments, and sufficient dexterity to use common medical instruments.

Intellectual Capability:
Clinical problem solving and reasoning requires these intellectual abilities and encompass those to accurately measure, calculate, reason, analyze, integrate, learn, and retain information and make decisions in a timely manner. Students must be able to comprehend two and three-dimensional structures, and must be able to understand diagnostic testing and treatment regimens.

Behavioral and Social Proficiency:
Students must possess the ability to establish and maintain appropriate professional
relationships. This includes the ability to prioritize competing demands, to function in stressful circumstances, to exercise good clinical judgment, to act ethically, to be compassionate, empathetic, responsible, and tolerant toward patients and others.

**Performance Requirements**

**UTMB Physician Assistant Student**
The following outlines some examples of the demands and performance requirements required of the UTMB Physician Assistant student. (Examples included are not limited to training opportunities offered at the UTMB program.)

**Typical Mental Demands**
The UTMB Physician Assistant student must possess the ability to:

- Process, retain, comprehend, integrate, analyze, synthesize, and apply a large volume of data related to the art and science of medicine, including legal, ethical, and moral concepts
- Be present during long hours in the following settings: classrooms, laboratories, clinicals, and self-directed study situations and environments
- Respond appropriately and in a timely manner to constructive faculty feedback
- Effectively communicate through written and verbal communication skills
- Participate in educational activities that include tests, examinations, demonstrations, simulations, presentations, written communication skills, frequent and exacting evaluations
- Demonstrate the ability to gather patient data and report, perform the physical examination, conduct patient assessment and evaluation, formulate a treatment plan, and perform patient education

**Typical Physical Demands**
The UTMB Physician Assistant student must possess:

- Full range of body motion including assisting patient movement, manual and finger dexterity, and eye-hand coordination
- Normal visual and hearing acuity
- Physical capacity to stand and walk for extended hospital and clinic visits, and during frequent and prolonged patient and professional interactions
- Physical capacity to sit for long periods during classroom and laboratory experiences
- Capability to work in physically and mentally stressful situations with long and irregular hours and with exposures to communicable diseases and body fluids

**Typical Working Conditions**
The UTMB Physician Assistant student must be able to:

- Work in clinical and classroom environments with exposure to communicable diseases, toxic substances, ionizing radiation, medicinal preparations, hostile individuals, and other such conditions common to the medical and surgical environments
- Interact with a diverse patient population of all ages with a range of acute and chronic medical and surgical conditions

**Student Performance Requirements**
The UTMB Physician Assistant student will be required to perform in the following situations:
The UTMB Physician Assistant Student will be required to:
• Demonstrate a professional ethical demeanor and understanding of medical ethics and medical-legal concepts
• Display an ability to perform for long hours (physical and mental stamina)
• Complete demanding didactic and clinical evaluations, examinations, etc.
• Perform at the level determined and required by the faculty
• Participate in community and/or professional service activities
• Complete other responsibilities and tasks as assigned or required

Tasks, Functions, Competencies, and Technical Procedures for the UTMB Physician Assistant Training Program for the UTMB Physician Assistant Student

This is a summary of major tasks, skills, competencies, and technical procedures offered during the UTMB physician assistant training program. This listing includes major concepts and techniques but is not limited to all experiences and opportunities presented during matriculation at the UTMB physician assistant program.

Subjective Data Gathering and Utilization
The UTMB physician assistant graduate should be able to:
• Take a complete medical history
• Perform a comprehensive physical exam
• Order and interpret complete basic laboratory work (CBC, urinalysis, gram stain, etc.)
• Obtain a history, gather patient data, and perform a physical examination in a reasonable period of time
• Identify data from the history and physical examination which is relevant to the patient’s illness
• Synthesize all abnormal data collected in the data base into a separate problem or a collection of problems
• Develop a list of problems and properly separate them into active and inactive groups in a reasonable period of time
• Refine problems to the maximum extent possible with consistent accuracy and state clearly the overall goal for each problem
• Develop accurate therapeutic plans for each problem that are relevant to the resolution of the patient’s problems
• Write thorough progress notes that include subjective and objective information as well as an assessment and plan
• Write and record accurate progress notes within a reasonable period of time
• Possess a general knowledge of pathophysiology of common diseases and disposition of patients

