STUDENT GUIDELINES

DEPARTMENT OF

Physician Assistant Studies

UT Southwestern Medical Center

Department of Physician Assistant Studies
School of Health Professions
The University of Texas Southwestern Medical Center

April 2026

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Scholars,

Today marks the beginning of an exciting and transformative journey as you take your first steps toward joining one of the most dynamic and in-demand health professions in the United States. We are truly honored to support you over the next thirty months as you prepare for a career defined by service, skill, and purpose.

During your time in the UT Southwestern (UTSW) Department of Physician Assistant (PA) Studies, you will engage in a curriculum that is both challenging and highly rewarding. Achieving success will require dedication, focus, and a significant investment of your time and energy. In return, you will develop the medical knowledge, clinical judgment, and technical skills needed to achieve the competencies of the UTSW PA Program and become a capable and compassionate healthcare professional. We are confident in your ability to meet these high standards and thrive in this environment.

As you begin, we encourage you to carefully review the program's Student Guidelines Manual. This important resource outlines the policies and procedures that guide your experience in the UTSW PA Program and will help you navigate the program successfully. Should you have any questions, please refer to this manual and reach out to our faculty and staff. We are here to support you every step of the way.

We are delighted to welcome you to the UTSW PA Program and look forward to watching you grow and succeed in the months ahead. Here's to a meaningful and impactful journey!

Sincerely,



Temple Howell-Stampley, MD, MBA, MACP
P. Eugene Jones Ph.D., PA-C Professorship in Physician Assistant Studies
Cissy and W. Plack Carr, Jr. Professorship in Medical Education
Department Chair and Program Director | Department of Physician Assistant Studies
Professor | Department of Internal Medicine | Division of General Internal Medicine

I. Purpose of Student Guidelines

These Student Guidelines apply to students enrolled in the Department of Physician Assistant Studies in the School of Health Professions at the University of Texas Southwestern Medical Center ("UT Southwestern"). These guidelines are in addition to and not instead of the policies and procedures outlined in the General Catalog and School of Health Professions Catalog, available online at: https://www.utsouthwestern.edu/education/utsw-catalog/. Students are also expected to abide by the catalogs, UT Southwestern's *Handbook of Institutional Policies and Operating Procedures*, the Board of Regents' *Rules and Regulations* of the UT System, course syllabi, and all other rules and requirements applicable to students.

Please read these Student Guidelines carefully. At the end of this manual, you will find an acknowledgment form stating you have received a copy of these Student Guidelines, and you understand your responsibilities to comply. The form is to be signed, dated and returned to the department office during orientation.

The Student Guidelines are a general information publication only. They are not intended to, nor do they contain all policies that relate to students. The Student Guidelines, although revised annually, cannot always reflect up-to-the-minute changes and are subject to revision by UT Southwestern at any time.

UT Southwestern reserves the right to withdraw a course at any time, or to change fees or tuition, rules, calendars, curriculum and any other policies or requirements affecting students. The Student Guidelines do not constitute a contract, express or implied, between any applicant, student, employee, or faculty member and The University of Texas System, its Board of Regents, The University of Texas Southwestern Medical Center, or the School of Health Professions.

II. Handbook of Institutional Policies and Operating Procedures.

UT Southwestern's Handbook of Institutional Policies and Operating Procedures is maintained electronically and available online.

To find individual policies, go to the link above. Click the drop down arrow for Institutional Handbook Catalog. Then choose the appropriate chapter. Policies are listed by number. If you know the policy number, use the Advanced Search option.

- Chapter 1 – Organization and Governance (ORG)
- Chapter 2 – Administration (ADM)
- Chapter 3 – Ethics, Compliance, and Standards of Behavior (ETH)
    - ETH-151 Equal Opportunity
    - ETH-153 Title IX Sexual Harassment: Formal Grievance Policy
    - ETH-154 Sexual Harassment and Sexual Misconduct
    - Chapter 4 – Campus Security and Preparedness (SEC)
    - SEC-153 Badge and Identification Requirements
- Chapter 5 – Environmental Health and Safety (EHS)
- Chapter 6 – Information Security, Privacy, and Resources (ISR)
- Chapter 7 – Fiscal Management (FIM)

- Chapter 8 – Facilities and Support Services (FSS)
    - FSS-103 Protected Expression on Campus
- Chapter 9 – Employees (EMP)
- Chapter 10 – Students, Postdoctoral Scholars, Residents, and Fellows (EDU)

EDU-100 General Administrative Policies

- EDU-102 Learner Complaints and Resolutions
- EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities
- EDU-105 Learners' Personal Information
- EDU-106 Professional Liability Insurance
- EDU-107 Immunizations and Infectious Disease Prevention Requirements
- EDU-109 Learner Pregnancy and Parenting Nondiscrimination
- EDU-110 Student Participation in Selection of Food Service Vendors
- EDU-113 Student Travel
- EDU-114 Background Checks
- EDU-117 Fitness for Participation in UT Southwestern Activities
- EDU-118 Drug Testing Requirement
- EDU-119 Admissions
- EDU-120 Non-medical Leaves of Absence
- EDU-121 Curriculum and Credit Hours
- EDU-122 Transfer Credit and Advanced Standing

EDU-150 Student Conduct and Discipline

- EDU-151 Student Conduct and Discipline
- EDU-151P-01 Procedures for Student Discipline

EDU-200 Student Educational Records

- EDU-201 Student Rights Under the Family Educational Rights and Privacy Act (FERPA)

EDU-250 Student Organizations

- EDU-251 Student Organizations

EDU-300 Student Financial Responsibilities

- EDU-302 Student Financial Assistance for Education
- EDU-303 Tuition, Fees and Student Debts
- EDU-304 Residence for Tuition Purposes
- EDU-305 Tuition Exemptions

EDU-500 UT Southwestern School of Health Professions

- EDU-502 Academic Decisions – School of Health Professions
- EDU-505 Student Employment – School of Health Professions

- Chapter 11 – Faculty (FAC)
- Chapter 12 – Research (RES)
- Chapter 13 – Intellectual Property (INP)

- Chapter 14 – Health System Operation (HSO)

Non-Discrimination Statement

UT Southwestern is committed to providing equal opportunities to all members of the campus community and to maintaining an environment that is free from unlawful discrimination, harassment, and retaliation. In accordance with the Board of Regents' Rules and Regulations, UT System policy, and applicable federal and state law, no individual will be excluded from participation in, denied the benefits of, or be subjected to discrimination in UT Southwestern services, programs, and activities on the basis of race, color, national origin, religion, sex, age, disability, genetic information, protected veteran status, citizenship status, sexual orientation, gender identity, or gender expression.
UT Southwestern's Policies Against Discrimination are available in General Catalog.

III. Academic Affairs

A. Essential Functions

Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, as amended, prohibit discrimination against qualified individuals with a disability. In accordance with these and other federal and state laws, UT Southwestern is committed to providing equal opportunities for qualified applicants for admission and qualified learners with disabilities.

It is the policy of UT Southwestern that no qualified individual shall, based upon disability, be denied admission to, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity at UT Southwestern. All qualified applicants who can perform the essential functions of the desired academic program, with or without reasonable accommodation, will be given equal consideration for admission without regard to disability.

The essential functions for students in the School of Health Professions are distributed to all admitted applicants and are available in policy: EDU-103 Appendix A-2.

Students who wish to request reasonable accommodations due to disability can complete the online form: Student Learner/Applicant - Formal Request for Accommodation Due to Disability. See EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities for more information regarding the process of requesting reasonable accommodations due to disabilities.

Visit the Office of Access & Title IX for more information. Direct questions to Accessibility@utsouthwestern.edu, or by calling 214-648-3694.

B. Academic Standards and Progress

1. General

All aspects of academic performance must be satisfactory for the student to be promoted and remain in the program. Academic decisions will be made in accordance with the Student Guidelines for each program and EDU-502 Academic Decisions – School of Health Professions.

2. Faculty Advisor

All students will be assigned a member of the faculty as their Faculty Advisor. Each student is encouraged to meet with their Faculty Advisor whenever a personal or academic problem arises that might impede their progress in the program. The role of the Faculty Advisor is to ensure that the student is making satisfactory progress in the program and timely referral to institutional services as appropriate. Each student is required to meet with his or her Faculty Advisor at least once each semester so that the Faculty Advisor may ensure that the student is making satisfactory progress and to suggest any needed improvements.

3. Grading

- EDU-502 Academic Decisions – School of Health Professions

For more specific information on grading please refer to the Program Specific Grading section of these Student Guidelines.

NOTE: Courses taught by other departments may use different grade scales.

4. Examinations

Students are expected to take all examinations on the scheduled date. The course instructor may allow rescheduling of an examination if circumstances warrant (e.g. documented illness, previously identified religious holiday, or death in the family). Learners may request rescheduling of an examination as a reasonable accommodation due to disability (See EDU-103). There will be no other exceptions to this policy.

If a student fails to take a scheduled examination without obtaining permission from the course instructor in advance, the student will receive a “zero” on that scheduled examination. Examinations are generally “timed,” therefore; all examinations will begin on the scheduled date and at the scheduled time. A student who has been delayed may be admitted to the examination up to 15 minutes after the session has started. The student will not be given any extra time to complete the examination. Students arriving more than 15 minutes after the start time will automatically receive a “zero” on the examination. Under extenuating circumstances and with timely notification from the student, exceptions to this policy may be considered by the course instructor.

