



STRITCH SCHOOL
of MEDICINE

ACADEMIC POLICY MANUAL

**APPLIES TO ALL MEDICAL STUDENTS ENROLLED
DURING THE 2017-18 ACADEMIC YEAR AND AFTER**

***Medical students who entered Stritch School of Medicine prior to
July 2017 may be subject to the provisions of the Academic Policy Manual
in effect at the time of their matriculation or as specified in official correspondence
from the Office of the Dean.***

Contact the Office of Student Affairs for more information.

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NOTICE OF NON-DISCRIMINATORY POLICY

Loyola University Chicago admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. Loyola University Chicago does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. If you have questions about this policy or believe you have been discriminated against because of your race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, please contact the EthicsLine reporting hotline at (855) 603-6988 or submit a report online at www.luc.edu/ethicsline.

Questions regarding Title VI of the Civil Rights Act of 1964 (“Title VI”) may also be referred to Tobyn L. Friar, Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or tfriar@luc.edu, or the Department of Education’s Office for Civil Rights.

Questions regarding Section 504 of the Rehabilitation Act of 1973 (“Section 504”) related to the Stritch School of Medicine can be directed to Josh Hopps, Director, Academic Center for Excellence and Accessibility, 2160 South First Avenue, Building 120, Room 255, HSD Campus, who can be reached at (708) 216-8166 or jhopps@luc.edu.

Questions regarding Section 504 may also be referred to Dale R. Tampke, Assistant Provost for Student Academic Services, Sullivan Center, Suite 255, who can be reached at (773) 508-7067 or dtampke@luc.edu, or the Department of Education’s Office for Civil Rights.

RIGHTS RESERVED

Loyola University Chicago Stritch School of Medicine reserves the right to change, at any time, without notice, the policies and procedures announced in this manual, technical standards, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this manual. The medical school and university reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the medical school and university to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness or purpose, or active cooperation in all requirements for acceptable scholarship. This manual is for informational purposes only and shall not be construed as creating a contract between Loyola University Chicago Stritch School of Medicine and any student.

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Revisions approved July 2013
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MISSION STATEMENT

Loyola is committed to scholarship and the education of medical professionals and biomedical scientists. Our school, including its faculty, trainees and staff are called to go beyond facts, experimentation, and treatment of disease to prepare people to lead extraordinary lives and treat the human spirit in an environment that encourages innovation, embraces diversity, respects life, and values human dignity.

INTRODUCTION

The Academic Policy Manual provides students with information regarding the academic policies, regulations, and procedures of the school and university and applies to all students registered in Loyola University Chicago Stritch School of Medicine (Stritch). Failure to comply with and/or remediate in accord with policies will normally result in actions to change the student's academic status as authorized by the Stritch School of Medicine.

For non-academic policies, regulations, procedures, and services of the school and university, please see the Loyola University Chicago Stritch School of Medicine Student Handbook.

Accreditation

Loyola University Chicago Stritch School of Medicine is accredited by the [Liaison Committee on Medical Education](#).

Student Responsibility

It is the responsibility of each student to acquire an active knowledge of all the policies and regulations set forth in this manual. Students who need additional interpretation, require assistance in handling a potential problem, or encounter a situation that is not covered by this manual or the other policies cited in this document are encouraged to contact the Office of Student Affairs.

Stritch faculty, administration, and staff communicate with students primarily via school email. Students have a responsibility to check their Stritch email frequently and not less than daily.

Access to and Disclosure of Student Records

FERPA Rights. *The Family Educational Rights and Privacy Act of 1974* (FERPA), as amended, specifically addresses the rights of students as they pertain to their education records. Education records are those records which directly relate to the individual student currently or formerly in attendance and are maintained by Loyola University Chicago (Loyola). The following information serves as Loyola's annual notification of the students' rights and provides links to valuable resources to help members of the Loyola community better understand their responsibilities under FERPA.

Important Notice:

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

1. Loyola students have the right to inspect and review their education records within 45 days from the day the University receives a request for access.

Students of Loyola University Chicago have the right to inspect and review their education records within 45 days from the day that Loyola receives the student's request for access. If a student wishes to review parts of their education record that are not directly available to them through LOCUS (LUC student portal) or MyLumen (SSOM student portal), the following procedures should be followed:

1. Submit a written, signed request to the director of the department maintaining the record being requested
2. Identify the record(s) to be inspected
3. State to whom the record is to be released, and
4. Indicate the purpose of the request

The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.

The academic and administrative offices of the university maintain records that are unique to their relationship with individual students. These offices and records maintained by these offices include, but are not necessarily limited to the following:

- **Bursar's Office:** Student account files and Perkins loan information.
- **Departments and Colleges:** Academic advising records, admission files, including ACT, SAT and TOEFL scores, and high school and college transcripts and other scholastic records.
- **Financial Assistance:** Financial assistance application files, student federal work-study information, scholarships and Stafford loan information.
- **Intercollegiate Athletics:** Injury reports, scholarship contacts, performance records, height and weight information.
- **Registration and Records:** Permanent record of academic performance (grades, transcript, including supporting documents), course schedules, transfer credit articulation.
- **Residence Life:** Residential life and housing services files.
- **Student Life:** Student activity files, student disciplinary files, multi-cultural programs and services files, and intramural sports files
- **Student Services:** Career planning and placement files, international program files, services files, and learning assistance services files.
- **Undergraduate Admission and other admission offices:** Admission files on prospective students.
- **University Library:** Circulation records.

Please note that the **Stritch School of Medicine** and the ~~School of Law~~ maintains its own admissions, registrar and student affairs offices and keep records similar to those listed for the same central university offices.

2. Loyola students have the right to request the amendment of their education records that they believe are inaccurate or misleading.

A student may request, in writing, that Loyola amend a record that he or she believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. The student should write the university official responsible for the record (see above), clearly identify the part of the record the student wants changed, and specify why the record should be changed. If the University decides not to amend the record the student will be notified in writing of the decision. The student will be advised of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.

3. Loyola students have the right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent.

Consent to disclose personally identifiable information must contain the following information:

1. The specific information to be released;
2. The purpose for the release;
3. The Identity of the person to whom the information is being released; and
4. Student's signature and date signed.

Permission to release may also be granted in the form of a transcript or verification of education request.

One exception which permits disclosure of personally identifiable information contained in your education records without your consent is disclosure to school officials with legitimate educational interests. A school official is a:

- Person employed by the university in an administrative, supervisory, academic or research, or support staff position (including campus police and security personnel and health staff), acting in the student's educational interest within the limitations of their "need to know."
- Person or company with whom the university has contracted as its agent to provide a service in lieu of using university employees or officials (such as an attorney, auditor, or collection agent, temporary staffing agencies and outsourced vendors);
- Person serving on the Board of Trustees;
- Student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has legitimate academic or educational interests if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Outsourced vendors are those parties helping the university provide students access to services relating to their education. For example, the bookstore will be provided with course schedules to assist students with procuring textbooks and other course materials.

Upon request, the university may disclose a Loyola University student's education records, without consent, to officials of another postsecondary education institution in which the student has applied or seeks to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

4. Loyola students have the right to refuse to permit the university to disclose "Directory Information." Directory Information is information contained in an education record that would not generally be considered harmful or an invasion of privacy if disclosed. Loyola has designated the following personally identifiable information as public ("directory") information; the student's:

- Name
- Residency Match Information
- Address(es)
- Telephone number(s)
- School e-mail address
- Photograph
- Major and minor field(s) of study, including the college, division, department, institute or program in which the student is enrolled
- Dates of attendance
- Grade level, e.g., M1, M2, M3, M4
- Enrollment status, e.g., undergraduate or graduate, full-time or part-time
- Date of graduation
- Degree(s) received
- Honors or awards received, including selection to a dean's list or honorary organization
- Participation in officially recognized activities and sports
- Weight and height where the student is a member of athletic teams

Directory Information will never include the following:

- Race
- Gender
- Social Security Number (or a part thereof)
- Grades
- GPA
- Country of Citizenship
- Religion

Loyola students have the right to have the release of their Directory Information blocked. The [Directory Information Block Request Form](#) (PDF) is available to make this request of the Office of Registration and Records. A FERPA block remains in effect until the student removes it or notifies the Office of Registration and Records in writing that the Directory Information Block is to be removed.

Please note the following impact of placing a Directory Information Hold on your record:

- Loyola receives many inquiries for Directory Information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the news media and honor societies. Having a Directory Information Hold on the student's record will preclude release of such information, even to those people;
- Loyola officials must inform the requestor of information that, "Loyola University Chicago Stritch School of Medicine has no record of the named individual being a student at our institution."; A non-disclosure block applies to all elements of directory information on your record. Loyola does not apply a non-disclosure hold to individual directory information items;

- The University assumes no liability as a result of honoring your request. Loyola assumes no responsibility to contact you for subsequent permission to release the hold.

5. Loyola students have right to file a complaint with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged failures by the university to comply with the requirements of FERPA.

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Inquiries about the use of directory information or any other FERPA related matter should be directed to Mary Van Houten, Director, Office of Registration and Records, Loyola University Chicago Stritch School of Medicine, by phone (708-216-5291) or by e-mail (mavanhouten@luc.edu).

ONLINE RESOURCES

- [Family Policy Compliance Office](#) (FPCO)
- [FERPA General Guidance for Students](#) (from FPCO)
- [FERPA Regulations](#) (from FPCO)
- [U.S. Department of Education](#)
- [FERPA Rights](#)
 - [The Right to Inspect One's Educational Records](#)
 - [The Right to Request an Amendment to One's Record](#)
 - [The Right to Consent to Release of One's Record](#)
 - [The Right to Refuse the Release of One's Directory Information](#)
 - [The Right to File a Complaint with the U.S. Department of Education](#)
- [Frequently Asked Questions](#)

TECHNICAL STANDARDS

Essential Abilities and Characteristics Required for Completion of the MD Degree

INTRODUCTION

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training. The Stritch School of Medicine (SSOM) intends for its graduates to become competent and compassionate physicians who are capable of entering residency training (graduate medical education) and meeting all requirements for medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty. For purposes of this document, and unless otherwise defined, the term "candidate" means candidates for admission to medical school, as well as current SSOM medical students who are candidates for retention, promotion or graduation. SSOM's broad-based education draws upon the Jesuit tradition, which emphasizes the full development of students through rigorous academic programs and through opportunities for leadership in the service of others.

The School of Medicine has a societal responsibility to train competent healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and wellbeing are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation. The essential abilities and characteristics described herein are also referred to as technical standards. They are described below in several broad categories including: observation; communication; motor function; intellectual-conceptual, integrative, and quantitative abilities; and social and behavioral skills. Candidates must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other professional activities. Individuals whose performance is impaired by use of alcohol or other substances are not suitable candidates for admission, retention, promotion or graduation.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The following abilities and characteristics are defined as technical standards, are requirements for admission, retention, promotion, and graduation. Candidates and current students who have questions regarding the technical standards or who believe they may need to request reasonable accommodation(s) in order to meet the standards are encouraged to contact the Academic Center for Excellence and Accessibility.

Technical Standards

I. OBSERVATION: Candidates must be able to acquire information from demonstrations and participate in experiments of science, including but not limited to such things as dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microscopic study of microorganisms and tissues in normal and pathologic states. Candidates must be able to accurately acquire information from patients and assess findings. They must be able to perform a complete physical examination in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing, and touch or the functional equivalent.

II. COMMUNICATION: Candidates must be able to communicate effectively and efficiently with patients, their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact. Candidates must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates must be able to record information accurately and clearly; and communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.

III. MOTOR FUNCTION: Candidates must, after a reasonable period of training⁴, independently possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium.

IV. INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES: Candidates must be able to assimilate the detailed and complex information presented in the medical student curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; simulations and use of computer technology. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize, and transmit information. They must recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. They must be able to formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical settings and health care systems.