Objective Data Collection
The UTMB physician assistant graduate should be able to perform, order, and interpret:
• Routine and special radiographs (chest, abdomen, skull, skeletal, and barium) studies
• Chemistry studies and fluid and electrolyte balance
• Hematology studies
• Culture results
• Electrocardiographic interpretations
• Abnormal laboratory/diagnostic data

Counseling and Patient Education
The UTMB physician assistant graduate should be able to:
• Provide counseling and patient education for problems and procedures, methods of treatment in a manner consistent with the understanding of the patient population and medical practice
• Assist individuals and families in identifying strengths to resolve their problems
• Inform individuals and families about available community resources
• Counsel parents and families on child rearing
• Counsel individuals and families about addictions and methods to cope with addictions
• Provide sex education
• Provide genetic counseling
• Provide proper information and assistance to terminally ill patients
• Counsel and assist patients who are suffering from stress, depressions or losses
• Provide information about common medical problems and explain laboratory, x-ray, and surgical procedures
• Provide information on preventative measures for communicable diseases
• Provide information on healthy lifestyles and intervention/modification for at-risk behaviors.

Technical Skills
The physician assistant graduate should be able to perform the following technical skills:
• Venipuncture
• Arterial punctures
• IV catheterization
• Urinary catheterization
• Nasogastric intubation
• Bronchial suctioning
• Aseptic techniques
• Wound care and closure of lacerations
• Immunizations (children and adult)
• IV medication administration
• Collection of various cultures (blood, sputum, urine) and performance of routine laboratory procedures (CBC, differential, urinalysis, gram stain)
• Vision screening
• Splint and cast applications
• KOH prep
• Explanation of procedures to patient, parent, and family
• Instruction about prescribed medication and other therapies
• Cardiopulmonary resuscitation (CPR)
• Advanced cardiac life support (ACLS)
• Emergency response to adverse reactions following administration of parenteral or any medication
- Mini-mental state examination
- Administration of local anesthesia
- Control of external hemorrhage
- Removal of superficial foreign bodies of the skin, ear and eye
- Feeding tube insertion
- Venous cutdown paracentesis (optional)
- Thoracentesis (optional)
- Glucose tolerance test (optional)
- Glucometer readings (optional)
- Proctosigmoidoscopy (optional)
- Tissue biopsy (optional)

Other Skills: Assist in surgery
- Identify and use appropriate surgical instruments
- Demonstrate appropriate operating room conduct
- Suture/Staple
- Dress wounds

Other Skills: Management of emergency situations
- Cardiac arrest
- Respiratory distress
- Burns
- Hemorrhage and hemogatic shock
- Trauma
- Anaphylaxis
- Ingestion of toxic substances
- Myocardial infarction
- Acute abdomen
- Septic joint
- Urinary tract infection
- Wound infection

Other Skills: Critical evaluation
- Locate and retrieve medical literature
- Discuss practice implications
- Apply ethical decision-making skills
- Apply the Physician Assistant Ethical Code of Ethics
- Read medical literature on an on-going basis
- Discuss current and controversial medical knowledge with colleagues and physicians
- Critically evaluate new medical knowledge

The Professional Curriculum
Master of Physician Assistant Studies
During enrollment, emphasis is placed on the professional role of the physician assistant student as well as academic success in the program, and the student is expected to demonstrate principles of integrity and honesty. The curriculum begins annually in the summer semester, and is divided into approximately 12 months of didactic learning followed by 14 months of clinical experiences. Before entering the clinical year, the student must successfully complete all didactic requirements. The professional curriculum includes course work in basic medical, behavioral and social sciences, supervised clinical rotations, health
work in basic medical, behavioral and social sciences, supervised clinical rotations, health policy and professional practice issues, and independent investigative studies and research. The program's training emphasis is to educate and prepare qualified primary care physician assistants from diverse backgrounds to practice and improve the delivery of primary care medicine predominantly in rural and underserved communities. During the clinical year, a variety of experiences are offered at university clinics and facilities, as well as at off-campus sites through rotations in primary care medicine, internal medicine, women and children health, surgery, and emergency medicine. Students must arrange for transportation and living expenses away from campus. On occasion when it may be necessary for the program to change assignments, sufficient notice will be given and comparable activities assigned. Upon completion of all academic, professional, and clinical training requirements, the student is conferred the designated degree of Master of Physician Assistant Studies.