5. Satisfactory Performance and Progress

a. Academic Performance

Students enrolled in the UT Southwestern School of Health Professions are expected to meet certain academic standards and exhibit professional and ethical behavior. Academic performance and professionalism are monitored on an ongoing basis by department faculty and administration. The assignment of grades; distribution of progress reports; designation of academic warning, probation, suspension, and dismissal; requirements for withdrawals; and the procedures for grade grievances,

academic decisions, and appealing academic decisions are set forth in EDU-502. See section V.I.1 for information about specific academic performance standards in the Department of Physician Assistant Studies

b. Academic Deficiencies

An academic deficiency is defined as any aspect of academic performance that does not meet established Department of Physician Assistant Studies program or departmental standards.

If an academic deficiency occurs, the student will be referred to the Department's Committee on Student Progress for review. The Committee on Student Progress has wide discretion to evaluate student performance and determine appropriate action. Depending upon the frequency, nature, and extent of the deficiency, the Committee on Student Progress may recommend a student be (1) placed on academic warning, probation or suspension, (2) required to repeat a course, an exam, a rotation, or extend training, (3) required to remove the deficiency by specific remediation activities, or (4) dismissed from the program. These actions are not necessarily progressive. For example, a student may be dismissed for serious academic deficiencies, even if the student was not previously placed on academic warning or probation. Graduation may be delayed for students who are required to repeat a course or a rotation or extend their training, which may result in additional tuition and fees to satisfactorily complete the program curriculum.

Students may be placed on academic probation at the end of any semester in which performance does not meet established program or departmental standards. A student placed on academic probation must remedy the particular academic deficiencies in the time and manner specified by the program. A student may be placed on academic probation only once. If a student fails to overcome the specified academic deficiencies the following semester, the student will be dismissed. If the student meets the conditions for academic probation a second time, the student will be dismissed. Academic dismissal is a permanent separation from UT Southwestern and is recorded on the official transcript. Students who have been dismissed may not reapply for admittance to any UT Southwestern school or program.

Academic decisions in Health Care Sciences (HCS) designated courses are the responsibility of the HCS course director. If academic deficiencies occur within HCS designated courses, students are required to follow the remediation guidelines established by HCS course directors. Academic deficiencies in HCS designated courses may prompt review by the Committee on Student Progress.

For information about academic decisions and grievance and appeal procedures, please refer to: EDU-502 Academic Decisions – School of Health Professions. See section V.I.3 for specific information about academic deficiencies in the Department of Physician Assistant Studies.

c. Academic Support

Student Academic Support Services (SASS) is located on the first floor of the S Building on South Campus and offers a comprehensive array of resources and support services to enhance student learning. Access to SASS is free to all students. Learning comprehension and retention activities, which are provided to students both individually and in groups, may include the following:

Learning Skills and Academic Advising/Counseling: For students experiencing academic problems, assistance with learning skills, academic assessment, advising and counseling is available. Assistance is also available to all students who are performing satisfactorily but seek to improve their study skills. The SASS Director is qualified to administer psycho-educational assessments to students who may have information processing problems.

Learning Skills Seminars: Seminars are presented for the benefit of all students and address common issues such as effective use of resources, time management and test-taking skills. Students may complete self-assessments as part of the seminars to develop insight into their beliefs and behaviors towards learning and resilience.

Additional support to students may include the following:

Reasonable Accommodations: Students who wish to request reasonable accommodations due to disability can complete the online form: Student Learner/Applicant - Formal Request for Accommodation Due to Disability See EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities for more information regarding the process of requesting reasonable accommodations due to disabilities. Visit the Office of Access & Title IX for more information. Direct questions to Accessibility@utsouthwestern.edu, or by calling 214-648-3694.

Medical Leave of Absence: The Office for Access and Title IX processes student requests for Medical Leave of Absence (MLOA) as a reasonable accommodation due to disability in accordance with EDU-103.

Reasonable Accommodations Due to Pregnancy and Related Conditions: Learners may request reasonable accommodation due to pregnancy and related conditions in accordance with EDU-109 Learner Pregnancy and Parenting Nondiscrimination.

Leaves of Absence for Pregnant and Parenting Learners: Pregnant and parenting learners may request leaves of absence in accordance with EDU-109 Learner Pregnancy and Parenting Nondiscrimination.

Nonmedical Leave of Absence: Students may request a nonmedical leave of absence through the procedures described in EDU-120 Nonmedical Leaves of Absence.

6. Standards of Conduct

All students are expected and required to obey federal, State, and local laws; to comply with the Regents' *Rules and Regulations* and all policies, procedures, rules and regulations of The University of Texas System and UT Southwestern; to follow directives issued by an administrative official of the UT System or UT Southwestern in the course of their official duties; and to observe standards of conduct appropriate for an academic medical institution.

Requisite standards of conduct are outlined in EDU-151 Student Conduct and Discipline. All disciplinary actions will be handled in accordance with EDU-151P-01 Procedures for Student Discipline.

7. Attendance

If classes, labs, or other activities are missed for any reason, the decision as to whether the work can be made up is at the discretion of the course instructor. HCS course policies regarding attendance may differ from the Department policies and the HCS course policy applies.

It is the student's responsibility to contact the course instructor or preceptor as soon as the student knows they will be absent or late and to make arrangements to make up missed work, if permitted. Excusable reasons for absence include: (1) illness; (2) death or illness in immediate family; (3) jury duty; (4) military service; (5) subpoena; and (6) faculty-approved attendance at professional conferences. An absence that is not timely reported is considered unexcused.

For additional information, please refer to the Program Specific Attendance section V.L.

8. Health Insurance Portability and Accountability Act (HIPAA) Compliance Requirements

All students having direct contact with patients and/or access to patient records, or "protected health information," are required to abide by all UT Southwestern policies and procedures governing patient privacy and medical records. Students will receive HIPAA compliance training, in accordance with UT Southwestern policy. Furthermore, clinical affiliates may impose additional requirements for HIPAA training of students.

Students must complete HIPAA training within the first 30 days of enrollment at UT Southwestern, regardless of the number of hours in which a student is enrolled. At the time of matriculation, students will be provided with the URL to the on-line HIPAA training in Taleo Learn.

C. Electronic/Telephone/Mobile Device Use

1. E-Mail and Social Media

Students are expected to abide by all UT Southwestern policies governing use of UT Southwestern's information resources. All students will be assigned a university e-mail account using Microsoft Exchange/Outlook. All e-mail information from the academic and clinical departments will be sent to the Outlook address with the extension "@utsouthwestern.edu." **Students are responsible for checking and responding to Outlook e-mail within 48 hours, as instructed by the department.** Auto-forwarding to a non-UT Southwestern email account(s) is strictly prohibited. Users must use UT Southwestern's Microsoft Outlook Web Access to retrieve UT Southwestern email when not using the Outlook client. UT Southwestern information resources, including email accounts, belong to UT Southwestern and should never be considered private. UT Southwestern email is made available to users for use in UT Southwestern-related activities and to facilitate the efficient exchange of useful information. With the privilege of email comes the responsibility to use email in an appropriate manner that demonstrates civility and respect for others. Misuse of UT Southwestern information resources may result in disciplinary action, up to and including dismissal.

At no time are users allowed to post confidential information to social media applications or other publicly available websites. All rules and policies for information security and privacy apply when utilizing social media.

For additional information on email and social media please refer to the Social Media Guidelines posted on the UT Southwester intranet.

For additional information on all use of information resources, please refer to Chapter 6 (Information Security, Privacy & Resources) in the *Handbook* and to: ISR-104 Acceptable Use of Information Resources.

2. Telephones

The telephones designated for student use are located in the 4th floor student lounge and in the main lobby, as well as in the student resource center (computer laboratory) on the 7th floor. Students should not use departmental telephones. Students should provide the Department's main number to persons who need to reach them in an emergency. Otherwise, students should use other means for obtaining personal messages while they are on campus.

3. FAX

The Departmental and Dean's Office FAX machines are not for student use.

4. Cell phones/Smart phones/Pagers

Cell phones/smart phones/pagers must be turned off, silenced, or on vibrate during class and when guidelines dictate in a clinical facility, according to the policy of the facility. **Students may not have cell phones/smart phones, pagers, or any other electronic devices on their person or at their desk during written or practical exams, except as explicitly instructed for remote exams.** Other arrangements should be made for emergency calls during exams.

5. Tablets and laptop/notebook computers

Tablets and laptop/notebook computers may be used in the classroom, only in a manner that does not disturb other students or the instructor. During exams, students may not use computers, tablets, or any other electronic devices without instructor approval, except as explicitly instructed for remote activities.

For further clarification on the use of any electronic devices, students should consult their instructors.

IV. Student Affairs

A. Student Rights

1. Protection of Education Records

The University of Texas Southwestern Medical Center adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Texas Public Information Act regarding disclosure of student records. Please refer to EDU-201 Student Rights Under the Family Educational Rights and Privacy Act.

2. Mistreatment

UT Southwestern is committed to providing students with clear pathways and processes for bringing forward concerns and complaints and to resolving complaints using reasonable, fairly administered, and well-publicized policies and procedures. UT Southwestern employs various complaint and resolution procedures, depending on the substance and nature of the complaint.

Please refer to EDU-102 Learner Complaints and Resolutions for guidance on the various complaint and resolution policies and processes available to students.

Complaints or reports of Title IX Sexual Harassment should be submitted to the Title IX Coordinator in accordance with ETH-153 Title IX Sexual Harassment: Formal Grievance Policy.