V. BEHAVIORAL AND SOCIAL ATTRIBUTES: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients. Candidates must display characteristics of integrity, honesty, attendance and conscientiousness, empathy, a sense of altruism, and a spirit of cooperation and teamwork. They must understand the legal and ethical aspects of the practice of medicine and

function within both the law and ethical standards of the medical profession. Candidates must be able to interact with patients and their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, professional, and respectful manner. The candidate for the MD degree must accept responsibility for learning, and exercise good judgment. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Candidates must have the physical and emotional stamina and resilience to tolerate physically taxing workloads and function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility, and manage the uncertainty inherent in the care of patients and the health care system. In accord with the Jesuit educational tradition of SSOM, students must be genuinely able to take into account the spiritual needs and faith tradition of patients and to call upon the resources of chaplains as members of the healthcare team.

The above standards are a means to fulfill our obligation to give medical students a comprehensive medical education, rooted in common knowledge, skills, competencies and behaviors, which is the prerequisite for entry into specialized post graduate training programs. It is possible that SSOM's adherence to these standards may disqualify some students, including some with disabilities. If the candidates are unable to fulfill the essential functions of the academic training program, they are not appropriate candidates for admission, matriculation, or graduation. Students who have been accepted for admission to SSOM are required to acknowledge that they understand and can meet the minimum technical standards required to complete the curriculum.

There are two sets of circumstances when issues regarding disabilities might arise:

1. Pre-enrollment. In compliance with the ADA, SSOM makes no pre-admission inquiry regarding disability. In general, students with disabilities are identified or self-identify before enrollment in order to qualify for the possibility of accommodation(s). Once identified, students must submit documentation requesting any reasonable accommodation and submit to an evaluation process (see Appendix A) to determine whether and which accommodations are deemed reasonable and consistent with the technical standards of SSOM.

2. Post Matriculation. Students who wish to request reasonable accommodations post matriculation are expected to notify the Director of the Academic Center for Excellence and Accessibility regarding their requests in order to begin the Technical Standards evaluation process (see Appendix B). Candidates must be aware that approval for, and the provision of, reasonable accommodations at SSOM does not mean that similar accommodations would be granted elsewhere or by national licensing review boards.

Ability to Meet the Technical Standards

SSOM intends for its students and graduates to become competent and compassionate physicians through an undifferentiated medical degree and who are capable of entering residency training (graduate medical education) while meeting all requirements for medical

licensure. Criminal background checks and drug testing may be conducted as part of the process of admission, participation, promotion, and/or graduation.

Equal Access to the SSOM Educational Program

SSOM provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students. Otherwise qualified individuals will not be excluded from admission or participation in the School of Medicine's educational programs and activities based solely on their status as a person with a disability.

Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate or student's existing or acquired disability interfere with patient or peer safety, or otherwise impede the ability to complete SSOM's undifferentiated UME program and advance to graduation, residency, training, or licensure, the candidate may be denied admission, or may be separated, discontinued, or dismissed from the program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations in order to meet these technical standards, to self-disclose to the Academic Center for Excellence and Accessibility and request accommodations. Candidates must provide documentation of the disability and the specific functional limitations during the registration process with the Student Disability Services. Candidates who fail to register with Academic Center for Excellence and Accessibility or who fail to provide necessary documentation shall not be considered to be claiming or receiving accommodations under the federal or state disability laws. Students are held to their performance, with or without accommodation. No candidate will be assumed to have a disability based on poor performance alone. Accommodations are not applied retroactively, and a disability-related explanation will not negate poor performance.

The offices of the Dean and the Vice Dean for Medical Education works in consultation with the Academic Center for Excellence and Accessibility and the Technical Standards Review Committee to determine and coordinate approved accommodations, disability documentation remains confidential.

REGISTRATION

New students must:

- complete forms that include biographical information, legal residency, proof of U.S. citizenship or permanent residency or a current two-year grant of **Deferred Action for Childhood Arrivals (DACA)** from the U.S. Citizenship and Immigration Services at the time of application, and education history
- obtain a student identification card

- complete a Criminal Background Investigation Consent Form through the American Medical College Application Service (AMCAS)
- complete the matriculation and registration process
- provide payment of tuition and fees to the Bursar by the end of orientation week

Current students are required to keep their contact information up to date with the college. Current students who have renewed their two-year grant of DACA must present their updated Employment Authorization Document. The registration and cancellation of specific elective courses must be in accordance with the policies and procedures outlined in the [Elective Course Catalog](#).

Tuition and Fee Payment

All tuition, required fees, and hospitalization insurance payments are due and payable by the end of Friday of the first week of classes for M2, M3, and M4 students and the Friday of orientation week for M1 students. Failure to make payments or financial arrangements according to the above schedule will result in a late fee and may result in the student being denied participation in educational activities, including removal from enrollment in all courses and no credit for that period.

All indebtedness to the university (tuition, fees, and fines) must be discharged in order to be eligible for graduation.

Bursar policies: <http://www.stitch.luc.edu/bursar>

Financial Aid Office policies: <http://www.stitch.luc.edu/finaid>

COMPLIANCE

Local, state, and federal agencies and regulations mandate student participation in training sessions, certification programs, or clearance activities. Other sessions are required by Loyola to enable students to learn about specialized software used in patient care settings or other skills. Sessions are typically scheduled in coordination with registration activities and new academic year orientations. These requirements may vary from year to year.

The roster of such activities and e-learning modules is published annually and may include topics such as the following or others that will be announced:

- Basic Life Support
- Clinical Staff Annual Mandatories (safety, compliance, HIPAA, and patient safety)
- Clinical Tools
- Criminal history records background check
- EPIC Electronic Medical Record
- Evidence-Based Medicine
- OSHA (Occupational Safety and Health Administration)

- Veterans Administration Hospital registration and background check
- Drug Screening

Students must fulfill all requirements that are offered through e-learning modules, workshops, or through other participation formats to remain in good standing.

GRADUATION REQUIREMENTS

General Requirements

A candidate for the degree of Doctor of Medicine must:

- Successfully complete at least four academic years as a regularly matriculated student
- Demonstrate to the Student Promotions Committee successful fulfillment of all academic, clinical, and school requirements for the degree
- Demonstrate professional and ethical behavior
- Post a passing score for United States Medical Licensing Examination (USMLE) Step 1 by the final month of the Year 3 curriculum
- Sit for Step 2 CK and CS by the start of the final semester of enrollment and post a passing score for USMLE Step 2 CK and CS no later than two months before the end of the student's Year 4 calendar. Otherwise your graduation may be delayed and you may not be permitted to participate in the ceremony.
- Provide evidence that all elective weeks required to graduate are entered on their academic schedule no later than 1 month prior to graduation and all other graduation requirements must be met no later than 1 month prior to graduation. Otherwise your graduation may be delayed and you may not be permitted to participate in the ceremony.
- Comply with all the requirements and policies of the medical school and university
- Discharge all indebtedness to the university
- Be present at the conferring of the degree unless specifically excused

United States Medical Licensing Examinations (USMLE)

USMLE is a national licensing exam that is administered in three parts or steps by the [National Board of Medical Examiners](#) (NBME). Step 1 is taken at the end of Year 2 and Step 2 usually is taken in Year 4. Complete information regarding these exams can be found at the [USMLE](#) website. Step 3 is taken during the intern year of residency and is not a graduation requirement.

Tests are administered at [USMLE](#) test centers contracted by the National Board of Medical Examiners. Students should consult [USMLE](#) publications regarding registration deadlines, fees, test administration procedures, score reporting procedures, and re-examination policies.

Step 1

- Students in good standing are required to take USMLE Step 1 before the official calendar start date of the Year 3 calendar (pending performance on a required NBME self-assessment exam, provided by SSOM near the end of that academic year, this date may be changed).
- Students' readiness to sit for USMLE Step 1 will be evaluated by the Student Promotion Committee based upon performance in courses and the mandatory NBME practice exam(s) provided (or approved) by SSOM. Practice exams are required in March/April (with the entire M2 class) and one to two weeks before a student sits for the actual USMLE Step exam.
- Students identified by ACE and OSA in consultation with the Academic Review and Intervention Committee who do not meet the recommended level of performance will be reviewed and advised on a case-by-case basis to define an appropriate preparation plan and timing of their Step 1 exams. *Scoring guidelines are distributed by the Academic Center for Excellence and Accessibility.*
- Students with INC or unremediated F grades from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1.
- Students who are required to remediate Year 2 courses and do so successfully must take Step 1 no later than 6 weeks after the start date on the Year 3 calendar (pending performance on a required self-assessment exam)* in order to be promoted to Year 3.
- Students not achieving recommended scores on the required self-assessment exam will be reviewed and advised on a case-by-case basis by the Office of Student Affairs in consultation with the Academic Center for Excellence and Accessibility to define an appropriate preparation plan and timing of their USMLE Step 1 exam.
- Students who must retake USMLE Step 1 are subject to a change in their Year 3 schedule to provide a study block and are required to meet with the Office of Student Affairs and the Academic Center for Excellence to establish a preparation plan for a second attempt. Normally, students begin their re-take preparation in the clerkship block following receipt of score results and no later than February of their M3 year. No clerkship is scheduled during the study block.
- Academic progress may be delayed to allow adequate Step 1 preparation time at the discretion of the Academic Review and Intervention Committee in consultation with the Student Promotion Committee. Students who fail USMLE one or more times are subject to review by the Student Promotion Committee and the recommendations of that committee.
- Stritch limits students to three attempts to sit for Step 1.
- Students who do not pass Step 1 by the end of the Year 3 curriculum, are not permitted to enroll in Year 4.

No more than the equivalent of one academic year of time off cumulatively may be taken for the purpose of studying for second and third USMLE re-examinations.

Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills)

- Students should take Step 2 CK and CS after successful completion of all required Year 3 courses (pending performance on a required NBME self-assessment exam provided by SSOM near the end of the academic year, this date may be changed).

- Students' readiness to sit for Step 2 CK and CS will be evaluated by the Student Promotion Committee based upon performance in clerkships, the mandatory NBME practice exam(s) provided by SSOM, and the Ambulatory Skills Assessment Exam. Students identified by the Student Promotion Committee in consultation with the Academic Review and Intervention Committee who do not meet the recommended level of performance will be reviewed and advised on a case-by-case basis to define an appropriate preparation plan and timing of their Step 2 exams. *Scoring guidelines are distributed by the Academic Center for Excellence.*
- Students must sit for Step 2 CK and CS by December 31st of Year 4 or prior to the start of the final semester and post a passing score for USMLE Step 2 CK and CS no later than two months prior to graduation in order to be eligible to participate in the commencement ceremonies. Otherwise your graduation may be delayed and you may not be permitted to participate in the ceremony.
- Students with unremediated F or INC grades are normally required to satisfactorily complete those courses prior to sitting for Step 2 CK and CS.
- Stritch limits students to three attempts each to pass Step 2 CK and Step 2 CS.
- Students who do not pass Step 2 CK and CS on the first two attempts may petition the Office of Student Affairs for an extension of time not to exceed six months and three total attempts to fulfill this requirement. An extension of time is granted based on the structure and potential efficacy of the proposed study plan.

Students are advised to consult the [USMLE](#) website to determine score reporting dates for the test date selected.

Length of Time to Complete Graduation Requirements

Students must complete a minimum of four academic years. Students are expected to graduate after four consecutive academic years of enrollment except when a student is:

- granted an approved LOA due to documented health problems or personal tragedy;
- approved to pursue an educational or research experience outside of the standard four consecutive year medical school curriculum; or
- advised by the Student Promotion Committee to alter their academic schedule.

CURRICULUM REQUIREMENTS

The curriculum consists of required core courses and clerkships, electives, academic requirements (case papers and clinical rounds), and topics in medicine offered through vertically integrated courses (*see Topics in Clinical Medicine – Vertically Integrated Courses*).

Year 1 and Year 2

Year 1 and Year 2 each consist of two semesters of 20 calendar weeks, including 18 weeks of classes. Specific course information can be found on the [Loyola University Medical Education Network](#) (LUMEN) website.

Required Year 1 courses:

- Behavioral Medicine & Development
- Function of the Human Body
- Host Defense
- Molecular Cell Biology & Genetics
- Patient Centered Medicine 1
- Structure of the Human Body
- Topics in Clinical Medicine 1

Required Year 2 courses:

- Mechanisms of Human Disease I and II
- Patient Centered Medicine 2
- Pharmacology and Therapeutics I and II
- Attendance at two Ethics Grand Rounds
- Topics in Clinical Medicine 2

Students must take and pass all required courses offered in the pre-clerkship curriculum at Stritch and record a grade according to the regular schedule and school calendar. Proficiency exams are not offered for the purpose of exempting a student from any graduation requirement.