**NATIONAL CERTIFICATION EXAMINATION**

Upon completion of all curriculum requirements and the award of a Master of Physician Assistant Studies degree, graduates of the program are eligible to sit for the national certification examination for physician assistants administered by the National Commission on Certification of Physician Assistants, Inc.

All states regulate physician assistant practice. Conviction of a felony offense may result in ineligibility to receive licensure in Texas. Each case is considered on an individual basis by the state licensing agency.

**PAS Professional Course of Study**

**Didactic (MPAS–I) Curriculum**

**Summer Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAS 5211</td>
<td>Introduction to Health Professions</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 5212</td>
<td>Health Promotion and Preventive Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 5403</td>
<td>Patient Evaluation I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
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**Fall Semester**

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<tbody>
<tr>
<td>PHAS 5113</td>
<td>Cross Cultural Health</td>
<td>1</td>
</tr>
<tr>
<td>PHAS 5208</td>
<td>Clinical Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 5213</td>
<td>Behavioral Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 5311</td>
<td>Pathophysiologic Processes I</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 5407</td>
<td>Clinical Medicine I</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 5503</td>
<td>Human Anatomy</td>
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**Spring Semester**

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<th>Hours</th>
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</thead>
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<tr>
<td>PHAS 5205</td>
<td>Clinical Medicine III</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 5209</td>
<td>Clinical Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>PHAS 5309</td>
<td>Diagnostic Studies</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 5312</td>
<td>Pathophysiologic Processes II</td>
<td>3</td>
</tr>
<tr>
<td>PHAS 5404</td>
<td>Patient Evaluation II</td>
<td>4</td>
</tr>
<tr>
<td>PHAS 5408</td>
<td>Clinical Medicine II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
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**Summer Semester**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PHAS 5214</td>
<td>Community Medicine</td>
<td>2</td>
</tr>
</tbody>
</table>
PHAS 5215  Applied Research  2
PHAS 5313  Clinical Preparation  3
TOTAL HOURS  7

DIDACTIC YEAR  TOTAL HOURS  50

Clinical (MPAS–II) Curriculum

PHAS 6407  Medicine I  4
PHAS 6408  Medicine II  4
PHAS 6409  Medicine III  4
PHAS 6410  Primary Care I  4
PHAS 6411  Primary Care II  4
PHAS 6412  Primary Care III  4
PHAS 6420  Women and Children I  4
PHAS 6421  Women and Children II  4
PHAS 6422  Professional Development  4
PHAS 6425  Surgery/Emergency Medicine I  4
PHAS 6426  Surgery/Emergency Medicine II  4
PHAS 6427  Surgery/Emergency Medicine III  4
PHAS 6090  Elective Rotation  4
TOTAL HOURS  52

Summer Semester

PHAS 6211  Investigative Studies  2
PHAS 6414  Professional Practice Issues  4
TOTAL HOURS  6

CURRICULUM TOTAL  108

Academic Performance Standards

These courses are open to Physician Assistant Studies majors only or with consent of the department chair. Students are expected to maintain a minimum GPA of 3.0 during each semester/term to qualify for the M.P.A.S. degree. Courses may not be taken more than twice, and the timing of the repeated course or remedial instruction will be scheduled at the discretion of departmental faculty. A cumulative GPA of 3.0 or higher is required for graduation from the MPAS program. Please see the "Academic Progress" section of this bulletin for additional information regarding academic performance standards, scholastic probation, and dismissal policies.

Admission Requirements

To be considered for admission to the physician assistant program, applicants must present official documentation of the following:

- Applicants must possess the academic and personal qualities necessary for mastery of the curriculum and future success as practicing physician assistants. Applicants should meet the minimal criteria for application and admission. All coursework is used in GPA calculations. Overall grade point average must be 3.0 or above on a 4.0 scale. Science grade point average must be 3.0 or above on a 4.0 scale.
- Program criteria and deadlines are posted at: http://som.utmb.edu/physician-assistant/pas
Refer to Admissions and Application. Deadlines are subject to change.