For complaints regarding discrimination on a basis other than Title IX Sexual Harassment, the student should follow the complaint procedure outlined in the General Catalog Policies Against Discrimination.

B. Other General Guidelines

1. Inclement Weather Policy

As an academic medical center providing patient care, The University of Texas Southwestern Medical Center must remain open regardless of weather conditions. If you question whether a specific class has been postponed due to weather, call the Department office and your class telephone tree contact for information.

Due to the variability of supervised practice activities, cancellations will vary depending upon the site. If inclement weather makes it dangerous to travel to the clinical facility, the student must contact the clinical instructor and the clinical facility as soon as possible to inform them that he or she will not be there and to see that any important patient responsibilities are covered. The student should speak directly to the supervising instructor and discuss alternatives for completing patient responsibilities, including attempting to come in later in the day.

In making the decision regarding attendance during inclement weather, consider that:

1. The student has a professional responsibility to the patient/client and the facility to which he or she is assigned.

2. The student can best judge the danger to their own safety based upon transportation situations and other factors.

2. Student Exposure to Blood and/or Body Fluids

Procedures for Exposure can be found at EDU-107 Immunization and Infectious Disease Prevention Requirements

If you have been exposed to a patient's blood or body fluid, first rinse the affected area thoroughly and page the UT Southwestern Occupational Health pager (214-645-1600) immediately. You will receive instructions about post-exposure protocol.

If the exposure occurs at Parkland, VAMC, or other facility, you need to contact the UT Southwestern exposure pager (214-645-1600) as well as the facility exposure pager or charge nurse.

3. Use of UTSW Logo

- ADM-201 Use of University Name, Logomark, Logotype, and Seal

4. Smoking on Campus

- SEC-205 Tobacco-Free Environment

5. Weapons on Campus

- SEC-155 Weapons on Campus

6. Children in the Workplace

- SEC-351 Children in the Workplace

7. Protected Expression on Campus

- FSS-103 Protected Expression on Campus

8. Tutoring Services

Free tutoring services are offered to students in the SSHP taking the following Health Care Sciences courses: anatomy, anatomy laboratory, physiology, and neuroscience (summer semester) and pathology (fall semester). Pre-exam reviews are open to all SSHP students and post-exam reviews are held by invitation only depending on students' examination grades.

9. Student Health Services

UT Southwestern provides for the health of students through Student Health Services, which is located at the Professional Office Bldg. 1, 2nd Floor (Suite 204) West Campus, 5959 Harry Hines Blvd., across Record Crossing from the Southwestern School of Health Professions (SSHP) building. Student Health Service is staffed full-time by a provider and medical support staff. Office hours are 8AM to 12PM and 1PM to 5PM Monday through Friday. 214-645-8690.

The Student Wellness and Counseling Center provides personal counseling, psychotherapy, group therapy, and psychiatric services and is located at 5323 Harry Hines Blvd., in the S Building on South Campus, Suite S2.100 (2nd floor). To schedule an appointment call 214-645-8680. The UTSW

Wellness and Crisis Line is a confidential service that offers an opportunity for UTSW students to talk with trained counselors about urgent concerns after hours. A counselor is available every day of the year, including holidays, at 214-645-8680.

Detailed information for services provided by the Student Health Clinic are found on the Student Health Services webpage.

Detailed information for services provided by the Student Wellness and Counseling Center are found on the Student Wellness and Counseling webpage.

Information regarding required immunizations can be found at: EDU-107 Immunizations and Infectious Disease Prevention Requirements.

10. Student Health Insurance

All SSHP students are required to have and maintain valid major medical health insurance coverage while enrolled. This coverage may be with the UT System-sponsored plan or coverage from another provider. For students who do not have their own health insurance policy, UT Southwestern has contracted with the AcademicBlue℠ Student Health Plan, a Blue Cross Blue Shield plan. Information regarding health insurance requirements is included with registration materials and are found on the Student Health Insurance Coverage Requirements webpage.

11. Student Assistance Committee

A significant percentage of practicing physicians, healthcare professionals and basic scientists will become impaired or experience a major setback during their careers due to chemical dependency, psychiatric or physical disorders, or an overwhelming life stressor. Often, these problems can occur during their training. EDU-117 Fitness for Participation sets forth the process for reporting, evaluating, and addressing suspected or confirmed impairment. To the extent the impairment is related to a disability and the student needs reasonable accommodations, students should refer to EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities.

UT Southwestern has established the Student Assistance Committee (SAC) to help impaired students and students facing life problems that are significantly impacting their ability to function effectively. SAC was established based on the following premises:

1. Substance use disorders and psychiatric disorders are treatable conditions.
2. Students with problems that are negatively impacting their ability to function have a responsibility to themselves, their profession, and society to recognize and seek assistance in combating the problem(s). If a student is unable or unwilling to seek assistance, fellow students, faculty and administrators have a responsibility to identify these individuals and assist them in obtaining the most competent and effective support available.
3. An institution responsible for training physicians, health professionals and basic scientists should encourage and facilitate the recognition and treatment of serious problems and provide ongoing support for students who are struggling due these problems.

The purpose of SAC is to encourage and facilitate recognition, intervention, treatment, and rehabilitation of students with a suspected or confirmed impairment.

Students may refer themselves to SAC by contacting any one of its members. Students may also be referred by the dean or associate dean pursuant to EDU-117 Fitness for Participation. Faculty, mentors, program directors, course directors, or fellow students who have concerns about a student should contact their associate dean.

The goal of SAC is to support and assist students so that they can regain full functioning, successfully complete their training, and acquire the skills and perspective necessary to have a fulfilling professional career. SAC is dedicated to assisting students in obtaining help while continuing their education, with the fewest possible restrictions and without stigma.

All medical information obtained by SAC, including the results of drug and alcohol screening, is maintained by UT Southwestern as confidential. All educational records will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA), and all medical committee and peer review discussions, investigations, deliberations, and documentation will be maintained in accordance with the Texas Medical Practice Act. All records are maintained in accordance with applicable law, UT Southwestern policy, and established records retention requirements. SAC may periodically report information to the dean or associate dean regarding a student's compliance, progress, and fitness for continued participation in UT Southwestern-related activities. SAC may consult with other individuals concerned about a student with the permission of the student.

Students in need of assistance with drug or alcohol abuse, dependence, or other related problems may contact the Chair of the Student Assistance Committee (214) 645-3192, Student Health Services (214-645-8690), or Student Wellness and Counseling (214-645-8680) for confidential counseling.

V. Program Specific Information

A. Mission and Vision of the Department of Physician Assistant Studies

The *Mission* of the UT Southwestern Department of Physician Assistant Studies, in accordance with the *Competencies for the Physician Assistant Profession* as set forth by the consortium of the National Commission on Certification of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the PA Education Association (PAEA) and the American Academy of Physician Associates (AAPA), is as follows:

- Excel in the art and science of PA education
- Promote inter-professional primary health care delivery to a multifaceted and dynamic population to improve health outcomes.
- Foster a dedication to evidence-based medicine, quality improvement, and patient safety.
- Cultivate a commitment to faculty, staff, and student wellness.
- Encourage leadership, service, and excellence among our faculty, staff, students, and graduates.

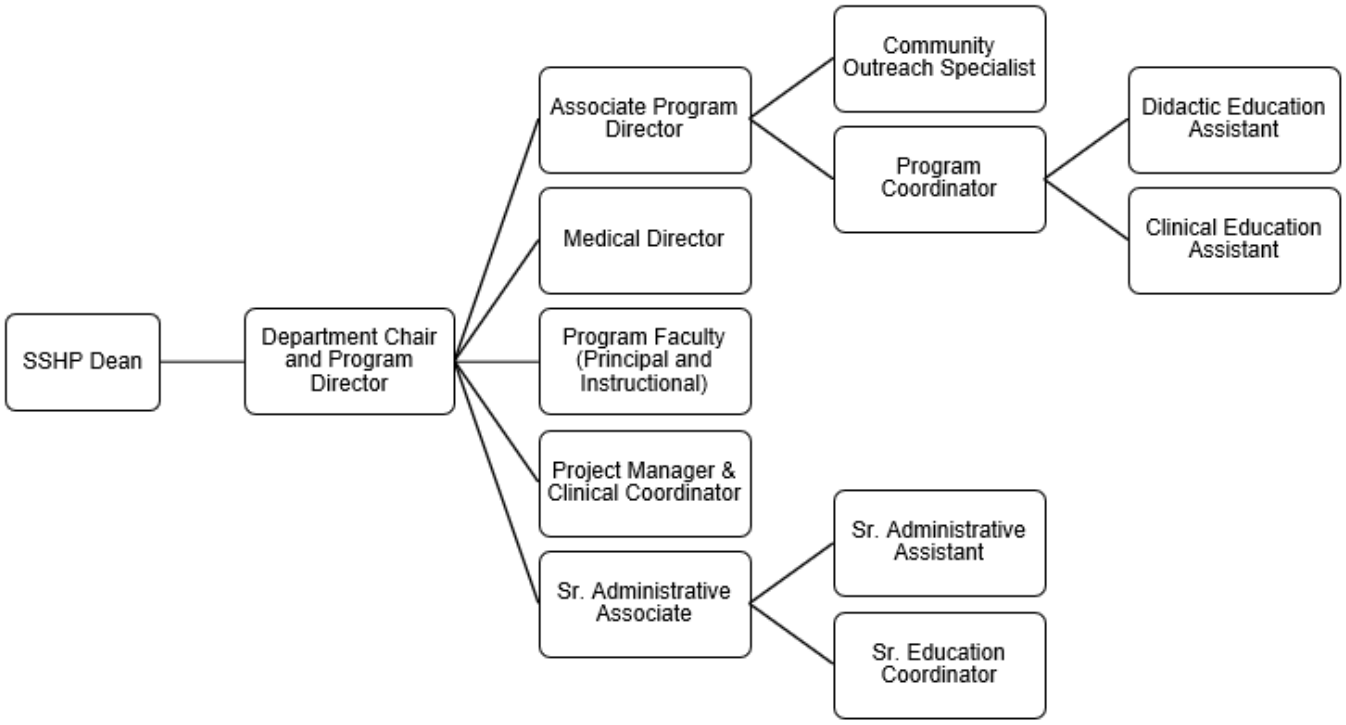
The *Vision* of the Physician Assistant Studies Program is to become a destination PA program for economically and environmentally disadvantaged faculty, staff and students while achieving and maintaining excellent outcome measures.