Students who are away from the preclinical curriculum may be required to complete a PCM2 refresher course before reentering the curriculum. This will be determined by the PCM2 course director in collaboration with the Associate Dean for Student Affairs or designate.

Year 3 and Year 4

Year 3 includes 44 weeks of required clerkships and four weeks of research or clinical electives. Year 4 includes 12 weeks of required clerkships and 30 weeks of elective time. At least 12 weeks of required and/or elective coursework must be completed in the final semester of enrollment. This may not be reduced by elective credits accrued in earlier semesters of enrollment. Specific course information can be found on the [LUMEN](#) website.

Students must comply with the teaching site's standards, rules, regulations, administrative practices, and policies.

Year 3 curriculum:

- Family Medicine Clerkship
- Medicine Clerkship
- Obstetrics & Gynecology Clerkship
- Patient Centered Medicine 3
- Pediatrics Clerkship

- Psychiatry Clerkship
- Surgery Clerkship
- Neurology Clerkship
- Clinical or research electives (*see Electives*)
- Attendance at two Ethics Grand Rounds (four total required in Years 2 and 3 combined)
- Completion of an Ethics Case Analysis Paper (due in the first month of Year 4)
- Topics in Clinical Medicine 3 - Successful completion of vertical curriculum as specified below with a final comprehensive examination for vertically integrated curricular topics (*see Topics in Clinical Medicine – Vertically Integrated Courses section*)

Year 4 curriculum:

- Critical Care Subinternship selective
- Ward Subinternship selective
- Emergency Medicine Clerkship
- Clinical or research electives (*see Electives*)

Topics in Clinical Medicine – Vertically Integrated Courses

Certain topics (e.g., preventive medicine, radiology, end of life care) are taught throughout the first three years of the curriculum in multiple courses and clerkships. Each topic is designated a Vertically Integrated Course (VIC) and is reported on the Stritch transcript under one required course heading: Topics in Clinical Medicine (TICM).

Acquisition of knowledge, skills, and professional attitudes and behaviors is evaluated as part of the course/clerkship examination(s) in which the material is presented and by a final comprehensive exam given after all of the individual components of a VIC are completed. Each VIC and the TICM is graded as Pass/Fail. **Attaining a Pass in TICM is required** for graduation and to do so, a student must receive a Pass in each individual VIC. Failure on any component of an exam or exams necessitates taking and passing a make-up exam. Failure on a make-up examination requires remediation as deemed appropriate by the specific VIC Course Director.

Bioethics and Professionalism

Students are required to successfully complete the following components:

- attend four Ethics Grand Rounds by the end of Year 3
- submit an Ethics Case Analysis Paper due in the first month of Year 4 and receive a passing grade

Selective Required Sub-Internship

Students who desire to meet one of the Sub-Internship requirements in the year 4 curriculum through an extramural elective sub-intern clerkship may apply to do so as follows:

- A petition must be filed at least 60 days prior to the start date to have the external Sub-internship fulfill the clinical portion of the SSOM Sub-internship requirement.
- Only one of the two required sub-internship experiences may be completed externally.
- Only the clinical portion of the required Sub-Internship may be completed externally. The Stritch sub-internship simulations, OSCEs, and final examination must be completed and passed to meet the required curriculum requirement.
- Students will be responsible for the sub-internship orientation material, lecture-discussion sessions, and completion of the SSOM Sub-I on-line modules.

Contact the sub-internship course coordinator for details.

Electives

The current curriculum requires completion of a minimum of 26 weeks of electives, most of which must be completed within the 34 weeks available in the Year 3 and Year 4 curriculum.

- No more than three (3) elective weeks earned in Year 1 and Year 2 may be applied toward graduation.
- Electives taken in Years 1-2-3 must be intramural.
- Year 4 electives may be intramural or extramural, but the maximum number of extramural weeks permitted to be applied toward the MD degree is 12 weeks.
- The majority of electives, 16 weeks of the 26 weeks minimum, must be at least four (4) weeks in length.
- Students must be enrolled in at least 12 weeks of required and/or elective clerkships in the final semester of enrollment before graduation.

Students are limited to eight (8) weeks of credit in internationally-based global health electives and individually designed electives (i.e., an elective not listed in Stritch's or another US allopathic medical school's elective catalog).

Elective approval is granted within guidelines whose primary purpose is to confine the educational program to sites at which coursework can be regulated as to content, orientation, and from which meaningful evaluation of student performance can be obtained from an appropriate faculty member. Complete policies, regulations, and rationale regarding a student's preparation of their elective program, its content, and the registration procedures are published in Stritch's [Elective Course Catalog](#).

In conferring the MD degree, Loyola University Chicago is obligated by various licensing agencies to certify that students meet certain program requirements, including the very important one of time in residence. Such certification is obviously invalid if a significant amount of the elective educational experience occurs outside the surveillance of our faculty. The primary reasons for these constraints arise from our institutional accountability to licensing and accreditation agencies and our concern with appropriate cost reimbursement.

Students must comply with the teaching site's standards, rules, regulations, administrative practices, and policies. Electives must be registered and cancelled in accordance with the policies and procedures outlined in the [Elective Course Catalog](#).

COMPETENCY REQUIREMENTS

Competencies

Stritch School of Medicine requires medical students to develop competency in eight ~~six~~ areas of performance to the level expected of new physicians entering graduate medical education programs.

Students are broadly trained and prepared to undertake graduate medical education training and choose careers in academic medicine, community medicine, and/or research. Faculty members are committed as teachers, mentors, and role models to support the development of these student competencies:

- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Practice-Based Learning and Improvement
- Professionalism
- System-Based Practice
- Interpersonal Collaboration
- Personal and Professional Development

[Stritch School of Medicine Goals and Objectives](#) provides a detailed description of these competencies. Competencies are evaluated in all Stritch courses and students are required to successfully meet competency standards to be eligible for promotion and graduation.

Competency Evaluation and Assessment Review Committee

The Competency Evaluation and Assessment Review Committee (CEARC) reviews the school's competency-based learning objectives for each course and clerkship and utilizes student performance data with respect to the specified learning objectives to target, develop, and calibrate assessment instruments for each of the eight required competencies.

Academic Review and Intervention Committee

The Academic Review and Intervention Committee (ARIC) is responsible for monitoring student performance on examinations and evaluations of competencies, small group activities, and clinical experiences to identify students who require observation, intervention, and/or remediation. An action plan based on individual needs will be designed and monitored by the committee in collaboration with the student. ARIC will report to the Student Promotion Committee.

Student Promotion Committee

The Student Promotion Committee (SPC) is responsible for overseeing and enacting the policies regarding the academic and professional standards of all medical students and their programs toward graduation.

The SPC reviews student academic performance and competency status after each semester and after USMLE Step 1 and Step 2 examinations. In addition, the committee review will determine a student's academic status as he/she progresses through the curriculum and approve them for advancement and eventually graduation.

The committee recommends with regard to the following:

- Promotion, probation, repeat of coursework, suspension, withdrawal or termination of a student for academic or professional concerns
- Determination of satisfactory progress
- Monitor and advise on required remediation programs as developed by ARIC or course/clerkship directors concerning SSOM competencies and academic progress
- Determination of whether a student has fully satisfied the requirements for a medical degree.

The committee seeks to support and develop students' academic and professional competence and strengthen the overall academic environment toward successful degree completion.

ACADEMIC CALENDARS AND SCHEDULES

Official academic calendars and course/clerkship schedules for each curricular year are published on SSOM website. The academic calendar sets the beginning and ending dates of each enrollment term and specifies approved vacation periods and no-class days. The course/clerkship schedule provides a daily list of class sessions and times. Changes are normally not made to the calendar or schedule once the term has started except for unforeseen exigencies and only with the approval of the Office of Educational Affairs in collaboration with the Office of Registration and Records.

Examinations

The Office of Registration and Records publishes an examination schedule at the start of each semester. It is the student's responsibility to confirm the exact time, place, and format of all announced exams. Students are obligated to take examinations on the days and times specified on the course/clerkship schedule and by the course/clerkship administration.

Students may be excused from an examination for the following reasons:

- Serious illness, which must be documented by a note addressed to the Associate Dean for Student Affairs from Loyola's Student Health Service

- Emergency situation, which must be reported to the Associate Dean for Student Affairs or designate, citing evidence for granting an authorized absence; the Associate Dean, in consultation with the Course/Clerkship Director, approves the absence.

Students who are excused from examinations are responsible for confirming with course/clerkship coordinator the new date, time and place for the rescheduled exam. The Course/Clerkship Director (or Coordinator) and the Associate Dean or Assistant Dean for Student Affairs will determine the date and time of the rescheduled exam. The Associate Dean or Assistant Dean for Student Affairs have final authority on setting new date. Exams have to be rescheduled immediately upon the student's return to class in cases of sudden illness or emergency situations. Unauthorized absence from an examination generally results in a score of zero for which the consequence is normally failure of the course.

Changes in exam schedule for other personal reasons, except as noted above, are not normally made.

For further details on the SSOM attendance policy, see pages 46-49.

PERMANENT RECORDS

Permanent File Contents

A student's permanent file as maintained in the Office of Registration and Records contains the following documents:

- Admission application
- Registration information
- Stritch transcript (unofficial copy added after graduation)
- Transcripts from all post-secondary schools from which a degree was awarded or evidencing successful completion of a program required for admission to Stritch
- Grades and written evaluations, including competency assessments and narrative comments
- USMLE score reports (electronic version only)
- Notations of awards for academic achievement
- Status and name changes
- Photograph
- Other important correspondence addressed to the student
- Medical School Performance Evaluation (MSPE), also called the Dean's Letter

FERPA Compliance

Letters of recommendation, including those sent as part of the application for admission to Stritch and those submitted to support the residency application process, are not kept in the student's permanent file. Disclosure of the student's permanent academic records to anyone other than recognized school officials with a legitimate need to know must have

prior written consent of the student. Requests for information and letters of consent to release these records from the student are maintained in accord with FERPA guidelines.

The Family Educational Rights and Privacy Act of 1974 ([FERPA](#)) protects the confidentiality of these records. Refer to the *Access to and Disclosure of Student Records* section or contact the Office of Registration and Records for further assistance.

Directory information is normally released without your prior consent upon request unless there is a written request on file with the Office of Registration and Records to withhold your directory information.

Transcript of Grades

The precautions the Office of Registration and Records takes in issuing transcripts are intended to protect the student's right to privacy:

- Transcripts may be issued upon written request of the student;
- Only official transcripts are issued by the Office of Registration and Records;
- All financial obligations to the university must be met prior to issuance of a transcript;
- Only the record of the work done and grades earned while registered at Loyola University Chicago Stritch School of Medicine is included;
- USMLE scores and class rank are not listed;
- Those original records and documents submitted as evidence of completion of education requirements at institutions other than SSOM submitted as part of the application to Stritch cannot be released or copied.

CLINICAL SCHEDULING

Clerkship Track

Students are assigned by lottery to a track that determines the sequence in which they take required clinical courses, commonly referred to as clerkships, and electives. Information about the clerkship track system and the policies that govern the lottery process are published separately and distributed to M2 and M3 students.

Departments also conduct lotteries that determine a student's teaching site assignment. All required clerkships must be taken at Loyola University Medical Center or a site designated by Stritch for that clerkship. Students must comply with the assigned teaching site's standards, rules, regulations, administrative practices, and policies.

Workweek

Clinical and educational work hours are direct and indirect **supervision** and oversight of clinical and educational activities related to patient care, which do not include reading/studying time spent away from the clinical site, on any required clerkship or elective at Loyola University Medical Center or affiliated site. The intent of these guidelines is to ensure that the student arrives at their clinical site adequately rested, ready to participate in

the care of patients that demonstrates their responsiveness to patient needs that supersedes self-interest. Clinical Educational activities must follow these guidelines:

- Students are limited to no more than 80 hours/week, including all call activities averaged over a four-week period, including educational activities.
- At least one day (24 hours in duration) in seven free of all clinical and educational activities, when averaged over four weeks.
- At least a 10-hour time period between all daily duty periods and after in-house call to allow adequate time for rest, personal activities, and study.