- Applicants must have a bachelor’s degree from a regionally accredited university or college and must have completed all prerequisites with grades of “C” or better. All prerequisite credits and receipt of the bachelor’s degree must be completed no later than the spring semester of the year of matriculation. The program does not accept prior learning experience to fulfill prerequisites and/or professional coursework credit as evidenced through written examinations, portfolios, demonstrated skills, or health care experience.
- Applicants must submit and complete the CASPA application, official transcripts, and supporting documents on or before the published deadline. CASPA application must be marked verified by the deadline.
- Applicants must complete the UTMB supplemental application.
- Results of the Graduate Record Examination (verbal and quantitative scores) must be received by CASPA in order for application to be considered complete. GRE institution code is 0437. GRE scores are valid for five years from date taken.
- Areas to include in the supporting statement: experiences (medical and otherwise), special and unique talents, honors and accomplishments, work history, community service, extracurricular activities, geographic representation, social and economic background, special personal circumstances, and leadership potential.
- Applicants must have paid appropriate fees to CASPA and UTMB.

<table>
<thead>
<tr>
<th>List of Prerequisite Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy with lab 4**</td>
</tr>
<tr>
<td>Behavioral Sciences 6</td>
</tr>
<tr>
<td>Biological Sciences for biology majors with lab 8</td>
</tr>
<tr>
<td>Chemistry for biology majors with lab 8</td>
</tr>
<tr>
<td>Genetics (without lab) 3</td>
</tr>
<tr>
<td>Immunology/Virology 3</td>
</tr>
<tr>
<td>Medical Terminology 2-3</td>
</tr>
<tr>
<td>Microbiology/Bacteriology for biology majors with lab 4 *</td>
</tr>
<tr>
<td>Organic Chemistry/Biochemistry with lab 4 *</td>
</tr>
<tr>
<td>Physiology with lab 4**</td>
</tr>
<tr>
<td>Statistics 3</td>
</tr>
</tbody>
</table>

*3 credits acceptable when university does not offer lab with course. All science courses must be for science majors.
Distance courses are accepted. No courses waived.
**A&P I and A&P II may be taken to fulfill these requirements.
Course Descriptions:
(In numerical sequence; hours of lecture, lab, clinical, conference, discussion or seminar may be substituted by one or more learning activities; see course syllabus for details.)

PHAS 5090  Topics in PA Studies  2–4 Credits
The student will be given the opportunity to demonstrate the ability to: 1) develop knowledge and skills in techniques and processes of patient management; or 2) develop advanced knowledge in the management of patients with special conditions. (Hours are arranged) Course may be repeated for credit when topic/content varies. Prerequisites: Matriculation in PAS program.

PHAS 5099  Global Health  1 Credit
The student will be given the opportunity to: 1) examine the critical global health issues; 2) describe the historical and cultural factors that influence health and development; 3) demonstrate awareness for the roles and responsibilities in health care teams in different global health settings; 4) describe basic principles of public and population health, social determinants of health, and inequalities in health; and 5) explore the influence of major international and global organizations on the theory, policy, and practice of global health (15 semester hours). Prerequisites: Matriculation in PAS program.

PHAS 5113  Cross Cultural Health  1 Credit
The student will be given the opportunity to: 1) understand the definitions of culture, race and ethnicity and their use in medical literature; 2) recognize health disparities and factors that contribute to their existence by race/ethnicity, gender, socioeconomic status, sexual orientation, and disability; 3) apply an understanding of the socio-cultural factors that may affect the patient encounter; 4) understand his/her personal cultural values and biases; and 5) understand the operation and effect of stereotyping on communication, decision-making, compliance and health outcomes. (5 lecture and 20 laboratory hours per enrollment period). Prerequisites: Matriculation in PAS program or consent of instructor.

PHAS 5205  Clinical Medicine III  2 Credits
This 4-week course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) explore several course themes and content areas through a series of clinical cases involving complex problems that span multiple organ systems; 2) expand and apply knowledge and skills in medical ethics, biostatistics, and clinical medicine, and 3) advance interdisciplinary studies between medical and physician assistant students. (15 conference and 45 hours discussion/problem-solving laboratory per enrollment period). Prerequisites: PHAS 5407 Clinical Medicine I and PHAS 5403 Patient Evaluation I.