B. Accreditation Statement

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the UT Southwestern School of Health Professions Physician Assistant Program sponsored by the University of Texas Southwestern Medical Center, Southwestern School of Health Professions. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be 2033M. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.
Accreditation Review Commission on Education for the Physician Assistant
3325 Paddocks Parkway, Suite 345
Suwanee, GA 30024
Phone: 770-476-1224

C. Organizational Chart for the Department of Physician Assistant



D. Program Competencies and Program Learning Outcomes

The Department of Physician Assistant Studies Program-Defined Competencies are based on the Competencies of the PA Profession (Adopted 2005, amended 2012, 2021). Its Program Learning Outcomes were derived from the sub-competencies and reflect the seven domains of the PA professional competencies required for entry into practice. Each MPA designated course includes specific course learning outcomes and instructional objectives that guide student acquisition of the Program Learning Outcomes as they progress through the curriculum. Upon successful completion of all courses within the curriculum, students are enabled to achieve all Program-Defined Competencies.

Program Competency 1 – Knowledge for Practice

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

Program Learning Outcomes – Knowledge for Practice

1.1 Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision making, clinical problem-solving, and other evidence-based practice skills.
1.2 Discern among acute, chronic, and emergent disease states.
1.3 Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention and health promotion efforts for individuals and populations.
1.4 Identify and address social determinants that affect access to care and deliver high-quality care in a value-based system.
1.5 Consider cost-effectiveness when allocating resources for individual patient or population-based care.
1.6 Access and interpret current and credible sources of medical information.

Program Competency 2 – Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Program Learning Outcomes – Interpersonal and Communication Skills

2.1 Communicate effectively to elicit and provide information recognizing and providing solutions to communication barriers.
2.2 Establish meaningful, therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that the needs and goals are met to deliver person-centered care.
2.3 Provide effective, equitable, understandable, respectful, quality and culturally competent care that is response to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
2.4 Demonstrate sensitivity, honesty and compassion in all conversations, in particular difficult conversations (e.g., end of life, adverse events, bad news, disclosure of errors and other sensitive topics).
2.5 Understand emotions, behaviors, and responses of others, which allows for effective interpersonal interactions.
2.6 Accurately and thoroughly document medical information for medical, legal, financial, quality improvement and patient safety purposes.
2.7 Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.

Program Competency 3 – Person Centered Care

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and health care that is evidence-based, supports patient safety, and advances health equity.

Program Learning Outcomes – Person Centered Care

3.1 Gather essential and accurate information about patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.
3.2 Elicit and acknowledge the story of the individual and apply the context of the individual's life to their care, such as environmental and cultural influences.
3.3 Interpret data to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment.
3.4 Develop and implement effective patient management plans.
3.5 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
3.6 Refer patients appropriately; ensure continuity of care throughout transitions between providers or settings, and follow-up on patient progress and outcomes.
3.7 Provide health care services to patients, families, and communities to prevent health problems and to maintain health.

Program Competency 4 – Interprofessional Collaboration

Demonstrate the ability to engage with a variety of other health care professionals in a manner that optimizes safe, effective, patient- and population-centered care.

Program Learning Outcomes – Interprofessional Collaboration

4.1 Work effectively with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, inclusivity, ethical integrity, and trust.
4.2 Communicate effectively with colleagues and other professionals to establish and enhance interprofessional teams. Interpret data to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and clinical judgment.
4.3 Engage the abilities of available health professionals and associated resources to complement the PA's professional expertise and develop optimal strategies to enhance patient care.
4.4 Recognize when to refer patients to other disciplines to ensure that patients receive optimal care at the right time and appropriate level.

Program Competency 5 – Professionalism and Ethics

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations.

Program Learning Outcomes – Professional and Ethics

5.1 Adhere to standards of care in the role of the PA in the health care team.
5.2 Demonstrate accountability to patients, profession, and society.
5.3 Demonstrate cultural humility and responsiveness to a diverse patient population including diversity in sex, gender identity, sexual orientation, age, culture, race, ethnicity, socioeconomic status, religion, and abilities.
5.4 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, patient autonomy, informed consent, and compliance with relevant laws, policies, and regulations.
5.5 Demonstrates a commitment to lifelong learning, personal wellness and self-care that supports the provision of quality patient care.

5.6 Demonstrate flexibility and professional civility when adapting to change.
5.7 Implement leadership practices and principles in professional role as a PA.

Program Competency 6 – Practice-based Learning and Quality Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement.

Program Learning Outcomes – Practice-based Learning and Quality Improvement

6.1 Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.
6.2 Identify, analyze, and adopt new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.
6.3 Develop a professional capacity for ongoing quality improvement.

Program Competency 7 – Society and Population Health

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions.

Program Learning Outcomes – Society and Population Health

7.1 Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
7.2 Recognize the influence of socioeconomic, environmental, and funding streams on the health of the individual and community.
7.3 Demonstrate accountability and responsibility for removing barriers within the health system that affect patient care.
7.4 Utilize principles of epidemiology in disease surveillance and outbreak tracing

E. List of Courses

DIDACTIC PHASE (Didactic courses are primarily in person with occasional online or hybrid sessions.)

SUMMER I		SEMESTER HOURS
MPA 5101	Professional Practice Issues I	1
HCS 5207	Introduction to Human Neuroscience	2
HCS 5309	Human Anatomy Lab	3
HCS 5308	Human Anatomy	3
HCS 5407	Human Physiology	4
FALL		
MPA 5102	Integration Skills I	1
MPA 5215	Pharmacology I	2
MPA 5305	Patient Evaluation I	3
MPA 5509	Clinical Medicine I	5
HCS 5306	Introduction to Pathology	3
HCS 5106	Professional Development *	
SPRING		
MPA 5103	Integration Skills II	1
MPA 5130	Evidence-Based Medicine	1
MPA 5204	Clinical Prevention and Population Health	2
MPA 5206	Patient Evaluation II	2
MPA 5216	Pharmacology II	2
MPA 5510	Clinical Medicine II	5
HCS 5106	Professional Development	1*
SUMMER II		
MPA 5206	Clinical Skills	2
MPA 5231	Psychiatry	2
MPA 5307	Patient Evaluation III	3
MPA 5511	Clinical Medicine III	5

CLINICAL PHASE (Clinical courses are conducted in person, with possible telemedicine experiences.)

MPA 5350	Professional Practice Issues II	3
MPA 5422	Women's Health	4
MPA 5423	Pediatrics	4
MPA 5428	Clinical Elective	4
MPA 5430	Psychiatry	4
MPA 5432	Emergency Medicine	4
MPA 5433	Surgery	4
MPA 5450	Directed Study	4
MPA 5451	Infectious Disease	4
MPA 5830	Internal Medicine	8
MPA 5831	Family Medicine	8
MPA 5832	Primary Care Preceptorship	8

**1 hour to be awarded at end of spring semester*

TOTAL = 112 hours over 30 months

F. Clinical Rotation Information

1. Clinical Site Identification and Coordination

Clinical site identification, coordination, evaluation, and review are the sole responsibility of the PA Program. Prospective and enrolled PA students are not required to provide or solicit clinical sites or preceptors. Students may make suggestions to the program regarding potential clinical sites. However, all decisions regarding clinical sites are at the complete discretion of the program.

The UTSW PA Program partners with clinical sites and preceptors within and outside of the Dallas-Fort Worth area to administer the program's clinical curriculum. All clinical site placements are subject to preceptor and site availability, which varies throughout the clinical phase. Clinical site placement decisions are not determined based upon a PA student's residential address. A student may be required to do no more than two core clinical rotations that are >60 miles from UT Southwestern. Housing is provided for students assigned to core clinical rotations at clinical sites >60 miles from UT Southwestern.

2. Changes in Clinical Rotations

Students requesting a change in clinical rotation schedules as a reasonable accommodation due to disability can complete the online form: Student Learner/Applicant – Formal Request for Accommodation Due to Disability. See EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities for more information regarding the process of requesting reasonable accommodations due to disabilities.

Students requesting a change in clinical rotation schedules secondary to religious accommodation will need to submit their request to the Dean of the School of Health Professions in writing. See ETH-151 Equal Opportunity for more information regarding the process of requesting religious accommodation.

Changes in clinical rotation schedules for any reason, e.g. remediation, medical and/or non-medical leave of absence, are dependent upon clinical site and clinical preceptor availability. Changes to clinical rotation schedules will likely result in a delay in program completion and may forfeit participation in annual SHP Commencement activities.