Student well-being includes the opportunity for students to access medical and dental care, including mental health care, at times that are appropriate to their individual circumstances. Students must formally request the Clerkship Director and the Office of Student Affairs Deans and be provided with time away from their clerkship as needed to access care, including appointments scheduled during their working hours.

Any amendment to Stritch's guidelines will be announced should national review of workweek standards occur or local review within Loyola determine that a change is necessary,

On-Call

The objectives of in-house and on-call activities include learning and knowing how a hospital functions differently at night as opposed to normal daytime hours, caring for patients not primarily assigned, learning how to communicate with colleagues about their care, and recognizing and treating acutely ill patients who require emergent hospital admission.

In-house call must **not be more than every fourth night** of continuous on-site duty, including in-house call, and must **not exceed 24 consecutive hours**. Students must have at least 14 hours free of clinical work and education after 24 hours of in-house call. In rare circumstances a student may voluntarily (not coerced) remain on the clinical site to participate in the care of a single severely ill or unstable patient, provide humanistic attention to the needs of a patient or family or to attend educational events. If any of these occur, they must be counted toward the 80-hour maximum weekly limit.

Transportation Voucher Post-Call

Any student who considers him/herself too tired or fatigued to drive home safely and is unable to obtain other alternative transportation should call a taxi. Reimbursement for a round trip between the clerkship site and student's local address and back to the clerkship site for the next clerkship day is provided through Stritch. The student should promptly submit the original fare receipt to the Vice Dean for Medical Education's office at Stritch for processing a reimbursement.

GRADES

Final grades are determined by the individual courses and clerkships using methods appropriate to the skills and knowledge they evaluate. These can include multiple choice and written exams, objective structured clinical exams (OSCEs), student projects and presentations, laboratory exercises, small group problem-solving sessions, and clinical floor performance. Students can be evaluated in up to eight areas of performance and behavior, which are called competencies. Students must meet the minimal requirements in each of the competency areas evaluated in order to successfully pass a course or clerkship (see *Competency Requirements*). Students must complete end of course and clerkship evaluations by the indicated deadlines or they will receive a “Meets with Concerns” listing for professionalism for the course(s) in question.

Latin Honors at Graduation

Students achieving a grade average based on grades earned through the end of March in their final year, equivalent to 3.5, 3.7, and 3.9 on a four-point scale, are recommended respectively for the graduation honors of **cum laude** (with honor), **magna cum laude** (with high honor), and **summa cum laude** (with highest honor).

Grading System

H	Honors
HP	High Pass
P	Pass
P++	Pass (Pass/Fail courses only)
P*	Remediated Pass
U	Unsatisfactory (M1 through M4 years)
F	Failure
INC	Incomplete
WD	Withdrawn (this grade can only be given prior to final exams when a student has officially withdrawn or been granted a leave of absence.)

Grade Reporting

- Year 1 and Year 2 grades are reported to the Office of Registration and Records within two weeks (excluding official holidays) of the final examination or scheduled class session.
- Year 3 and Year 4 grades are reported to the Office of Registration and Records within 30 days (excluding official holidays) of the final examination or scheduled class session.
- All grades earned in properly registered courses are recorded on the student's official transcript.

- Written evaluations that accompany a letter grade documenting overall performance become part of a student's permanent record. Students are expected to review these evaluations.
- If a student is assigned a U for a grade, they can receive no higher than a P as a final grade.

Class Rank

Because SSOM does not officially calculate or use GPA, we do not record a specific class rank. Instead all students in a class are segregated into thirds according to academic performance. This is computed only after all grades have been collected at the conclusion of Year 3 and is usually announced in August but no later than September of Year 4. A final class rank, in thirds, is recomputed prior to graduation using grades collected through period 11C for the purposes of determining Latin Honors for graduation.

- Class rank is not posted on the official transcript and may only be released by the school with the written authorization of the student.
- Transfer students receive a class ranking based only on their work at Stritch.
- **P++**, **U**, and **INC** grades are not used in computing class rank.
- Class rank is used, with other variables, to determine final categories for the Medical School Performance Evaluation (MSPE) or Dean's Letters).
- Class rank is also used, with other variables, to determine Alpha Omega Alpha (AOA) status.

Conflict of Interest

Any clinical faculty member who serves as a healthcare provider for a student cannot be assigned to that same student as a faculty supervisor during their clerkship. Exceptions can be made for emergency health situations. It is the primary responsibility of that faculty member (and student) to contact the clerkship director to request a different faculty member be assigned to that student as their clinical clerkship supervisor.

Petition for Review of Grade Assigned

A student who wishes to request review of the final grade received in a course/clerkship/elective may do so by submitting a written petition to the Course/Clerkship/Elective Director with a copy to the Associate Dean for Student Affairs. Petitions must specifically state the reason for requesting a review and must be submitted within two months of the date the grade was posted.

A student who is dissatisfied that the response did not address the concerns stated may request a review of his/her appeal to the Course Director (Year 1 courses, Year 2 courses, and PCM 3) or to the department chair of the clerkship/elective (Year 3 and Year 4) within one month of receipt of the original response to the petition. In Years 3 and 4, a final petition to the Vice Dean for Medical Education must be limited to concerns relating to the violation of school policy, course's stated grading procedure, or that an unjust decision was rendered. Petitions filed longer than two months following posting of the grade in question are not heard.

PROBATION AND NOTICE

Any student who loses good standing status shall be placed on academic notice or probation for a specified period recommended by ARIC to the Student Promotion Committee. The student will be notified in writing of the notice or probationary status, both when it starts and when it ends. Probation status will not be removed until improvement has been demonstrated by the student.

Notice

The following guidelines apply to academic notice. A student loses good standing for the following reasons:

- Fails a course, clerkship, or elective;
- Fails to achieve required competency levels during one course, clerkship or elective;
- Fails to maintain acceptable academic, ethics or professional behavior;
- Fails USMLE Step 1 or 2; and/or
- Please note: Notice status is not placed on a student's academic transcript.

Probation

The following guidelines apply to academic probation. A student loses good standing for the following reasons:

- Fails one course, clerkship, or elective while on academic notice status;
- Fails to achieve required competency levels for a course while on academic notice status;
- Fails to maintain acceptable academic, ethics or professional behavior while on notice; fails USMLE Step 1 or 2CK or CS more than once; and/or
- Commits an egregious professional breach requiring immediate assignment of probation without having been on Notice.

After the student has completed the required course(s) and/or competency and/or retake of the appropriate national examination, the SPC will again review the academic record of the student who is on academic probation. The SPC will determine if the student will be reinstated to good standing. A student cannot graduate while on academic probation.

Please Note: a student's performance may be determined by SPC to be subpar enough to justify probation status immediately without a previous "notice" status. In such cases the student will be notified.

FAILURES AND REMEDIATION

A student who has failed a course, clerkship, elective, or board exam, may be placed on academic probation by the Student Promotion Committee. The student is required to engage in an academic advisement process through the Office of Student Affairs and the

Academic Center for Excellence in collaboration with the student advisor and/or Course/Clerkship/Elective Director when appropriate. Such a process also might be suggested by the Academic Review and Intervention Committee.

A remediation plan for students who have failed is developed by the appropriate parties according to policy guidelines. Engaging in the proposed recommendations made by the Academic Review and Intervention Committee is considered mandatory by the Stritch deans and faculty. The Student Promotion Committee will review students' adherence to the remediation process as well as the remediation outcome in deciding if a student will be promoted to the next academic year.

Year 1 and Year 2

Remediation of a Single Failure

Students with one final course grade of F must attempt to pass a make-up examination offered by the course prior to the start of the next academic year. The Course Director, in consultation with the Associate Dean for Education, is responsible for producing an examination that is rigorous enough to assure that the student has achieved competency in the material. The remediation examination schedule is determined by the Office of Student Affairs and the Academic Center for Excellence in consultation with the Course Director according to the time lines shown below. A student with a failing grade below 60% may be denied the opportunity to remediate the failure by an end of year exam and may instead be required to repeat the course. The Course Director will make recommendations to the Student Promotion Committee to assist in determining if summer remediation is an option.

- A Year 1 remediation exam is scheduled at the end of the academic year and must be completed at least one week prior to the start of the next academic year. The schedule is set to allow the student a study period and the exam must be taken according to the date specified by Stritch.
- A Year 2 remediation exam is scheduled to allow the student ample time to complete the course and prepare to take the USMLE Step 1. Students with an unremediated F or INC grade(s) from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1.

Students needing to remediate a course should expect to alter their summer schedules based on input from the Course Director, Office of Student Affairs, and Academic Center for Excellence.

Prior to sitting for a remediation examination, a student should engage in a supervised review period under the direction of the Course Director and the Academic Center for Excellence. Remediation exams are not offered mid-year due to their potential disruption of focus on courses in progress during the next semester.

The following remediation conditions apply:

- An F grade successfully remediated by passing a make-up examination can only be converted to a P* grade. The P* grade is defined on the Stritch transcript key as a Remediated Pass.
- A student must have earned a P (or higher) or P* in every course attempted to be eligible for promotion to the next curriculum level.
- A single F grade not successfully remediated by passing a make-up examination requires repetition of the entire course.
- A student required to repeat a course must do so at Loyola and is not eligible to participate in any courses offered at the next level while repeating a course.
- While a course repeat normally takes place during the next academic year, the student may request, or Stritch may require, that the student take a leave of absence to seek learning or personal assistance, or engage in remedial work, prior to attempting to repeat the failed course.
- Stritch strongly recommends that a student repeating a course also audit other courses for which a P* or marginal P grade was received in order to sustain readiness for taking the USMLE.
- The transcript of a student who must repeat a course will permanently show the original F grade. In the repeated course, a student may earn a grade of Honors, High Pass, or Pass.
- A student who fails the same course a second time is dismissed by administrative action of the Stritch School of Medicine.
- A student is not allowed more than one repeat year. After repeating any portion of the M1 year, a student is not allowed to repeat any portion of the M2 year. In such a situation the student will be dismissed from Stritch.

Remediation of Multiple Failures

A student who fails four or more courses in any one academic year during Year 1 or Year 2 of the curriculum is not permitted to remediate any of these failures and the student is terminated from enrollment. Grades of U and INC are not counted under this rule.

If a student fails five courses in Year 1 and Year 2 of the curriculum combined, then no remediation of the fifth course is allowed, irrespective of whether the earlier failures were remediated, and the student is dismissed.

A student with three or fewer final course grades of F in a given year must attempt to pass make-up examinations offered by the course prior to the start of the next academic year. The Course Director is responsible for producing an examination that is rigorous enough to assure that the student has achieved competency in the material.

The remediation examination dates are determined by the Office of Student Affairs and the Academic Center for Excellence in consultation with the Course Director according to the time lines shown below:

- Year 1 remediation exams are scheduled at the end of the academic year and must be completed at least one week prior to the start of the next academic year. The

schedule is set to allow the student a study period prior to each exam and the exams must be taken according to the date specified by Stritch.

- Year 2 remediation exams for failed courses are scheduled no later than mid-July following the end of Year 2 in order to allow sufficient time for the student to prepare to take the USMLE Step 1 no later than 6 weeks from the start date on the Year 3 calendar. Please note: remediation for failed M2 courses cannot be done before the end of the spring semester of the M2 year.
- Students with unremediated F or INC grades from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1

Students needing to remediate courses should expect to alter their summer schedules based on input from the Course Director, Office of Student Affairs, and Academic Center for Excellence.

Prior to sitting for remediation examinations, a student should engage in a supervised review period under the direction of the Course Director and the Academic Center for Excellence. Remediation exams for failed courses are not offered mid-year due to their potential disruption of focus on courses in progress during the next semester.