PHAS 5208  Clinical Pharmacology I  2 credits
The student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in primary care setting to coordinate with organ systems for the current semester; 2) identify classes of drugs commonly used to manage emergent conditions; 3) recognize the prototype and commonly used drugs in each class; 4) identify the basic pharmacodynamic properties of each class of drugs and the mechanism of action and important consequences of using each class of drugs; 5) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects; 6) identify precautions or contraindications to the use of a drug; 7)
identify significant drug-drug interactions; 8) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 9) apply previously acquired statistical and critical thinking skills to evaluate literature data; 10) use resource materials for determining proper usage of chemotherapeutic agents; and 11) understand the role of the physician assistant in writing prescriptions. (30 lecture hours per enrollment period). Prerequisites: None

PHAS 5209 Clinical Pharmacology II

Continuation of PHAS 5208, Clinical Pharmacology I. The student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in primary care setting to coordinate with organ systems for the current semester; 2) identify classes of drugs commonly used to manage emergent conditions; 3) recognize the prototype and commonly used drugs in each class; 4) identify the basic pharmacodynamic properties of each class of drugs and the mechanism of action and important consequences of using each class of drugs; 5) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects; 6) identify precautions or contraindications to the use of a drug; 7) identify significant drug-drug interactions; 8) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 9) apply previously acquired statistical and critical thinking skills to evaluate literature data; 10) use resource materials for determining proper usage of chemotherapeutic agents; and 11) understand the role of the physician assistant in writing prescriptions. (30 lecture hours per enrollment period). Prerequisites: None

PHAS 5211 Introduction to Health Professions

The student will be given the opportunity to: 1) examine the role of the physician assistant in health care delivery and the scope of PA practice; 2) interpret health policy and law; 3) review the physician assistant profession and its history; 4) discuss the ethical dimensions in health care; and 5) recognize the PA role in interprofessional health care. The course will also emphasize the PA's role in health care delivery as a member of an interdisciplinary team. (30 lecture hours per enrollment period). Prerequisites: Matriculation in PAS program or consent of instructor.

PHAS 5212 Health Promotion and Preventive Medicine

The student will be given the opportunity to: 1) examine issues concerning the practice of preventive medicine; 2) identify resources that provide preventive and community health services; 3) identify health promotion and disease prevention factors that can influence a PA to provide better patient outcomes; 4) discuss the importance of screening practices and identification of risk factors for disease prevention; and 5) discuss the role of motivational interviewing. (30 lecture hours per enrollment period). Prerequisites: Matriculation in PAS program or consent of instructor.

PHAS 5213 Behavioral Medicine

The student will be given the opportunity to: 1) identify normal physical, social, and psychological processes and distinguish these from processes due to illness and injury; 2) clinically assess a patient's state of mental health and development; 3) explain the classification of common mental illnesses set forth in the Diagnostic and Statistical Manual of Mental Disorders; 4) recognize the importance of an appropriate and timely referral; 5) recognize the importance of other health care professionals in the management of patients with mental illness; and 6) accept the importance of family and community dynamics in the management of mental illness.
of patients with mental illness. (30 lecture hours per enrollment period). **Prerequisites:** Matriculation in PAS program or consent of instructor.

**PHAS 5214 Community Medicine 2 Credits**

The student will be given the opportunity to: 1) apply principles of preventive medicine and epidemiology in the primary care setting; 2) identify population specific issues regarding geriatric and pediatric patients; 3) recognize issues regarding underserved and indigent medical care; 4) identify resources in the community, state, and nation regarding financial assistance, patient education, and provider access; 5) determine the significance of cultural and ethnic factors in patient management; and 6) examine medical financing as it relates to third party billing. (22 lecture hours and 8 independent study hours per enrollment period). **Prerequisites:** Matriculation in PAS program or consent of instructor.

**PHAS 5215 Applied Research 2 Credits**

The student will be given the opportunity to: 1) interpret and evaluate scientific studies in the health professions; 2) develop and construct a research proposal; 3) obtain the faculty, school, and institutional approvals necessary to conduct research; and 4) perform a literature review process. (30 lecture hours per enrollment period). **Prerequisites:** Matriculation in PAS program or consent of instructor.

**PHAS 5309 Diagnostic Studies 3 credits**

The student will be given the opportunity to demonstrate the ability to: 1) determine the heart rate and rhythm on a 12-lead EKG; 2) determine the axis and measure the intervals; 3) identify benign arrhythmias; 4) identify the lethal arrhythmias and understand the effects of the drugs used to manage these arrhythmias; 5) recognize the various types, locations, and degrees of severity of acute myocardial infarctions; 6) recognize EKG manifestations of serum electrolyte disturbances; 7) interpret basic radiographic procedures including chest, abdominopelvic, and skeletal X-rays; and 8) recognize the importance of an appropriate and timely referral. (30 lecture and 15 laboratory hours per enrollment period). **Prerequisites:** Matriculation in PAS program or consent of instructor.