3. Out-of-State Rotations: Clinical Elective

All Physician Assistant students are required to complete a Clinical Elective (MPA 5428). The Clinical Elective can be completed in a medical or surgical setting, as long as an appropriate site, qualified preceptor, and completed affiliation agreement exists. If a student seeks to complete MPA 5428 Clinical Elective at an out-of-state clinical site, they should email their request to the MPA 5428 Clinical Elective Course Director and the Clinical Coordinator. The course director and clinical coordinator will then assess the suitability of the student's request for placement. Any additional costs for an out-of-state rotation will be incurred at the student's expense

4. **Out-of-State Rotations: Primary Care Preceptorship**

All Physician Assistant students are required to complete the Primary Care Preceptorship (MPA 5832). The Primary Care Preceptorship must be completed in one of the following outpatient settings: general internal medicine, family medicine, pediatrics, women's health, or geriatrics. If a student seeks to complete MPA 5832 Primary Care Preceptorship at an out-of-state clinical site, they should email their request to the MPA 5832 Primary Care Preceptorship Course Director and the Clinical Coordinator. The course director and clinical coordinator will then assess the suitability of the student's request for placement. Any additional costs for an out-of-state rotation will be incurred at the student's expense.

G. Evaluation

In general, the student's achievement in departmental courses is determined by:

(1) Course participation
(2) Written examinations
(3) Objective Structured Clinical Examinations (OSCEs)
(3) Clinical performance evaluations
(4) Other written and/or oral assignments

H. Grading

Individual course directors retain the primary responsibility for evaluating coursework and assigning grades. Five grades are used to calculate the grade point average (GPA): A (excellent), B (good), C (fair), D (poor) and F (failure). Numerical scores are used to determine each letter grade and may vary. Under certain conditions, an instructor may report grades under the Pass/Fail system. Grade designations under this system are P (Pass) and F (Fail). Grades of P and F under the Pass/Fail system are not used in calculating the GPA.

At the discretion of the instructor, a student may receive an Incomplete (I) to report their standing in the semester's work. An Incomplete (I) must be removed under written conditions and within one year from the end of the semester in which the incomplete (I) was reported. Should the established conditions not be met, the instructor must assign a grade, or upon written approval of the dean, new written conditions may be established. An incomplete (I) is not considered a final grade and, therefore, is not used in calculating the GPA.

The program courses will be graded by the following scale or the appropriate equivalent:

90	-	100	A
80	-	89	B
70	-	79	C
65	-	69	D
Below		65	F

For information about Grievances and Appeals please refer to: EDU-502 Academic Decisions School of Health Professions.

Program courses graded under the Pass/Fail system include:

- MPA 5101 – Professional Practice Issues I
- MPA 5350 – Professional Practice Issues II
- MPA 5106 – Professional Development
- MPA 5208 – Clinical Skills
- MPA 5422 – Women's Health
- MPA 5423 – Pediatrics
- MPA 5428 – Clinical Elective
- MPA 5430 – Psychiatry
- MPA 5432 – Emergency Medicine
- MPA 5433 – Surgery
- MPA 5450 – Directed Study
- MPA 5451 – Infectious Disease
- MPA 5830 – Internal Medicine
- MPA 5831 – Family Medicine
- MPA 5832 – Primary Care Preceptorship

I. Satisfactory Performance and Progress

1. Academic Performance

Academic performance is reviewed regularly by the Department's Committee on Student Progress to ensure satisfactory performance and progress. In general, satisfactory performance and progress are defined as:

a. Completing the PA required course sequence as stipulated.
b. Achieving a minimum grade of 70%/"C" or "Pass" in each course, with the exception of MPA 5509 - Clinical Medicine I, MPA 5510 - Clinical Medicine II, and MPA 5511 - Clinical Medicine III, in which minimum grades of 80%/ "B" must be achieved.
c. Maintaining a cumulative GPA of ≥ 2.75.
d. Completing remediation plans as assigned.
e. Demonstrating acceptable clinical competence appropriate to the curriculum sequence. Clinical competence includes, but is not limited to, clinical judgment, technical and psychomotor skills, interpersonal skills and attitudes, and professional behavior. Clinical rotation performance considers all required components as described in each course syllabus.

An academic deficiency occurs when any of the above requirements are not met. Health Care Sciences (HCS) designated courses are the responsibility of the appropriate HCS course director. If academic deficiencies occur within HCS designated courses, students are required to follow the guidelines established by the HCS course directors.

2. Advancement to Clinical Phase

A student may advance to the Clinical Phase when all of the following criteria have been met:

- All course work in the didactic phase of the curriculum has been completed in good academic standing with a grade of "A", "B", or "C" in every letter grade course (with the exception of MPA 5509 – Clinical Medicine I, MPA 5510 – Clinical Medicine II, and MPA 5511 – Clinical Medicine III, in which minimum grades of "B" must be achieved),
- A grade of "Pass" is achieved for Pass/Fail designated courses
- A student has maintained a cumulative GPA of ≥ 2.75.

If the above criteria are not achieved by the last day of the final week in the semester preceding the clinical phase, the student will not be allowed to advance to the clinical phase of the curriculum.

3. Academic Deficiencies

The Department of Physician Assistant Studies Program faculty are responsible for identifying and informing the Department's Committee on Student Progress, e.g. the "Committee", of any student having difficulty with one or more of their HCS and MPA designated courses. This review occurs throughout enrollment, during the didactic and clinical phases of the program, during the course/block, at the end of each semester, and upon evaluation of end-of-rotation components. The Committee will review the faculty findings to determine if an academic deficiency has occurred.

An academic deficiency can occur when a student meets any of the following criteria:

- fails to achieve at least a 70%/ "C" or higher in every letter grade course, with the exception of MPA 5509 – Clinical Medicine I, MPA 5510 – Clinical Medicine II, and MPA 5511 – Clinical Medicine III, in which minimum grades of 80%/"B" must be achieved
- fails to achieve a grade of "Pass" in Pass/Fail designated courses
- fails to maintain a cumulative grade point average of ≥ 2.75
- fails to meet attendance requirements
- fails a preceptor evaluation during a clinical course
- fails an end-of-rotation (EOR) examination
- fails to exhibit adequate academic progression
- fails to demonstrate acceptable clinical competence appropriate to the curriculum sequence
- fails to meet professionalism standards

When an academic deficiency has occurred, the student will be referred to the Department's Committee on Student Progress. Depending upon the frequency, nature, and extent of the deficiency, the Committee may make any of the following recommendations to the Department Chair:

- place the student on academic warning
- place the student on an administrative leave of absence for academic reasons, which will result in deceleration of the student to the next enrolled cohort.
- place the student on academic probation
- require the student to repeat a course or extend training
- require the student to remove the deficiency by specific remediation activities
- dismiss the student from the program

Recommendations from the Committee will be communicated to the Department Chair for consideration. Before the Department Chair makes the final academic decision, the student will have the opportunity to provide their position and any additional information they want the Department Chair to consider. After review of the Committee's recommendation and the student's position, the Department Chair will communicate the final decision to the student in writing. Remediation notification will be in accordance with the Department's Remediation Policy, Section V.I.5.

Note: Graduation may be delayed for students who are required to repeat a course or extend their training, which may result in additional tuition and fees to satisfactorily complete the program curriculum.

a. Didactic Student with Identified Academic Deficiency

A student enrolled in the didactic phase of the Program will be referred to the Committee on Student Progress for review and disposition if they meet any of the following conditions:

- failure to maintain a cumulative grade point average of ≥ 2.75
- receives one (1) or more disqualifying grades for a semester
- failure to exhibit adequate academic progress
- failure to meet attendance requirements
- failure to meet the professionalism standards of the Program

Appendix A outlines the pathway for academic deficiencies most identified during the didactic phase of the program and potential Committee recommendations. Appendix A does not represent all potential causes for which a student may be referred to the Committee on Student Progress, nor does it provide all the potential recommendations that could be forwarded to the Department Chair for review and consideration.

b. Clinical Student with Identified Academic Deficiency

A student enrolled in the clinical phase of the program will be referred to the Committee on Student Progress for review and disposition if they meet any of the following conditions:

- Failure to meet the passing threshold on a Preceptor Evaluation of the Student
- Failure to meet the passing threshold on other clinical rotation requirements

Appendix B outlines the pathway for academic deficiencies most identified during the clinical phase of the program and potential Committee recommendations. Appendix B does not represent all potential causes for which a student may be referred to the Committee on Student Progress, nor does it provide all the potential recommendations that could be forwarded to the Department Chair for review and consideration.

4. Remediation Policy

a. General Considerations

The remediation process is designed to help faculty identify and assist students who experience academic or professional difficulty. The process is proactive, with the goal of identifying students at risk as early as possible. The goal of this policy is to help the student assimilate and master the material, but not to improve the grade.

Students are assessed on the program's established competencies, professionalism, and performance on an ongoing basis. During faculty meetings, student performance is reviewed to identify occurrences, patterns, and/or trends. The Committee on Student Progress will use the following process to identify and remediate students deemed at risk.

b. Methods of Identification and Evaluation

The student is expected to be proactive and notify the course director/block leader if they are having difficulty with course requirements. The course director, block leader, faculty mentor, or other faculty members identifies students at risk through faculty meeting reports, review of academic performance, and advisory sessions.

During the didactic phase, all students will be required to complete a remediation plan for all MPA course exams wherein they fail to achieve a grade of 70%/"C" except for a minimum grade of 80%/B on all Clinical Medicine exams.