The following remediation conditions apply:

- A student must have earned a P (or higher) or P* in every course attempted to be eligible for promotion by the Student Promotion Committee to the next curriculum level.
- F grades successfully remediated by passing a make-up examination can only be converted to P* grades.
- The P* grade is defined on the Stritch transcript key as Remediated Pass.
- A student must successfully remediate by make-up exam at least one of the three initially failed courses to earn the opportunity to repeat up to two courses not successfully remediated through the make-up exam opportunity.
- A student who must repeat one or two courses must do so at Loyola and is not eligible to take any courses offered at the next level while repeating a course.
- While this repeat normally takes place during the next academic year, the student may request or Stritch may require that the student take a leave of absence to seek learning or personal assistance or engage in remedial work prior to attempting to repeat the failed courses.
- Stritch strongly recommends that a student repeating a course or courses also audit courses for which a P* or marginal P grade was received in order to sustain readiness for taking the USMLE.
- The transcript of a student who must repeat course(s) permanently shows the original F grade. In the repeat year, a student may earn a grade of Honors, High Pass, or Pass in a repeated course.
- A student who fails the same course a second time is automatically dismissed by administrative action of the Stritch School of Medicine.

Assignment of an Incomplete Grade

- An INC grade is only given prior to a final exam upon recommendation of the Course Director and approval of the Associate Dean for Student Affairs, usually in cases of illness, emergency, or personal tragedy.
- INC grades should be removed within two weeks from the end of the course or in accord with an alternate plan approved by the Course Director and Associate Dean for Student Affairs.
- A student without an approved alternate plan who has not cleared the INC grade before the start of the next academic year will have the INC grade converted to an F grade.
- An INC grade can be changed to an H, HP, P, U, or F grade.

Assignment of a U Grade

A U grade is reported if a student fails the clinical performance portion or receives an overall fail on the performance or competency components evaluated. The student has **one opportunity** to remediate this grade. The remediation is appropriate to the failed component(s) of the course.

- Unsatisfactory performance in examinations or other required assignments
- Unsatisfactory performance of those responsibilities assigned to the student with respect to patient care (clinical performance)
- Not meeting expected competencies
- Behavior that is judged by the student's immediate supervisory faculty to be inappropriate, disruptive, or, in any way, deleterious to the delivery of proper and humane medical care.
- Supervisory faculty documents inappropriate behavior in writing to the Clerkship/Elective Director, who then notifies the student in writing; the student meets with the Clerkship/Elective Director who determines an appropriate course of action in the assignment of a U grade in the clerkship/elective.

Remediation of a U Grade

- If clinical performance was satisfactory, but other components were failed, the student is expected to remediate the relevant components and, usually, at least half of the clinical component. The Clerkship/Elective Director and/or the Student Promotion Committee may require or recommend additional remedial work, including additional clinical experience beyond half of the course/clerkship/elective.
- If clinical performance was unsatisfactory, the student must repeat no less than half and, in some cases, the entire clerkship/elective, including exams, papers, and projects even if these components were originally passed.
- The U grade should be remediated within *three* months from the date the U grade was posted. Upon prior written petition from the student or the Associate Dean for Student Affairs, additional time may be granted to remove the U to avoid conflict with another upcoming exam or course in progress, or other serious reason.
- The U grade can only be converted to a P or F grade. The department may recommend or require additional remedial work prior to offering the student an opportunity for clearing the U grade. No academic credit is given for remedial work.

- **Only one remediation opportunity** is offered to remove a U grade. The remediation should be appropriate to the portion of the coursework in which the student's performance was unsatisfactory.
- A U grade in a course or clerkship requires evaluation of the student's progress by ARIC, which may lead to action by the Student Promotion Committee, including placing the student on academic probation. Three or more U grades in Year 3 and Year 4 may be cause for additional remediation or repetition of coursework.
- No academic credit is given for remedial work.

Assignment and Remediation of *Meets with Concern* Competency Evaluation

Students who receive a *Meets with Concern* assessment in one or more competencies in one or more courses are subject to review by the Academic Review and Intervention Committee with input from the appropriate Course Director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet* Competency Evaluation

A *Does Not Meet* assessment in any course or any competency WILL result in a U grade for that course. A plan to address these deficiencies is determined by the Academic Review and Intervention Committee (ARIC) and the Student Promotion Committee with input from the appropriate Course Director(s) to determine the form and format of the remediation.

Year 3 and Year 4

The Student Promotion Committee will review students' performances in all officially registered Year 3 and Year 4 electives and clerkships, and all competency evaluations to determine eligibility for degree completion.

Unsatisfactory Performance or Academic Failure

If a student's performance on exams, papers, projects, OSCE or clinical performance is unsatisfactory, the Clerkship Director may report a U or F grade depending on the severity of the deficiency.

Assignment of a U Grade

A U grade is reported if a student fails the clinical performance portion or receives an overall fail on the performance or competency components evaluated. The student has **one opportunity** to remediate this grade. The remediation is appropriate to the failed component(s) of the course.

- Unsatisfactory performance in examinations or other required assignments
- Unsatisfactory performance of those responsibilities assigned to the student with respect to patient care (clinical performance)
- Not meeting expected competencies
- Behavior that is judged by the student's immediate supervisory faculty to be inappropriate, disruptive, or, in any way, deleterious to the delivery of proper and humane medical care.

- Supervisory faculty documents inappropriate behavior in writing to the Clerkship/Elective Director, who then notifies the student in writing; the student meets with the Clerkship/Elective Director who determines an appropriate course of action in the assignment of a U grade in the clerkship/elective.

Remediation of a U Grade

- If clinical performance was satisfactory, but other components were failed, the student is expected to remediate the relevant components and, usually, at least half of the clinical component. The Clerkship/Elective Director and/or the Student Promotion Committee may require or recommend additional remedial work, including additional clinical experience beyond half of the course/clerkship/elective.
- If clinical performance was unsatisfactory, the student must repeat no less than half and, in some cases, the entire clerkship/elective, including exams, papers, and projects even if these components were originally passed.
- The U grade should be remediated within *three* months from the date the U grade was posted. Upon prior written petition from the student or the Associate Dean for Student Affairs, additional time may be granted to remove the U to avoid conflict with another upcoming exam or course in progress, or other serious reason.
- The U grade can only be converted to a P or F grade. The department may recommend or require additional remedial work prior to offering the student an opportunity for clearing the U grade. No academic credit is given for remedial work.
- **Only one remediation opportunity** is offered to remove a U grade. The remediation should be appropriate to the portion of the coursework in which the student's performance was unsatisfactory.
- A U grade in a course or clerkship requires evaluation of the student's progress by ARIC, which may lead to action by the Student Promotion Committee, including placing the student on academic probation. Three or more U grades in Year 3 and Year 4 may be cause for additional remediation or repetition of coursework.
- No academic credit is given for remedial work.

Assignment of an F Grade

- An F grade is reported if a student fails the remediation attempt.
- An F grade is reported if a student is terminated from the clerkship for severely poor clinical performance portion or receives an overall fail on the performance.
- Termination of clinical performance automatically results in an F grade for the entire clerkship/elective and is referred to the Student Promotion Committee for appropriate action according to the Academic Policy Manual, including placing the student on academic probation

Remediation of an F Grade

In all instances of a failure, the student is required to complete the remediation under the supervision of faculty designated by the Clerkship/Elective Director. In the case of a failed extramural elective, the appropriate medical school department in consultation with the Student Promotion Committee determines a suitable remedial experience. Remediation of a failed clinical course/clerkship/elective may result in delayed graduation and/or modification of the remainder of the student's academic program.

If the student successfully remediates, the Clerkship/Elective Director reports a grade change from F to P* (passed by remediation) for exam remediation and other components of the course/clerkship/elective. However, clinical remediation changes from a U to a P. If the student does not successfully remediate, an F grade is reported and the student is dismissed due to academic failure by administrative action of the Stritch School of Medicine.

Remediation of Multiple Failures

Students may not receive a P* or F grade in more than two required or elective clerkships. If an F grade is reported for a third required or elective clerkship, the student is automatically dismissed by administrative action of the Stritch School of Medicine.

Assignment and Remediation of *Meets with Concern* Competency Evaluation

Students who receive a *Meets with Concern* assessment in one or more competencies in one or more courses/clerkships/electives are subject to review by the Academic Review and Intervention Committee and the Student Promotion Committee with input from the appropriate Course/Clerkship/Elective Director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet* Competency Evaluation

A Does Not Meet assessment in any course/elective/clerkship or any competency WILL result in a U grade for that course. A plan to address these deficiencies is determined by the Academic Review and Intervention Committee (ARIC) and the Student Promotion Committee with input from the appropriate Course Director(s) to determine the form and format of the remediation.

ATTENDANCE

Year 1 and Year 2

Students have the professional responsibility to participate in and interact with faculty in scheduled course sessions during Year 1 and Year 2, including laboratories, lectures, and other learning activities.

Attendance is mandatory in Patient Centered Medicine courses, clinical courses, and any other course or course component for which attendance is announced as required, such as small group sessions and objective structured clinical examinations (OSCEs).

Unexpected/Emergency Absences from Required Activities

Examinations or other required academic activities missed due to illness or other legitimate, serious, extenuating reasons may be made up only if the Course Director and Associate Dean for Student Affairs or designate have received notice of the absence, in advance if non-emergent or as soon as possible if emergent, and granted permission for an excused absence. Absence due to illness requires written documentation from the Student Health

Service and/or the physician caring for the student submitted to the Office of Student Affairs.

Non-Emergent Absences from Required Activities

Petitions for approved absences for serious but non-emergent reasons from activities in which attendance is mandatory (i.e., examinations) must be submitted in writing to the Course Director, Course Coordinator, and Associate Dean or Assistant Dean for Student Affairs at least thirty days prior to the start of the clerkship in which the absence will occur. A student must have a serious reason for an excused absence or request for a change in an exam date. The petition should detail the nature of the conflict and available supporting documentation should be attached (e.g., copy of a jury summons or invitation to present a poster). **A petition for permission to be absent is a request, requires review, and is not automatically approved simply by submission.** In granting permission, the logistics and feasibility of rescheduling the missed academic activity are weighed and the student is notified of the decision. Approval to reschedule an examination specifies a date later than the original test date on which the test must be taken. An examination cannot be rescheduled to a date earlier than the original exam date.

Non-emergency absences not requested at thirty days in advance of the start of the course may not be able to be accommodated and may be denied.

Year 3 and Year 4

Attendance is mandatory in Patient Centered Medicine courses, clerkships, electives, and any other course/clerkship/elective components where attendance is announced as required (see *No Class Days and Absences*).

- Students are eligible for regularly scheduled vacation periods according to the official academic calendar.
- Additional discretionary time off may also be possible within the student's schedule as stipulated in the published policies of the clerkship track system.
- M3 and M4 students must complete an Application for Discretionary Time in my LUMEN in advance for approval of any one week period during which they wish to not be enrolled in full-time courses.
- Complete policies governing availability of discretionary time in Year 3 and Year 4 are published in the Stritch [Elective Course Catalog](#). In general, students should not take more than eight weeks off beyond the regularly scheduled vacation break weeks allowed in Year 3 and Year 4.

Absences

Any length of absence from any required activity or course/clerkship/elective component may need to be made up at the discretion of the Course/Clerkship/Elective Director according to the form and/or format specified by the department.

Unexpected/Emergency Absences

During Year 3 and Year 4, any unexpected absence due to illness or other serious emergency requires prompt notification by the student to the Associate Dean for Student Affairs or designee and to the Course/Clerkship/Elective Director. This notification constitutes a request for an excused absence due to a legitimate extenuating reason. The Office of Student Affairs alerts the course/clerkship/elective department and/or director of the absence if the student is unable to do so.

Examinations or other required academic activities that are missed may be made up only if the Associate Dean for Student Affairs has granted permission for the absence. Illness requires written documentation from the Student Health Service and/or the student's physician.