**PHAS 5311 Pathophysiologic Processes I 3 Credits**

The student will be given the opportunity to: 1) examine the mechanisms of human disease and injury using body system approach; 2) integrate anatomic and physiologic principles with emphasis on epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, prevention, and prognosis; 3) evaluate clinical problems using basic problem-solving skills; 4) apply learned techniques and principles to develop diagnostic skills, and 5) acquire advanced knowledge relating to physiologic systems involved in disorders treated by primary care professionals. (45 lecture hours per enrollment period). **Prerequisites:** Matriculation in PAS program or consent of instructor.

**PHAS 5312 Pathophysiologic Processes II 3 Credits**

Continuation of Pathophysiologic Processes I. The student will be given the opportunity to: 1) analyze the mechanisms of human disease and injury using a body system approach; 2) integrate anatomic and physiologic principles and develop an understanding of selected diseases with emphasis on epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, prevention, and prognosis; 3) use basic problem-solving skills to evaluate clinical problems; 4) apply learned techniques and principles to develop diagnostic skills; and 5) examine advanced knowledge relating to physiological systems.
PHAS 5313  Clinical Preparation  3 Credits

This course is designed to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) identify the indications for performing specific procedures; 2) perform the appropriate procedures; 3) counsel the patient regarding both procedures and management; 4) interpret data acquired from procedures in the primary care and relevant subspecialty areas; 5) successfully perform resuscitative procedures under simulated clinical conditions; 6) complete electronic medical record training and patient tracking training, 7) prepare for clinical practice through appropriate training on professionalism and expectations of the clinical year, and 8) update immunization records and other necessary credentialing for the clinical year. (90 laboratory hours per enrollment period). Prerequisites: Matriculation in PAS program or consent of instructor.

PHAS 5403  Patient Evaluation I  4 credits

The student will be given the opportunity to: 1) communicate skillfully with patients using appropriate interviewing and patient education techniques; 2) administer a thorough medical history; 3) demonstrate proper use of instruments and techniques used in performing the physical examination; 4) correlate and apply information acquired in anatomy, physiology, and other courses with application and importance in the performance for physical examination and medical interviewing; 5) analyze abnormal physical examination and interview findings; 6) correlate essentials of historical data with physical examination findings; and 7) develop patient education methods, techniques, and locate available resources for patients (45 lecture hours and 60 laboratory hours per enrollment period). Prerequisites: Matriculation in PAS program or consent of instructor.

PHAS 5404  Patient Evaluation II  4 credits

The student will be given the opportunity to demonstrate the ability to: 1) elicit historical information from selected patients; 2) perform the appropriate physical examination of the patient; 3) develop an appropriate write-up for the patient that documents history and physical findings; 4) construct an assessment and management plan for the patient incorporating the history and physical findings; 5) utilize appropriate medical terminology, abbreviation, and nomenclature for documentation; 6) gain appreciation for the significance of the data gathered in formulating management plans for the care of the patient; 7) apply principles of evidence-based medicine; 8) present the information gathered clearly and concisely, either verbally and/or in writing to the supervising faculty member(s); and 9) identify patient safety issues and the role of risk management in patient care. (30 lecture hours and 60 laboratory hours per enrollment period). Prerequisites: PHAS 5403 Patient Evaluation I.

PHAS 5407  Clinical Medicine I  4 Credits

The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine. (60 lecture hours per enrollment period). Prerequisites: Matriculation in PAS program or consent of instructor.
PHAS 5408  Clinical Medicine II  4 Credits

Continuation of Clinical Medicine I. This course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to demonstrate the ability to: 1) recognize and understand clinical signs and symptoms of diseases; 2) interpret results obtained by analysis of body tissues and fluids; 3) interpret basic radiographic procedures; and 4) utilize clinical data in the management of medical problems. (45 lecture hours per enrollment period). Prerequisites: PHAS 5407, Clinical Medicine I, and PHAS 5403 Patient Evaluation I.