During the clinical phase, students must complete a remediation plan to be eligible for the one (1) allowed "retake" of an End of Rotation (EOR) examination. During the clinical phase, students may be required to repeat a clinical rotation in part or in its entirety for failure to achieve the passing threshold of a Preceptor Evaluation of Student (PES) whether placed at a single (1) clinical site or two (2) different clinical sites for completion of a clinical rotation. Other requirements deemed in need of remediation, i.e., summative evaluation activities; professionalism, will be addressed within an individualized remediation plan.

Students in need of remediation are required to meet with their faculty mentor or other faculty designee within five (5) working days of notification for assessment of root causes. Referrals to institutional support services may be instituted to assist in evaluation and assessment, i.e., Student Health Services, Student Academic Support Services, Student Assistance Committee, Student Wellness and Counseling, etc.

c. Remediation Plan Development and Implementation

When indicated, the course director, block leader, or other faculty designee, will develop and implement a remediation plan for the student. Clear expectations regarding the acceptable completion of the remediation plan and its due date will be documented and signed by the student, course director, block leader or other faculty designee, and the Department Chair and Program Director. A copy of the

remediation plan will be placed in the student's program academic file. A student will be referred to the Committee on Student Progress for failure to adhere to the documented remediation plan.

A remediation plan may include but is not limited to:

1. Reading assignments
2. Written response to selected exam items with reference citations
3. Written self-reflection exercise
4. Individual faculty-led tutoring (especially skills related deficiencies)
5. Additional clinical practice experience that may require repeating a clinical rotation in its entirety
6. Requirement to use MPA 5428 Clinical Elective in area specified by the Committee on Student Progress
7. Virtual learning activities or simulation training
9. Oral or written quizzes/exams

d. Remediation Plan Oversight, Completion, and Review

The course director, block leader, or other faculty designee will be responsible for oversight of an implemented remediation plan. Student progress and completion will be reported to the Department's Committee on Student Progress.

During the didactic phase, students who require more than two (2) remediation plans during a semester will be referred to the Committee on Student Progress for an in-depth review of their academic performance since matriculation.

5. Academic Probation

Academic probation should be regarded as a serious matter and is official notice to the student that their performance during the probationary period must improve to acceptable standards in order to remain eligible to continue in the Program. Placement on academic probation may be recommended to the Committee on Student Progress by any faculty member when student performance falls below the academic standards established by the program. In accordance with institutional policy, a student may be placed on academic probation one time during their entire enrollment.

Didactic Phase:
A student enrolled in the didactic phase of the Program will be placed on academic probation if they meet any of the following conditions:

- Failure to achieve or maintain the required retention GPA of ≥ 2.75

Clinical Phase:
A student enrolled in the clinical phase of the Program will be placed on academic probation if they meet any of the following conditions:

- failure to meet the passing threshold on the one (1) allowed EOR exam retake

- failure to meet the passing threshold on a subsequent EOR exam after meeting the passing threshold on the one (1) allowed EOR retake
- failure to meet the passing threshold on a single (1) PES when placed at a single clinical site or both PES when placed at two (2) different clinical sites for completion of a clinical rotation, after previously meeting the passing threshold on the one (1) allowed EOR exam retake.

In accordance with institutional policy, a student may be placed on academic probation one (1) time during their entire enrollment. During the clinical phase of the Program, only one (1) clinical rotation may be repeated. If a student enrolled in the didactic or clinical phase of the program, previously or currently on academic probation, meets the condition(s) for academic probation a 2nd time, they will be referred to the Committee on Student Progress and will be dismissed from the Program.

6. Administrative Leave of Absence for Academic Reasons

In certain circumstances, it may be necessary for a student to be placed on administrative leave of absence by UT Southwestern for academic reasons, i.e., non-medical leave of absence. For example, if a student fails a prerequisite course and cannot progress in the curriculum the student will be placed on administrative leave of absence by the Program until the course is offered again as set forth in EDU-120 Non-medical Leaves of Absence. This will result in deceleration of the student to the next enrolled cohort.

7. Withdrawal

A student considering withdrawal from the program must consult with the Department Chair and Program Director, the Office of the Registrar, and the Office of Financial Aid to understand the academic and financial implications of withdrawal from school as set forth in EDU-502 Academic Decisions – School of Health Professions.

8. Dismissal

Academic dismissal is a permanent separation from the School of Health Professions because of inadequate academic performance or progress and is permanently recorded on the student's transcript. Students who have been dismissed may not reply for admittance to any UT Southwestern School or program as set forth in EDU-502 Academic Decisions – School of Health Professions.

J. Graduation Requirements

A candidate for the degree of Master of Physician Assistant Studies in Southwestern School of Health Professions must meet all of the requirements listed in the catalog.

Master of Physician Assistant Studies Graduation Requirements

1. The student must demonstrate a high order of scholarly achievement in the Department of Physician Assistant Studies, including appropriate professional competencies. The program's Committee on Student Progress determines whether adequate mastery has been acquired.

2. The student must complete satisfactorily a minimum of 112 semester hours at UT Southwestern School of Health Professions.

3. The student must fulfill six (6) hours of service-learning at UTSW pre-approved sites before graduation. A list of pre-approved opportunities will be provided to students. All hours must be logged into the School of Health Professions Student Affairs service-learning registry. The SHP student affairs team will notify students at least three months prior to graduation of any outstanding service-learning requirements to provide ample time for completion.

4. The student must discharge all financial obligations to the Medical Center. In the event of nonpayment, one or more actions may be taken by the Dean: a) readmission may be denied; and b) the degree to which the student would otherwise be entitled may be withheld.

5. The student must complete the academic requirements listed on his or her degree plan, including completion of any academic deficiencies in prerequisite courses, by the times stated in the student's official letter of acceptance. The student is responsible for submitting official documentation of successful completion of the prerequisites to the Office of the Registrar.

6. The student must pay a graduation fee designated to partially offset the costs associated with the diploma and diploma cover production, regalia, and the commencement ceremony. All students completing a degree or certification must pay the fee without regard to whether they attend the commencement ceremony or not.

7. The student must successfully complete all required courses in the degree plan. For courses with letter grades, a grade of C or higher must be achieved in every course, except for MPA 5509 – Clinical Medicine I, MPA 5510 – Clinical Medicine II and MPA 5511 – Clinical Medicine III, in which minimum grades of B must be achieved. For courses graded Pass/Fail, a Pass must be achieved. A cumulative grade-point average of ≥ 2.75 must be maintained throughout enrollment.

8. The student must complete and submit a Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) examination following completion of the didactic curriculum and again after completion of the majority of clinical rotations.

9. The student must successfully complete and receive a passing grade on all required summative assessments at the end of the clinical curriculum.

10. The student must successfully complete a graduate project as approved by program faculty.

11. The student must complete all requirements for graduation within five consecutive years from the original date of matriculation.

Note:

Degrees may be conferred at the end of each semester, but the commencement is held in December following the conclusion of the fall term. Only students who have completed all degree requirements prior to commencement will be eligible to participate in commencement exercises. Students who do not meet eligibility requirements for participation in the commencement ceremony may request consideration for an exception (i.e., not related to academic performance); this request is initiated through the Department Chair and must be approved by the Dean.

Degrees earned are posted to the student's permanent academic records at the end of the semester in which all requirements are met. If required for employment or to substantiate credentials, a letter verifying completion of educational requirements may be obtained from the Department Chair or Program Director.

K. Profession Specific Behavior

1. Demonstrate ethical and professional behavior exemplified by such characteristics as:
    a. Honesty
    b. Accountability, including acknowledgement of personal errors, omissions and limitations
    c. Follow through with promised information and/or service
    d. Maintenance of confidentiality of privileged information
    e. Accurately documenting and/or presenting one's own work in patient care settings
    f. Treat all patients equally without regard to ethnicity, race, gender, religion or any other attribute
2. Demonstrate cooperativeness and consideration in interactions with others, including willingness to participate in teamwork and flexibility when change is necessary
3. Follow instructions
4. Demonstrate timeliness and promptness in meeting all commitments
5. Demonstrate thoroughness and completeness in work
6. Pursue continuing professional growth through:
    a. Self-evaluation
    b. Acceptance of constructive criticism
    c. Setting goals for personal achievement
7. Demonstrate emotional resilience and tolerance of ambiguity
8. Communicate respectfully in all interactions

L. Attendance

Regular Class Attendance

Regular class attendance is mandatory for all HCS and MPA courses. During the didactic phase, students are expected to be present for all classes unless designated as an Institutional Holiday according to the School of Health Professions Academic calendar.

During the clinical phase, institutional holidays are defined by the Medical School Academic calendar for MS3 students. These holidays include Thanksgiving break (Thursday through Sunday), Winter Break and Spring Break. Students are otherwise expected to be at their assigned clinical site if the site is open.

Students MUST be available for meetings, presentations and other program related activities to include the afternoons following End of Rotation examinations and program completion activities. Students will be responsible for reporting any absence and the reason for the absence before the scheduled starting time on each day of the absence. During the didactic phase, students must call the Department office at 214-648-1701. During the clinical phase, students must call the Department office at 214-648-1701 and notify their clinical rotation site. Student emails to faculty are not considered adequate notification of an absence.

Section III.B.7 provides a list of excusable absences. All other absences are regarded as unexcused. Repeated tardiness or absences that exceed program expected attendance will incur an academic deficiency and be referred to the Committee on Student Progress for review and disposition.

A student who is absent because of illness or injury for a continuous period of more than three (3) days must submit a medical provider's statement indicating a release to return to school without limitations.