Non-Emergent Absences

Petitions for approved absences for non-emergent reasons are reviewed by the Course/Clerkship/Elective Director and Associate Dean for Student Affairs or designee and a decision is made to approve the request or not. A student must have a serious reason for an excused absence in Year 3 and Year 4 (e.g., wedding of a sibling or research presentation). Should a student have a serious reason for wishing to take a day or two off, **a written petition must be submitted at least 30 days prior to the start of the course/clerkship/elective in which the absence would occur.**

The petition detailing the nature of the conflict should be sent to all of the following individuals: 1) Course/Clerkship/Elective Director, 2) Course/Clerkship/Elective Coordinator, and 3) Associate Dean for Student Affairs. Supporting documentation should be attached (e.g., copy of a jury summons) to the petition, which **requires review and is not automatically approved simply by submission.** By notifying the relevant school offices at least one month in advance, the student's clerkship specialty service and call schedule is considered and adjusted to minimize the effect of any days off. The student is notified of the decision by the Course/Clerkship/Elective Director or the Office of Student Affairs. Non-emergency absences not requested at least a month in advance of the start of the clinical course cannot be accommodated.

No Class Days

Students are excused from courses, clerkships, and electives on the days listed below. Students should refer to the official academic calendar for the dates that these holidays are scheduled at Stritch each year. **Clinical students could be on duty or on call during weekends following or preceding a No Class Day.**

- Martin Luther King Day observance
- Match Day (M4 students only)
- Good Friday* through Easter Sunday inclusive
- Memorial Day*
- July 4th Independence Day* or recognized holiday
- Labor Day*

- Thanksgiving Day through that Sunday inclusive (clinical students are not on-call the day before Thanksgiving)

*If a clinical student is on-call the day prior, he/she is excused by 10:00 pm.

On-Call During No Class Days

- Students on required subinternships at Loyola University Medical Center or affiliated sites could be *on-call* on *No Class Days* (except *Thanksgiving Day through that Sunday*) if it is their scheduled turn on-call and, in the opinion of the Clerkship Director, taking call is in the best interest of patient care and educational intent.

Special Notes

The St. Luke Celebration occurs in October on dates announced in the official academic calendar. Class schedules during this week may be modified to permit special events that mark this Loyola tradition.

St. Albert's Day is observed in the fall and dates are published in the official academic calendar. Students participating or attending may do so according to Stritch's announced attendance guidelines.

On holidays designated by the Veterans Administration Hospital that are not on the official Stritch academic calendar as *No Class Days* (Columbus Day, US Presidents Day, Veterans Day), students assigned to that site **must** attend with their assigned service.

Students who need additional interpretation of the attendance policies are asked to contact the Office of Student Affairs.

LEAVE OF ABSENCE

General Policies and Procedures

All leave of absence (LOA) requests must be submitted in writing to the Associate Dean for Student Affairs and normally approved in advance of the proposed starting date. Usually, a student must be in good academic standing, have no outstanding U or F or Inc grades on his/her transcript, and have satisfied all graduation requirements normally expected for the student's level of training before the request is granted.

Requests for a leave of absence not covered by the various leave categories described below are considered on an individual basis by the Associate Dean for Student Affairs and may be reviewed by the Student Promotion Committee.

A LOA typically may not exceed one calendar year in length except as described below. Students are expected to graduate after four consecutive academic years of enrollment except when a student is:

- granted an approved LOA due to documented health problems or personal tragedy; or
- approved to pursue an educational or research experience outside of the standard four consecutive year medical school curriculum.

The Academic Policy Manual and graduation requirements in effect for the reinstated student's **new** graduating class will apply to the student for the balance of their enrollment at Stritch.

Students may be required to vacate their assigned locker, mailbox, and learning cluster cabinet, as well as make disability insurance premium payments directly to the vendor. Depending on the timing of the LOA, students may not be eligible for the university's hospitalization insurance plan during the leave. Students on leave may be eligible to retain other student services upon payment of the usual fees. Details are available in the Bursar Office.

Health Related Leave

LOA requests for illness must be submitted in writing to the Associate Dean for Student Affairs together with a letter from a physician caregiver that:

- Stipulates the existence of a medical condition of such nature that a leave of absence is recommended;
- Specifies that an appropriate course of therapy will be instituted;
- Identifies the supervising physician; and
- Indicates that a progress report authorized by the student will be submitted prior to reinstatement.

Additional supporting documentation may be required depending on the circumstances. A LOA for health-related reasons may be approved for periods up to one year. The Associate Dean for Student Affairs, in consultation with the Student Promotion Committee, may extend a health LOA in unusual circumstances upon written request of the student.

The student should submit in writing a formal petition to resume medical training to the Associate Dean for Student Affairs preferably at least four months in advance of the anticipated date of return. In all cases of approved leaves of absence for health-related reasons, the student is not permitted to return to class unless the physician caregiver also has certified in writing to the Associate Dean for Student Affairs that the student is capable of resuming a full course load in medical school.

Special Academic Programs

A leave of absence also may be approved for the following activities:

- Study for an advanced degree in scientific areas related to medicine, for example, MD/PhD program;
- Research activities related to medicine, but not necessarily directed toward an advanced degree;

- Study in specialized areas not available at the Stritch School of Medicine and not necessarily directed toward an advanced degree;
- To engage in a Stritch approved remediation study plan for course, clerkship, elective, or USMLE remediation.

Students must submit a proposal describing the purpose and goals of the leave. Approval is given only if the value of the proposed program is considered unique and sufficient to outweigh the disadvantages of interruption of the regular medical curriculum. Decisions for leaves in this category are reviewed by the Associate Dean for Student Affairs in consultation with the Student Promotion Committee if necessary. The decision in these cases also is influenced by logistical constraints associated with translocation of students from one graduating class to the succeeding one.

Students accepted into Loyola's MD/MS or MD/MA degree programs normally may be granted up to a one-year leave. Students accepted into the MD/PhD dual-degree program and making satisfactory academic progress may be granted successive one-year leaves of absence upon the recommendation of the MD/PhD Steering Committee to enable the student to complete the PhD requirements.

Student transitions in enrollment between the Stritch School of Medicine MD degree program and the Loyola Graduate School PhD program are detailed in the *Timeline for MD/PhD Students*, available in the MD/PhD office at the health sciences campus.

If the Graduate School or the MD/PhD Steering Committee notifies the student and Stritch that the student is not making satisfactory progress toward completion of the MA, MS, or PhD graduate degree, then the Associate Dean for Student Affairs in consultation with the Student Promotion Committee determines whether the LOA granted by the Stritch School of Medicine should be continued or revoked. If the leave is revoked, the student is expected to resume full time medical training toward the MD degree on or before the beginning of the next academic semester at Stritch according to the course start dates for the student's level of enrollment, or voluntarily withdraw from the Stritch School of Medicine within one month of the leave's revocation. In either case, there is an annotation on the medical school transcript regarding the revocation of the leave.

Other Absences

Prolonged absences in excess of normal discretionary time and regularly scheduled holidays and vacations for reasons other than those stated above are not normally approved. Specifically, requests for the following reasons are not approved:

- Pursuit of a non-medically related program or unstructured activity,
- Employment;
- Preparation for the first time taking of USMLE exams (pending performance on a Required NBME self-assessment exam provided by SSOM near the end of the academic year, this date may be changed);
- Self-study;
- Time off solely to consider alternative career options;

- Residency interview travel;
- Other activities not related to the completion of the MD degree requirements.

Written requests for leaves of absence for reasons not covered in this Academic Policy Manual are considered on an individual basis by the Associate Dean for Student Affairs and may be reviewed by the Student Promotion Committee.

VOLUNTARY WITHDRAWAL, DISMISSAL, AND APPEAL PROCEDURES

Voluntary Withdrawal

Withdrawal from the Stritch School of Medicine requires the student to secure permission from the Associate Dean of Student Affairs or designee. The student is responsible for executing the withdrawal form, financial aid exit interview, meeting all financial obligations to the university and Stritch, and return of all university and school property, including keys, library materials, parking card, equipment, and photo identification badge. Students also must vacate their assigned lockers, mailbox, and learning cluster cabinet. If these procedures are not followed, the student is not in good standing or eligible for tuition refund, if any.

Students who request a voluntary withdrawal do so with the full knowledge that the Stritch School of Medicine is under no obligation to consider a readmission application.

Dismissal

Students who do not satisfactorily fulfill the requirements for promotion and graduation contained in the Academic Policy Manual may be subject to temporary suspension or dismissal. A student who is dismissed has the right to appeal the action to dismiss or otherwise change enrollment status.

Appeal Procedures

Students have the right to appeal an action to dismiss or otherwise change enrollment status. The student's petition must be submitted to the Vice Dean for Medical Education in writing within 30 days of receipt of the letter of dismissal or enrollment status change. The Student Appeal Board normally convenes within a month to hear a petition received. The student is informed in writing of the date, time, and place of the hearing. The student may represent themselves and/or ask members of their peer group and/or a Loyola faculty member - any ally - to accompany them to the meeting. Allies may speak on behalf of the student if the student wishes. Legal counsel is not present at the hearing; and no photography, videotape, or audiotape recording is permitted. The Student Appeal Board considers student appeals on a case-by-case basis. The recommendation of the Student Appeal Board is forwarded to the Dean for review and approval. The Dean or designate notifies the student in writing of the final decision both by email and certified mail, return receipt requested.

If a student is dissatisfied with the action of the Student Appeal Board and the Dean, he/she may submit a petition for a final appeal to the University through the Provost. This appeal petition must be in writing and received by the Provost within 30 days of notification by the Dean. The Provost or designee reviews the appeal. Under Loyola University Chicago's due process norms, a student's appeal to the Provost must be limited to concerns relating to the violation of an official University or medical school policy or procedure or that an unjust decision was rendered.

The Provost or designee informs the student in writing of the appeal procedure and outcome of the appeal. Students are not entitled to any additional appeals within the University.

PROFESSIONAL BEHAVIOR

Expectations for Medical Students

Stritch School of Medicine students are expected to grow in the knowledge, skills, attitudes, and behaviors expected of individuals who are training to become physicians. Our mission requires respecting all individuals, creating and maintaining a positive learning environment, and consciously adhering to model standards of behavior and interaction that are consistent with our institution's Catholic and Jesuit heritage.

Our students are assumed to be of high moral character, expected to conduct themselves in a professional manner, and behave as socially responsible citizens in keeping with the professional norms of medicine. Students also are expected to maintain high ethical standards and practice academic honesty in all of their educational endeavors. These actions are echoed in our competencies - eight areas of performance and behavior that students must successfully meet in order to be eligible for promotion and graduation. Competencies are assessed in all courses and are components of the evaluation process.

To maintain a learning environment where individuals are encouraged and expected to perform to high standards, certain behaviors are considered unprofessional and unacceptable. For example,

- Accepting assistance from or giving assistance to another student during an exam or in the preparation of any graded material;
- Plagiarism;
- Inappropriate access to, misuse of, or theft of academic related information or records;
- Inappropriate access to, misuse of, or theft of medical information or records, including electronic medical records;
- Sabotaging another student's laboratory experiment;
- Misusing another person's signature;
- Falsifying academic grades or clinical evaluations, research data and/or results;
- Physical and verbal intimidation, bullying, or harassment;

- Lying, cheating, and fabricating information;
- Harassment (both sexual and non-sexual), patterns of sexual innuendo, obscenity, and defamation;
- Discriminatory actions based on race, gender, ethnicity, sexual orientation, and religion or other status protected by law.

The following statements are expectations for all students at the Stritch School of Medicine. Professionalism is considered in determining satisfactory academic progress. Failure to meet these expectations is grounds for consideration of dismissal. These guidelines are not exhaustive, but represent the kind of conduct and professional behavior that is mandatory in the educational and clinical environment.

- To conduct oneself in a manner that is appropriate for the learning and patient care environments with suitable dress and grooming.
- To practice academic honesty in all examinations, course, clerkship, and elective assignments.
- To be punctual and reliable in meeting obligations for courses and clerkships, including timeliness on rounds, lectures, and small-group experiences; meeting on-call requirements; seeking permission for any required days off; and providing proper notification for absence due to illness or true personal emergency.
- To tell the truth at all times, but especially concerning patient care matters, such as correctly reporting history, physical, laboratory, and other examination findings. Responding to a question with “I don’t know” when that is the truth, is always the best answer.
- To behave in a collegial way that enhances the ability of others to learn or care for patients. Verbal or physical abuse of other students, employees, faculty, and healthcare professionals; sexual harassment; a pattern of offensive comments; and other improper and disruptive behaviors are unprofessional and unacceptable.
- To use the highest standards of professional, ethical, and moral conduct and conscientiously care for patients under all circumstances associated with their illnesses.
- To relate in a proper and professional manner to patient families, especially under the always emotional and often tragic circumstances of a patient’s illness.
- To refrain from any action or conduct that may be considered unprofessional or unethical or embarrass or detract in any manner from the reputation of our school, faculty, and students

Health Insurance Portability and Accountability Act of 1996

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

“...information, including demographic data, that relates to the individual’s past, present, or future physical or mental health or condition; the provision of health

care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual.”