PHAS 5503  Human Anatomy  5 credits

Students will be given the opportunity to acquire advanced knowledge of the anatomical structures of the human body, including but not limited to the head and neck, thorax, abdomen, pelvis, and extremities, and developing knowledge essential to be able to: 1) understand how anatomy relates to function; 2) identify anatomic structures in a surgical setting; 3) distinguish normal from abnormal structures; 4) demonstrate respect for the human body; 5) appreciate the complexity of the human body; and 6) interpret research related to anatomy. Laboratory includes study of a prosected cadaver. (46 lecture and 45 laboratory hours per enrollment period). Prerequisites: Matriculation in PAS program.

PHAS 6090  Elective Rotation  4 Credits

The student will be given the opportunity to demonstrate the ability to manage more complex patient care problems in the particular discipline chosen. (Hours are arranged). Course may be repeated for credit when topic/content varies. (4-week rotation). Prerequisites: Matriculation in MPAS-II curriculum.

PHAS 6211  Investigative Studies  2 Credits

The student will be given the opportunity to: 1) critically read, interpret, and analyze the results of a research study; 2) prepare a final written manuscript; and 3) search publishing opportunities for his/her manuscripts. (30 lecture hours per enrollment period). Prerequisites: Matriculation in MPAS-II curriculum.

PHAS 6407  Medicine I  4 Credits

The student will be given the opportunity to demonstrate the ability to: 1) elicit, organize, and record data both for a comprehensive and problem-oriented patient evaluation; 2) order or recommend appropriate laboratory, radiologic, and other diagnostic studies; 3) interpret physical exam and diagnostic data; 4) formulate management plans for the patient problems; 5) follow patients' progress by reviewing their records and periodically reevaluating their conditions; 6) assist the physician in appropriate procedures; 7) counsel and educate the patient about health maintenance issues; 8) understand and institute necessary emergency medical care, when indicated; 9) apply previously acquired knowledge in the management of patients; 10) apply principles of evidence-based medicine; 11) apply data gathering techniques and participate in designing and/or collecting data in clinical trials; and 12) make written and oral presentations of selected patient conditions. (4-week rotation) Prerequisites: Matriculation in MPAS–II curriculum.

PHAS 6408  Medicine II  4 Credits

The student will be given the opportunity to demonstrate the ability to: 1) elicit, organize, and record data both for a comprehensive and problem-oriented patient evaluation; 2) order or recommend appropriate laboratory, radiologic, and other diagnostic studies; 3) interpret
The student will be given the opportunity to: 1) organize and record data both for a comprehensive and problem-oriented patient evaluation; 2) order or recommend appropriate laboratory, radiologic, and other diagnostic studies; 3) interpret physical exam and diagnostic data; 4) formulate management plans for the patient problems; 5) review patient records and periodically reevaluate their condition in order to follow their progress; 6) assist the physician in appropriate procedures; 7) counsel and educate the patient about health maintenance issues; 8) evaluate and institute necessary emergency medical care, when indicated; 9) apply previously acquired knowledge in the management of patients; 10) apply principles of evidence-based medicine; and 11) make written and oral presentations of selected patient conditions. (4-week rotation) Prerequisites: Matriculation in MPAS–II curriculum.

PHAS 6409  Medicine III 4 Credits

This course is designed to emphasize student training in primary care disciplines. The student will be given the opportunity to: 1) examine how to manage complex problems in the primary care area; 2) discuss knowledge acquired during this and other clinical rotations and how it will benefit the primary care setting; and 3) discuss how this knowledge benefits the physician and patient in the primary care setting. (4-week rotation) Prerequisites: Matriculation in MPAS–II curriculum.

PHAS 6410  Primary Care I 4 Credits

This course is designed to emphasize student training in primary care disciplines. The student will be given the opportunity to: 1) examine how to manage complex problems in the primary care area; 2) discuss knowledge acquired during this and other clinical rotations and how it will benefit the primary care setting; and 3) discuss how this knowledge benefits the physician and patient in the primary care setting. (4-week rotation) Prerequisites: Matriculation in MPAS–II curriculum.

PHAS 6411  Primary Care II 4 Credits

This course is designed to emphasize student training in primary care disciplines. The student will be given the opportunity to: 1) examine how to manage complex problems in the primary care area; 2) discuss knowledge acquired during this and other clinical rotations and how it will benefit the primary care setting; and 3) discuss how this knowledge benefits the physician and patient in the primary care setting. (4-week rotation) Prerequisites: Matriculation in MPAS–II curriculum.