If a student requires hospitalization or surgery regardless of length of stay, they must submit a medical provider's statement indicating a release to return to school without limitations. If the student experiences any limitations that impact their ability to perform the Essential Functions of the program, they will need to complete the online form: Student Learner/Applicant - Formal Request for Accommodation Due to Disability. See EDU-103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities for more information regarding the process of requesting reasonable accommodations due to disabilities.

Students who request a leave of absence from the program due to a medical condition should request an accommodation due to disability pursuant to EDU-103. Any student who requests an absence or leave of absence from the Program, based on sincerely held religious beliefs, will need to submit their request to the Dean of the School of Health Professions in writing. See ETH-151 Equal Opportunity for more information regarding the process of requesting a religious accommodation.

Conference Attendance

Conference attendance may require absence from didactic or clinical activities. Therefore, students must be in good academic and professional standing to be eligible to attend. Conflicts with clinical rotation schedules and responsibilities may preclude conference attendance.

Students may request to attend the American Academy of Physician Associates (AAPA) Annual Conference and/or the Texas Academy of Physician Assistants (TAPA). Attendance is generally at the student's own expense unless students are eligible for departmental funding support or selected as scholarship recipients from related organizations.

Limited departmental funding support may be available on a case-by-case basis for the following:

- students elected to class officer positions, e.g., President, Vice-President, Treasurer, Secretary, AAPA Student Representative, TAPA Student Representative
- students selected as representatives to professional organizations, e.g., PAEA Future Educator, AAPA HOD representative
- students whose completed scholarly work has been accepted for an oral or poster presentation
- students selected as scholarship or award recipients

All students planning to attend a conference (with or without departmental funding support or scholarship award) must send a written request for conference attendance and departmental funding support, if eligible, via email to the program appointed faculty liaison no later than 60 days in advance of the conference for review. All requests will be reviewed by the faculty liaison and the student's faculty mentor, with evaluation of academic performance and professional standing. Final approval will be granted by the Department Chair and Program Director.

M. Attire

Dress at the UT Southwestern School of Health Professions should be suitable for an academic medical institution, being mindful that interaction with patients from clinics throughout the building is possible.

The following is adapted from the UT Southwestern UHHR 03 Personal Appearance and Dress Code for Hospital and Hospital-Based Clinics Policy: Handbook of Institutional Policies and Operating Procedures.

The student may be asked to leave the classroom, lab, clinic, or hospital if in violation of dress regulations, which will be considered an unexcused absence.

Requests for exceptions to this policy as an accommodation due to religion or disability are to be submitted to the Office of Access and Title IX in accordance with ETH-151 Equal Opportunity.

Classrooms, Labs, and Simulation Center:

Identification (ID) Badges:

- UT Southwestern approved photo identification badges must be displayed at all times while on duty and appropriately positioned for visible identification (e.g., chest or shoulder high). Do not obscure with photos, service pins and tape.

Clothing:

- Clothing must be laundered, void of stains and tears, and in visibly clean conditions.
- Hemlines are to be no shorter than two inches above the knee.
- Casual dress may be worn in the classroom with the following exceptions:
    - Inappropriately revealing or tight-fitting garments, T- shirts/shirts with religious, political or offensive slogans are prohibited.
    - Logos, advertisements, slogans, or other messages representing organizations other than UT Southwestern should be inconspicuous.

- Clothes with added cuts, holes, low cut tops, crop tops, revealing tops, clothes that are too tight, or those that are transparent or revealing are prohibited.
- Scrubs may be worn in the classroom, but never during contact with standardized patients.
- White coats must be worn during contact with standardized patients.
- ”Blue jean cut” slacks/pants or denim material slacks/pants in any color are not considered appropriate attire during contact with standardized patients.
- No recreational clothing or t-shirts may be worn during contact with standardized patients.
- No hooded sweatshirts/jackets (“hoodies”) or sweatshirts may be worn during contact with standardized patients.

Hair:

- Hair must be of natural color, clean, neat, and trimmed including any facial hair, beards, sideburns, and mustaches.

Jewelry:

- Jewelry will be limited to two (2) rings per hand, wrist watches, and service pins.
- Hoops style earrings, bracelets, lanyards, etc. that pose a safety risk in patient care areas are not permissible.
- Brow, cheek, lip, and tongue piercings/jewelry are not permitted.
- Nose piercings/jewelry must be a small stud and flush with the nose.
- Stretched lobes, hoops, or bars are not permitted.
- Pre-existing ear expanders must be plugged with a flesh color or clear plug
- Any piercings that may pose a safety risk or create an infection control hazard are prohibited.

Cosmetics:

- Cosmetics must be kept minimal, conservative, and appropriate to a professional environment.

Tattoos:

- Front of the neck, area above the collar line and face tattoos may not be visible.
- Any tattoos that convey violence, discrimination, profanity, or sexually explicit content must be covered at all times with bandages, clothing, or cosmetics.
- UT Southwestern reserves the right to require any “objectionable” tattoos to be covered at work.

Footwear:

- Footwear must be appropriate at all times (no sandals, flip flops, etc.), not interfere with job duties or pose an infection prevention issue, such as open toe or material that cannot be wiped down.
- Open toe footwear cannot be worn in patient care areas, areas considered wet environments or areas where crush hazards may exist.
- Footwear should be slip resistant or non-slip.

Clinic and Hospital Settings: includes the attire standards above in addition to the following:

Clothing:

- Scrubs and business attire are dictated by clinical rotation sites.
- White coats must be worn during contact with patients in any clinical or hospital setting.
- ”Blue jean cut” slacks/pants or denim material slacks/pants in any color are not considered appropriate attire during contact with patients in any clinic or hospital setting.
- Non-business attire including, but not limited to jeggings, leggings, and joggers, etc. should not be worn during contact with patients in any clinical or hospital setting.
- Shorts, casual jeans, denim, and graphic shirts are never appropriate for any clinical or hospital setting.

Cologne or perfume:

- Avoid use of cologne, perfume, or other fragrances.

Nails:

- Natural nails must be neatly trimmed to a length not to exceed ¼ inch.
- Artificial nails and nail polish that go through a bonding process are not to be worn due to infection control concerns.

Hats, baseball caps, and earmuffs are prohibited.

N. Other required certifications (i.e. BCLS, others)

All students are required to be certified as American Heart Association Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) providers prior to entering the clinical phase.

O. Policy on Posting Grades

1. Grades emailed to student’s utsouthwestern.edu Outlook email address
2. Grades available on UT Brightspace (D2L - Login)
3. Links to access the Exam Soft grade module will be emailed.
4. End of Rotation (EOR) exam results available in the Physician Assistant Education Association (PAEA) Assessment Hub (PAEA - Login)
5. Clinical Rotation Requirement results are available in Exxat (Exxat - Login)

P. Departmental/Program Specific Grievances and Appeals

See EDU-502 Academic Decisions School of Health Professions

Q. Emergency Drills & Evacuation

In the case of fire or fire drill, all Department of Physician Assistant students are to assemble in the open parking lot along Harry Hines Boulevard near the bus stop and away from the building and parking structure. Students must report to their instructor for accounting of persons and for additional instructions. Students must not leave the assigned report area until cleared by their instructor.

R. Other Program Specific Topics

1. Identification Badges

Every student is provided an identification badge by UT Southwestern which must be worn in a readily visible location at all times while on campus and at all clinical affiliates. Students must not attempt to use another student's ID badge or permit another student to use their ID badge. Students must identify themselves upon request. See SEC-153 Badge and Identification Requirements.

2. Prohibited Roles

Physician Assistant students cannot serve as instructional faculty, clinical staff, or administrative staff at any time throughout enrollment, including during the didactic phase or while on clinical rotations.

3. Disease Prevention Requirements

Physician Assistant students must follow immunization requirements as outlined in Policy EDU-107 Immunization and Infectious Disease Prevention Requirements. While enrolled, students must also provide annual documentation of TB screening and Influenza vaccination and any other documentation as required by the institution.

4. Medical Advice

Due to accreditation requirements of the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), department faculty are not allowed to provide medical advice or personal healthcare to PA students, except in an emergency.

5. Employment

UT Southwestern recognizes that some students may choose to accept outside employment while enrolled in the UT Southwestern PA Program. The curriculum in the UT Southwestern PA Program is rigorous and requires all students to devote a significant amount of time, effort, and concentration to their studies. Although outside employment is not prohibited, students are encouraged to carefully consider how outside employment may impact on their ability to maintain the level of performance required by departmental and program standards. It is the policy of UT Southwestern that attendance, assignments, deadlines, class schedules, clinical duties, performance standards, or other course or degree requirements will not be altered to accommodate a student who chooses to accept

outside employment while enrolled in the UT Southwestern PA Program. See EDU-505 Student Employment – School of Health Professions.

Physician Assistant students may not be employed by the UT Southwestern Department of Physician Assistant Studies.

6. Shadowing Experiences

No shadowing experiences are sponsored or administered by the Department of Physician Assistant Studies. As noted above, the curriculum in the UT Southwestern PA Program is rigorous and requires all students to devote a significant amount of time, effort, and concentration to their studies. Although shadowing experiences are not prohibited, any such experience must be undertaken in a volunteer or observer role with no indication of enrollment as a PA student. Students are encouraged to carefully consider how shadowing experiences may impact their ability to maintain the level of performance required by departmental and program standards. It is the policy of UT Southwestern that attendance, assignments, deadlines, class schedules, clinical duties, performance standards, or other course or degree requirements will not be altered to accommodate a student who chooses to participate in shadowing experiences while enrolled in the UT Southwestern PA Program. Shadowing experiences are not covered by institutional malpractice policies.