<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html?language=en>

All Stritch students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical educational activities. Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training. In addition to program-specific training, all students are required to complete any additional training mandated by the clinical facility where their clinical education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the Stritch School of Medicine.

Conduct Procedures for Academic Dishonesty and Unprofessionalism

All allegations of academic dishonesty must be documented and submitted to the Associate Dean for Student Affairs within a reasonable period of time after the alleged incident. The Associate Dean for Student Affairs will take the following actions:

- Notify the student(s) in writing of the allegation and documentation;
- Request a written response; and
- Inform the student(s) of the review process and appeal procedures to be followed.

Upon receipt of all pertinent materials, the Associate Dean for Student Affairs notifies the Vice Dean for Medical Education, relevant Course/Clerkship/Elective Director(s), and relevant teaching department(s) of the allegations and provides all the submitted information. The Vice Dean for Medical Education or designee determines if there appears to be sufficient substance to the allegations to proceed with a hearing.

In the event of a hearing, the Vice dean for Medical Education or designate will take the following actions:

- Select senior faculty members not involved in the case to be part of an ad hoc committee composed of three to seven members;
- Chair and convene the committee within 30 working days of receipt of the written allegations and student(s) response;
- Notify the student(s) of the date/time of the hearing as the student(s) has the right to be present and accompanied by a peer or faculty member if the student(s) so desires (no legal counsel, photography, audiotaping, or videotaping is permitted);
- Invite other faculty and staff to serve ex-officio on the committee, and student witnesses to participate in the hearing as necessary.

The decision and recommendations of the ad hoc committee are presented to the Dean for approval. The student(s) is promptly notified in writing by the Dean or designate of the outcome of the hearing and the Dean's decision.

The student(s) has the right of an appeal of the decision to the Student Appeal Board within 30 days of the Dean's notification. A student who is dissatisfied with the action of the Student Appeal Board may submit a petition for a single appeal to Loyola University Chicago through the Provost within 30 days of the Student Appeal Board's recommendation. All decisions of the Dean and the Provost are documented in the student's official academic file. In the event allegations are dismissed, no actions are recorded in a student's official academic file.

Student Wellness

As future physicians, medical students have a responsibility to maintain their own health which includes preventing or addressing acute or chronic disease, including mental illness, disabilities, and occupational stress. When a student's wellness is compromised so then is the safety and effectiveness of the medical care she or he provides. "When failing physical or mental health reaches the point of interfering with a physician's ability to engage safely in professional activities, the physician is said to be impaired."

If a student's health is compromised, she or he needs to take measures to address the problem by seeking appropriate help and engaging in an honest self-assessment of one's own ability to continue in education or clinical training. The medical profession that the student is now joining has an obligation to ensure that its physicians, as well as all learners, are able to provide safe and effective care for others and to avoid unreasonably disrupting the normal education processes and orderly operation of Stritch. This obligation is fulfilled by promoting health and wellness among all members of the health care team, including one's self. At times, an intervention may be needed when the wellness of a colleague appears to have become compromised.

Students will not participate in patient care or school related activities when physical, mental, or emotional lack of fitness could interfere with the quality of that care or disrupt the school community. It is a student's own responsibility that if such a situation occurs to notify her or his clerkship (or elective) director or the Assistant Dean of the third or fourth year so that the student can leave those clinical responsibilities and an appropriate, but confidential intervention can occur. The misuse of any potentially addictive, abusive, or illicit drugs is strictly forbidden, regardless of year of training, and is incompatible with safe clinical performance. If such a problem is identified, the student will be removed from clinical (or curricular) activities and an appropriate, confidential referral made to help her or him to address and effectively manage this illness. Finally, students must not use alcohol or other drugs when they are expected to be participating in patient care, patient settings or curricular related activities.

Any student who considers him/herself too tired or fatigued to drive home safely and is unable to obtain other alternative transportation should call a taxi. Reimbursement for a round trip between the clerkship site and student's local address and back to the clerkship site for the next clerkship day is provided through Stritch. The student should promptly

submit the original fare receipt to the Vice Dean for Medical Education's office at Stritch for processing a reimbursement.

SSOM's goal is to ensure that students are engaged in a process that maintains their wellness, and when necessary, helps students to effectively address any situations when they are demonstrating behavior that creates a direct threat to the safety or health of others or unreasonably disrupts the normal education processes and orderly operation of Stritch. SSOM also has an obligation to ensure provider wellness to those individuals whose care SSOM graduates will provide in their future profession as physicians. When a student's health is impaired, SSOM will limit or stop their education until they can safely return and assume expected educational responsibilities.

Student Mistreatment and Harassment

The Stritch School of Medicine does not tolerate mistreatment by or of its students, faculty, and staff. Loyola University Chicago has implemented the EthicsLine Reporting Hotline, through a third party internet and telephone hotline provider, to provide the University community with an automated and, if desired, anonymous way to report activities that may involve misconduct. Students may file an anonymous report through the website at www.luc.edu/ethicsline or by dialing (855) 603-6933.

The University strongly encourages all faculty, staff, students, administrators or other concerned parties to notify the Associate Dean of Student Affairs or use this EthicsLine system to report suspected or wrongful acts of conduct by SSOM community members. No SSOM administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic, or educational consequence, because of making a report.

It is critically important that the SSOM community be free to report information that helps to ensure the safety and well-being of the community. SSOM will make every effort to ensure that no student will be subject to any adverse action (either by SSOM or by another person or group) because they report what they honestly believe to be a violation of SSOM/University policies.

Accordingly, any act of retaliation by a student taken against a complainant, witness, reporter, or other individual in response to the reporting or investigation of an allegation of misconduct is a serious violation of the SSOM Academic Policy and will result in expedited and serious disciplinary action up to and including dismissal.

Also, no officer, employee, or agent of SSOM, may retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual for reporting an incident to SSOM or otherwise exercising their rights or responsibilities in the conduct process in good faith. Any individual who experiences retaliation by a member of the SSOM community is encouraged to report it directly to the Title IX Deputy Coordinator or to the EthicsLine.

Please refer to the Stritch Student Handbook for the detailed Loyola University Chicago policy on Student Mistreatment and Harassment.

DRESS CODE, APPEARANCE, AND SCRUB ATTIRE

Students are expected to be in compliance with the following appearance and uniforms standards of the Stritch School of Medicine, which are in accord with the uniform policy of Loyola University Medical Center. *Students assigned to clinical sites other than LUMC are responsible for learning and following the clinical site's policies and procedures concerning scrub attire.*

General Dress Standards

Preclinical

- During the preclinical years, students are expected to dress appropriately in the academic, business, and clinical areas on campus.
- Shirt and shoes are required in educational, administrative, and clinical buildings and on the property that is adjacent to them. Gym clothes (except inside the Fitness Center), low cut tops, short shorts, and bathing suits are not suitable inside or outside of campus buildings.
- Closed toe shoes are required in laboratory areas for safety.

Clinical

- Students are expected to maintain a professional appearance in the clinical settings. Clothing should be business-like; necklines and hemlines should be conservative.
- Students should wear clean, pressed, well-fitting personal attire; undergarments should be worn.
- Daily hygiene must include clean body, teeth, and clothes; heavily scented fragrances should be avoided.
- Hair should be clean, well-groomed and tied back when engaging in patient care activities or operating machinery.
- Well-groomed beards, sideburns, mustaches are allowed, but may not interfere with personal protective face gear. Extreme cosmetic/make-up applications should be avoided.
- Nails should be well-manicured and polish color, if worn, should be conservative. Nail length should not interfere with clinical activities and safety of patients or staff.
- Body piercing, tattoos, and jewelry should be discreet; jewelry is not permitted in operating rooms.
- Shoes should be clean and in good condition; closed toe shoes are recommended for safety.
- T-shirts, cropped tops, very short skirts, spaghetti strap tops, flip flops, jeans, shorts, sweat shirts, and sweat pants are not acceptable.

Identification Badges

Students must wear a Loyola photo ID badge along with the Stritch student nametag on the vest pocket of their white coat. ID badges issued at other clinical teaching sites should be worn in addition to the Loyola ID when at the other clinical site.

White Coat

Students should wear a clean, pressed, **short** white coat in clinical areas. Coats should be plain, white, with no embroidery above the vest pocket and an official LUMC patch may be sewn on the sleeve. A **long** white coat **must** be worn in lieu of a short coat at LUMC whenever green or blue scrub attire also is worn (*see Scrub Attire section*).

Scrub Attire

- Students should arrive at the medical center campus in appropriate street clothing. **Scrubs are not to be worn going in to or out of clinical areas, or between clinical areas and other campus buildings.**
- Scrubs can be worn where performance of procedures is a major component of the patient care activities (i.e., operating rooms, trauma bay/emergency room, burn center, and surgical intensive care). Green, blue, and other colors of scrub attire must be restricted to the designated areas specified by the medical center. Students are expected to change from scrub attire as soon as possible when it is no longer necessary to wear such garb as a uniform.
- Scrub attire provided by the medical center is their property and must be returned immediately after use.
- After use, scrubs are not to be worn if they have bodily fluids on them. Scrubs should be changed **immediately** if they become contaminated.
- Scrubs worn outside of procedure areas are to be covered with a long lab coat that must remain buttoned at all times. Do not sit in the cafeteria or other areas with an unbuttoned lab coat if wearing scrubs.
- Surgical hats, booties, or masks are not to be worn outside of the operating room or procedure areas.

RELATED POLICIES

Loyola University Chicago, Stritch School of Medicine, and clinical sites used for training have approved and published policies and procedures that must be followed to avoid a change in the student's academic status, withholding of grades, denial of course registration, being asked to leave an instructional or clinical area, removal from campus, or withdrawal of the normal rights and privileges of a student.

Non-academic policies are not included or described in detail in this manual. Some of these important non-academic policies can be found in the **Stritch Student Handbook** such as Student Mistreatment and Harassment (Title IX). Other relevant policies are published by the source department and listed below. A link, if available, to the primary document or departmental website is included.

- Medical students are required to adhere to the policies that govern access to and release of [Protected Health Information](#) (PHI); and use of electronic medical records
- Medical students should familiarize themselves with the [Bloodborne Pathogens Exposure Control Plan](#) and understand what to do in case of exposure.
- Computer use in the university and medical school is subject to [Information Technology Services Policies & Guidelines](#), including access and use, access and acceptable use, email, ownership and use of data, and peer-to-peer file sharing. Students are expected to abide by these policies when using university, medical school, and computer resources of any kind.
- Loyola's [Copyright Resources](#) includes information on duplication of copyrighted media, copyright information as applied to library reserves, and so forth. Students are expected to abide by these policies when using university, medical school, and clinical training resources of any kind.
- Students are subject to the policies published by the [Bursar's Office](#).
- Click here for a list of [Stritch School of Medicine Administrators](#).

AWARDS AND HONOR SOCIETIES

Most of these awards and honors are presented to Stritch students at the Honors Day and Graduation programs. Some include a monetary award. The great majority recognize professional qualities, service, and scholastic excellence. This list is subject to change.

Loyola Awards

Dr. John R. Tobin Outstanding Leadership Award

For a record of exemplary leadership on campus or in the community, scholarship, and adherence to Judeo-Christian ethical principles. Caliber and breadth of involvement and academic record is considered.

Faculty Medallion for Excellence in the First Year Curriculum

For academic excellence in the first year of the basic sciences curriculum.

Faculty Medallion for Excellence in the Second Year Curriculum

For academic excellence in the second year of the basic sciences curriculum.

Faculty Medallion for Excellence in the Basic Sciences

For academic excellence in the first and second years of the basic sciences curriculum.