PHAS 6412  Primary Care III 4 Credits

This course is designed to emphasize student training in primary care disciplines. The student will be given the opportunity to: 1) examine how to manage complex problems in the primary care area; 2) discuss knowledge acquired during this and other clinical rotations and how it will benefit the primary care setting; and 3) discuss how this knowledge benefits the physician and patient in the primary care setting. (4-week rotation) Prerequisites: Matriculation in MPAS–II curriculum.

PHAS 6414  Professional Practice Issues 4 Credits

The student will be given the opportunity to demonstrate the ability to: 1) exhibit their clinical skills and review didactic knowledge learning throughout the curriculum;
2) prepare for successful completion of the national certification examination through lectures, assignments, and self-learning; 3) recognize the importance of national certification, state licensure maintenance, and continuing medical education requirements; and 4) prepare for employment. (60 lecture hours per enrollment period). *Prerequisites: Matriculation in MPAS-II curriculum*

**PHAS 6420 Women and Children I**  
4 Credits

The student will be given the opportunity to: 1) examine how to manage conditions affecting women and children including opportunities in obstetrics, gynecology, and pediatrics; 2) perform histories, physical examinations, and patient counseling/education, where applicable; 3) assist the provider in appropriate procedures; 4) counsel and educate the patient and caregivers about health maintenance issues; 5) evaluate and institute necessary emergency medical care, when indicated; 6) apply previously acquired knowledge in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations of selected patient conditions. (4-week rotation). *Prerequisites: Matriculation in MPAS-II curriculum.*

**PHAS 6421 Women and Children II**  
4 Credits

The student will be given the opportunity to: 1) examine how to manage conditions affecting women and children including opportunities in obstetrics, gynecology, and pediatrics; 2) perform histories, physical examinations, and patient counseling/education, where applicable; 3) assist the provider in appropriate procedures; 4) counsel and educate the patient and caregivers about health maintenance issues; 5) evaluate and institute necessary emergency medical care, when indicated; 6) apply previously acquired knowledge in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations of selected patient conditions. (4-week rotation). *Prerequisites: Matriculation in MPAS-II curriculum.*

**PHAS 6422 Professional Development**  
4 Credits

This course is designed to prepare PA students for their futures as health care providers. The student will be given the opportunity to: 1) examine the importance of communication and interprofessional teamwork in the clinical and administrative environment; 2) identify certification and licensure requirements for graduation and beyond; 3) identify the PA role in the promotion and dissemination of research; 4) develop skills to foster the concept of lifelong learning; and 5) develop study materials for the national board examination. (4-week rotation). *Prerequisites: Matriculation in MPAS-II curriculum.*

**PHAS 6425 Surgery/Emergency Medicine I**  
4 Credits

The student will be given the opportunity to: 1) prepare and present patient records and a problem list in an organized fashion appropriate for the emergency and surgical services; 2) understand the indications, contraindications, possible complications, and limitations in the management of emergent and surgical conditions; 3) understand the indications and limitation of various diagnostic procedures; 4) assist effectively with necessary procedures in the emergency setting and pre- and post-operative periods; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions. (4-week rotation) *Prerequisites: Matriculation in MPAS-II curriculum.*
PHAS 6426  Surgery/Emergency Medicine II  4 Credits

The student will be given the opportunity to: 1) prepare and present patient records and a problem list in an organized fashion appropriate for the emergency and surgical services; 2) understand the indications, contraindications, possible complications, and limitations in the management of emergent and surgical conditions; 3) understand the indications and limitation of various diagnostic procedures; 4) assist effectively with necessary procedures in the emergency setting and pre- and post-operative periods; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions. (4-week rotation) Prerequisites: Matriculation in MPAS-II curriculum.

PHAS 6427  Surgery/Emergency Medicine III  4 Credits

The student will be given the opportunity to: 1) prepare and present patient records and a problem list in an organized fashion appropriate for the emergency and surgical services; 2) understand the indications, contraindications, possible complications, and limitations in the management of emergent and surgical conditions; 3) understand the indications and limitation of various diagnostic procedures; 4) assist effectively with necessary procedures in the emergency setting and pre- and post-operative periods; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions. (4-week rotation) Prerequisites: Matriculation in MPAS-II curriculum.
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(as of July 1, 2019)