7. Change of Name/Address

Physician Assistant students are expected to keep the Office of the Registrar and the Department of PA Studies fully apprised of their correct name, mailing address, and phone number. If name, address, and/or phone number change during enrollment, students must notify the Office of the Registrar **and** send an email to the Department of PA Studies.

8. Chat GPT and Other Generative AI Software in the Classroom

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this program, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

9. Learners as Patients

Background: Learning the skill of obtaining and documenting a focused or complete history and physical examination is one of the essential skills of a health care provider. To become proficient, one must perform and repetitively practice various components of obtaining the history and performing the physical examination on others. Traditionally, learners of all schools at UTSW have practiced the components on patients, standardized patients, and other learners who have participated voluntarily in the activity. These practices must be conducted within ethical and legal boundaries. This policy addresses the situations and conditions in which learners can practice taking a history and performing a physical exam on other learners.

This policy refers to an activity that involves a learner practicing any component of taking a history or performing a physical examination on another learner as a “Learner Practice Activity.”

Policy: Learners at UTSW may participate in Learner Practice Activities if the following conditions are met:

1. Supervisors will explain the expectations for the learner being examined and the learner doing the examination before seeking volunteers for the Learner Practice Activity. This includes whether official/school audio/visual recordings will be captured and subsequently shared within UTSW licensed teaching software as part of the activity.

2. Absolutely no personal device recordings or pictures will be allowed.

3. Participation in the Learner Practice Activity is completely voluntary for the learner being examined. The voluntary condition is absolute. This policy forbids any pressure by others, either expressed or implied, for learners to volunteer for Learner Practice Activities. Deciding not to volunteer will not result in any reprisal from supervisors, other learners, or any other member of the UTSW community. Learners will not be graded based on their participation in Learner Practice Activities.

4. Learners will not participate in the summative (for purposes of a grade) evaluation of other learners for academic purposes. Learners participating as patients or otherwise in the Learner Practice Activity may provide formative feedback/evaluation.

5. All Learner Practice Activities must include, at least, a third person who is observing the encounter and has been approved by both participants and take place in a private and confidential setting. The observer may also be a learner and may be observing in real time via a camera from another room.

6. Physical examinations (including inspection, palpation, percussion, auscultation, insonation/POCUS) and use of non-invasive examination aids (such as reflex hammers, ultrasound, stethoscopes, dermatoscopes, ophthalmoscopes, etc.) during Learner Practice Activities are specifically limited to vital signs and general, skin, HEENT, neck, cardiovascular, lung, abdomen, musculoskeletal, and neurological exams. Genitourinary, rectal, groin, buttock and breast examinations are strictly forbidden during Learner Practice Activities.

7. Standardized patients or standardized patient educators **must be used** in teaching activities involving restricted sites (genitourinary, rectal, groin, buttock, and breast examinations). Learners will not fill roles typically fulfilled by standardized patients or standardized patient educators, such as for these exams.

8. No invasive procedures, such as central intravascular catheter insertions, ultrasound guided invasive procedures, or nasogastric tube placements, are allowed on learners during Learner Practice Activities.

9. All individuals participating in a Learning Practice Activity, including the learner performing

the exam and the observer(s), must agree to recognize the strict confidentiality and privacy of information regarding the learner being examined. This obligation to confidentiality is permanent and does not expire when the Learner Practice Activity ends. If a learner discovers an abnormality when performing an exam on another learner, the learner performing the exam must immediately notify their activity supervisor (for example, Colleges mentor or Group Leader).

10. All learners must follow personal protection equipment guidelines and appropriate hygiene protocols when performing an exam during a Learner Practice Activity.

If a learner needs accommodation related to Learner Practice Activities, they should refer to EDU 103 Reasonable Accommodations for Qualified Applicants and Learners with Disabilities (disability accommodation), ETH-151 Equal Opportunity (religious accommodation), or EDU-109 Learner Pregnancy and Parenting Nondiscrimination (pregnancy accommodation). Learners should refer to EDU-102 Learner Complaints and Resolutions if they would like to make a complaint about Learner Practice Activities.

Appendix A: Didactic Student with Identified Academic Deficiency

1. GPA Deficiency

If the student fails to achieve or maintain the required cumulative GPA of ≥ 2.75

- The student is referred to the Committee on Student Progress for review and disposition
- The student is placed on Academic Probation for one (1) semester

If the student achieves the required cumulative GPA of ≥ 2.75 by the end of the following semester:

- The student is removed from Academic Probation

If the student fails to achieve the required cumulative GPA by the end of the following semester:

- The student is referred again to the Committee on Student Progress for review and disposition
- The student is subject to dismissal

2. Non-GPA Academic and Professional Deficiencies

If the student meets any of the following conditions:

- Receipt of one or more disqualifying grades
- Failure to demonstrate adequate academic progression
- Failure to meet attendance requirements
- Failure to meet professionalism standards

Then:
The student is referred to the Committee on Student Progress for review and disposition

3. Subsequent Academic Deficiency After Academic Probation

If a student is removed from Academic Probation and later meets criteria for Academic Probation a second time:
Then:

- The student is referred to the Committee on Student Progress
- The student is subject to dismissal

Appendix B: Clinical Student with Identified Academic Deficiency

1. End of Rotation (EOR) Examination Deficiency

If the student fails to achieve the passing threshold on an End of Rotation (EOR) examination: (*Pass = ≥ 1 standard deviation below the mean):*

Then:

- The student must complete a remediation plan prior to retaking the EOR exam
- The EOR exam must be retaken within ten (10) working days of receiving the remediation plan

If the student achieves the passing threshold on the EOR retake examination:

Then:

- The student must also meet all other clinical rotation requirements
- The student receives a **PASS** for the clinical rotation
- No further EOR exam retakes are allowed

If the student fails to achieve the passing threshold on the EOR retake exam and was previously on Academic Probation during the Didactic or Clinical Phase:

Then:

- The student is referred to the Committee on Student Progress
- No EOR exam retake is allowed
- No repeat of the clinical rotation is allowed
- The student is subject to dismissal

If the student fails to achieve the passing threshold on the EOR retake exam and was **not** previously on Academic Probation during the Didactic or Clinical Phase:

Then:

- The student is referred to the Committee on Student Progress
- The student is required to repeat the clinical rotation
- The student is placed on Academic Probation

2. Preceptor Evaluation of Student (PES) Deficiency

If the student fails to achieve the passing threshold on a single (1) PES when placed at a single (1) clinical site for completion of a clinical rotation or fails to achieve the passing threshold on both PES when placed at two (2) different clinical sites for completion of a clinical rotation:

Then:

- The student is referred to the Committee on Student Progress for review and disposition
- The student is required to repeat the clinical rotation

If the student fails to achieve the passing threshold on either one (1) of the two (2) PES when placed at two (2) different clinical sites for completion of a clinical rotation:

Then:

- The student is referred to the Committee on Student Progress for review and disposition
- The student is required to repeat the specific portion(s) of the clinical rotation in which the passing threshold of the PES was not achieved.

3. Other Clinical Rotation Requirements Deficiency

If the student fails to achieve the passing threshold on any of the other clinical rotation requirements:

Then:

- The student is referred to the Committee on Student Progress for review and disposition.

4. Subsequent Academic Deficiency

If a student initially passes the EOR retake exam but later meets any of the following conditions:

- Fails a subsequent EOR exam
- Fails to meet the passing threshold on a single (1) PES when placed at a single (1) clinical site or both PES when placed at two (2) different clinical sites for completion of a clinical rotation
- Fails to meet the passing threshold on other clinical rotation requirements

Then:

- The student is referred to the Committee on Student Progress
- The student is required to repeat the clinical rotation
- The student is placed on Academic Probation

5. Satisfactory Academic Progress after Academic Probation

If the student achieves passing thresholds on the following:

- A subsequent EOR exam
- A subsequent PES
- All other clinical rotation requirements

Then:

- The student is removed from Academic Probation

6. Unsatisfactory Academic Progress after Academic Probation

If the student fails to achieve passing thresholds on any of the following:

- A subsequent EOR exam
- A subsequent PES when assigned to a single (1) PES when placed at a single (1) clinical site or fails to achieve the passing threshold on both PES when placed at two (2) different clinical sites for completion of a clinical rotation when placed at two (2) different clinical sites for completion of a clinical rotation
- Other clinical rotation requirements

Then:

- The student is referred to the Committee on Student Progress
- The student is subject to dismissal

VI. Acknowledgement Form

STUDENT ACKNOWLEDGMENT

Date: _____

Dallas, Texas

By signing below, I acknowledge receipt of the UT Southwestern Department of Physician Assistant Student Guidelines, and I understand it is my responsibility to comply.

I understand that the Student Guidelines are general information publication only and are not intended to, nor do they contain all policies that relate to students. The Student Guidelines, although revised annually, cannot always reflect up-to-the-minute changes and are subject to revision by UT Southwestern at any time.

I understand UT Southwestern reserves the right to withdraw a course at any time, or to change fees or tuition, rules, calendars, curriculum and any other policies or requirements affecting students.

I understand the Student Guidelines do not constitute a contract, express or implied, between any applicant, student, employee, or faculty member and The University of Texas System, its Board of Regents, The University of Texas Southwestern Medical Center, or the School of Health Professions.

_____

Student's Name (PRINT)

_____

Student's Signature

To be retained in your departmental files
UPLOAD to D2L