Father Fahey Outstanding Service Scholarship

For a selfless and unflagging record of commitment and contribution to the service of others, particularly those medically underserved or socially marginalized, and whose actions are a positive role modeling of the Jesuit ideals. Financial need is considered.

Geoffrey Gunnar Memorial Scholarship

For scholastic excellence and a desire to advance educational goals in some specific area.

Gissur Brynjolfsson, MD, Scholarship

For dedication and commitment to achieving a medical education through perseverance in the face of challenges.

Bioethics and Professionalism Honors Program

Achieved by students enrolled in the three-year portfolio based Honors Program, which includes completion of and reflection upon selected academic and service activities and presentation of a capstone research project under the direction of a mentor.

Research Honors Program

For achievement in research during medical school, as well as the completion of the MD with Research Honors Curriculum.

Margaret Raiford Hano Memorial Nephrology Award

For outstanding clinical performance in nephrology at Loyola University Medical Center in either the third or fourth year.

Outstanding Performance in Family Medicine Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

Outstanding Performance in Medicine Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

Outstanding Performance in Neurology Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

Outstanding Performance in Obstetrics/Gynecology Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

Outstanding Performance in Pediatric Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

Outstanding Performance in Psychiatry Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

Outstanding Performance in Surgery Clerkship

For the best overall combination of achievement in the clinical and didactic components, demonstrated professional and humanistic qualities, and positive contributions to the learning and patient care endeavors of the healthcare team.

President's Medallion

As part of the annual Loyola University Chicago Founder's Day celebration, one student from each school of the university is honored and recognized for outstanding scholarship, leadership, and service.

Ralph P. Leischner, Jr., MD, Memorial Scholarship

For exemplary compassion, integrity, enthusiasm, and commitment to lifelong learning. Financial need is considered.

St. Ignatius Award For Outstanding Contribution to Teaching Peers

For performance that best exemplifies positive and consistent contributions to the teaching and learning environment of their peers in classroom, small group, laboratory, or clinical settings.

Other Awards

Other awards and scholarships are available through outside institutions and agencies. Announcements of these are promulgated to the student body upon their receipt from the sponsoring agency.

Honor Societies

Alpha Omega Alpha Honor Medical Society

The criteria for induction into Loyola's Epsilon Chapter are scholastic excellence, leadership, professionalism, service, and scholarship. The total number of student members elected from any class shall not exceed one-sixth the total number expected to graduate in that class.

Alpha Sigma Nu Jesuit Honor Society

Recognizes Jesuit college or university students who have distinguished themselves in scholarship, loyalty, service, and commitment to the Jesuit ideals of higher education. Approximately fifteen percent of the student body may be inducted annually.



Policy on Diversity and Inclusion

Stritch School of Medicine is dedicated to building a diverse and inclusive community that upholds access, equity, and excellence as core values. We believe that diversity and inclusion are integral to our mission of transformative education, innovative discovery, and service to others. Our Jesuit tradition calls all faculty, students, and staff to intentionally honor the dignity of all persons and to promote social justice.

Stritch maintains a zero tolerance policy for harassment, discrimination, and learner mistreatment of any kind. These behaviors are unacceptable and inconsistent with our commitment to excellence and respect for all.

Stritch's Office of Diversity and Inclusion was created to foster the optimal learning environment. The Dean serves as the Chief Diversity Officer and ensures that all students, staff, and faculty are made aware of the school's Policy on Diversity and Inclusion. The Liaison Committee on Medical Education standards regarding diversity and inclusion serve as a minimum standard for our efforts.

Stritch maintains institutional funding support for the operations, administrative personnel, programs, and activities that support the recruitment and retention (academic support, professional development, career advancement) of diverse students, faculty, and staff.

The Office of Diversity and Inclusion is represented on medical student selection committees, including the Committee on Admissions, and is responsible for the education of committee members regarding unconscious biases and upholding diversity and inclusion initiatives during the medical student selection process.

Stritch requires every search committee to be diverse in composition and include the Assistant Dean for Diversity or an equity ambassador to ensure that diversity and inclusion are explicit goals of the committee. The equity ambassador is a senior faculty member who has undergone training on unconscious biases and is recommended by the Assistant Dean for Diversity. Prior to the start of the search and in consultation with the Assistant Dean for Diversity, the search committee Chair is responsible for demonstrating a good-faith effort and a plan to identify and interview candidates from underrepresented groups.

With the assistance and support of medical school administration, Stritch departments track and collect demographic data on appointments, promotions, and departures in order to report annually to the Dean and Chief Diversity Officer to facilitate advancements in diversity progress, identify areas of success, and detect areas in need of improvement.

APPENDICES

APPENDIX A

Process for the Assessment of Applicants in Meeting Technical Standards

1. The review of each applicant takes into account the necessity of meeting the SSOM technical standards. At the time an applicant accepts an offer to matriculate, they are required to attest that they can meet the SSOM Technical Standards either with, or without, reasonable accommodations.
2. Federal and state laws prohibit discrimination against otherwise qualified applicants who may be able to meet the technical standards if provided reasonable accommodation. All applicants are held to the same SSOM academic requirements and technical standards, with reasonable accommodations as needed for applicants with documented disabilities. Applicants with a diagnosed and documented disability should discuss their request with the Director of the Academic Center for Excellence and Accessibility who will initiate an interactive process to clarify accommodations that have been requested.
3. After review, the formal request and the appropriate documentation will be forwarded to the Technical Standards Review (TSR) Committee for consideration. The committee assesses the applicant's ability to meet the specified technical standards in question. This committee works in concert with the Assistant Dean for Admissions, the Associate Dean for Student Affairs, and the Director of the Academic Center for Excellence and Accessibility.
4. The TSR Committee may request additional information, including review of the applicant's case by appropriate specialists. Once the TSR Committee's review is complete, the Chair will forward a recommendation to the Executive Admissions Committee (EAC) regarding the applicant's ability to meet the full complement of Stritch's *Technical Standards for Admission, Retention, Promotion, and Certification for the M.D. Degree* and will provide their recommendation for accommodations.
5. If approved for accommodations upon completion of the interactive process, the applicant will meet with the Director of the Academic Center for Excellence and Accessibility to review the TSR Committee's recommendation and to discuss and implement the approved plan for reasonable accommodations.
6. If the TSR Committee recommendation is that the candidate cannot meet the technical standards with or without reasonable accommodations, the Stritch School of Medicine EAC reserves the right to not admit, or to rescind admission. This decision applies in cases where, despite reasonable accommodation, a candidate's disability would interfere with patient or peer safety, or otherwise impede the ability to complete SSOM's undifferentiated UME program and advance to graduation, residency, training, or licensure.
7. The chair of the TSR Committee will provide a formal letter with the final decision which will be sent to the applicant, the Director of the Academic Center for Excellence and Accessibility, the EAC, the Assistant Dean for Admission and the Associate Dean for Student Affairs.

APPENDIX B**Process for the Assessment of Students in Meeting Technical Standards Should Disability Become Evident/Problematic Post Matriculation.**

1. A matriculated student who develops a disability that requires accommodation(s) or whose disability becomes evident or problematic so as to require accommodation(s) must meet with the Director of the Academic Center for Excellence and Accessibility who will initiate an interactive process to clarify accommodations that have been requested.
2. After review, the formal request and the appropriate documentation will be forwarded to the Technical Standards Review (TSR) Committee for consideration. The committee assesses the applicant's ability to meet the specified technical standards in question.
3. The TSR Committee, to address the nature and limitations of the disability that might preclude the student from meeting the technical standards, may request the student to submit additional documentation from a qualified health professional regarding the nature of his/her functional abilities and limitations and/or request a review of the student's case by appropriate specialists.
4. The TSR Committee then collaborates with the Associate Dean for Student Affairs, the Director of the Academic Center for Excellence and Accessibility and appropriate faculty members to identify or confirm the potential accommodation(s) needed to assist the student in meeting the technical standards required to successfully complete the medical education program.
5. Following a comprehensive review, the TSR Committee makes a recommendation regarding the student's ability, with the accommodation(s) identified as reasonable, to meet the technical standards in order to complete his/her medical education. The student will meet with the Director of the Academic Center for Excellence and Accessibility to discuss and implement the approved plan for reasonable accommodations.
6. The TSR Committee reserves the right to advise a student that despite reasonable accommodations, the student would not meet the technical standards required for enrollment. This recommendation applies in cases where, despite reasonable accommodation, a student's disability would interfere with patient or peer safety, or otherwise impede the ability to complete SSOM's undifferentiated UME program and advance to graduation, residency, training, or licensure. If the TSR Committee finds that the student should be discontinued from enrollment at Stritch due to his/her inability to meet the school's technical standards, the student may follow the process as listed in the Academic Policy Manual to appeal the committee's decision.

7. The chair of the TSR committee will provide a formal letter with the final decision which will be sent to the student, the Director of the Academic Center for Excellence and Accessibility and the Associate Dean for Student Affairs.
8. **Enrolled students are required to attest annually that they meet the SSOM technical standards either with, or without, reasonable accommodations.**

APPENDIX C

General Disability Documentation Guidelines followed by LUC and Stritch:

<http://www.luc.edu/sswd/documentation.shtml>. Under Step 2 of the above web page, click on the appropriate disability for the required documentation.

Documentation must be:

- current, in most cases within three years of the current date
- submitted by a qualified professional/service provider on official letterhead
- relevant to the student's needs at the university
- comprehensive

Documentation must include:

- diagnostic statement including the most recent evaluation
- current impact of, or limitations imposed by, the condition
- treatments, medications, devices, or services currently prescribed or used to minimize the impact of the condition
- expected duration, stability, or progression of the condition
- type of accommodations and services the student may have previously received; if no accommodations have ever been made, the documentation should explain that fact
- recommendations for accommodations and recommendations for treatment

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the university has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation is the responsibility of the student.

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and are given consideration in evaluating a request. Recommendations should:

- provide a clear description of the recommended accommodations
- connect the recommended accommodations to the impact of the condition
- provide possible alternatives to the recommended accommodations
- include a statement of the level of need (or consequences of not receiving) the recommended accommodations

SPECIFIC GUIDELINES FOR ADD/ADHD

All documentation must be submitted on official letterhead of the professional/service provider describing the disability.

- I. A qualified professional must conduct the evaluation. Professionals, such as psychologists, neuropsychologists, psychiatrist, and other relevantly trained medical doctors, must have comprehensive training and relevant experience in

differential diagnosis and the full range of psychiatric disorders. Documentation must include the following:

- A. Name
 - B. Title
 - C. Professional credentials
 - D. License or certification
 - E. Area of specialization
 - F. Employment and state of employment
- II. Testing must be current within the past three (3) years.
- III. Documentation must be comprehensive.
- A. Evidence of early impairment: relevant historical information must demonstrate that the symptoms of ADHD existed in childhood and manifest in more than one setting.
 - B. Evidence of current impairment: the following areas must be investigated:
 1. Statement of presenting problem: evidence of ongoing impulsive/hyperactive or inattentive behaviors significantly impairing functioning in two or more settings must be provided.
 2. Diagnostic interview – information from various sources should include, non-exclusively, the following:
 - a) History of presenting attentional symptoms
 - b) Developmental history
 - c) Relevant medical and medication history
 - d) Relevant psychosocial history and any relevant interventions
 - e) Academic history
 - f) Relevant employment history
 - g) Relevant history of prior therapy
 - h) Relevant family history of any learning, physical, or psychological difficulties
 - i) A review of prior psychoeducational test reports for support of diagnosis
 - j) A description of current attention-related functional limitations in educational settings.
 - C. Alternative diagnoses or explanations should be ruled out. The evaluator must rule out the possibility of alternative diagnoses, medical and psychiatric disorders as well as educational and cultural factors affecting the individual.
 - D. Relevant testing information must be provided. Neuropsychological or psychoeducational assessment is required and is important in determining the

impact on an individual's current ability to function in academically related settings. Relevant background information must be included in the evaluation report to support the diagnosis. Tests should determine the following:

1. Intellectual ability
 2. Memory functions
 3. Attention tests
 4. Continuous performance
- E. The following themselves do not substantiate the diagnosis of ADHD:
1. Grade equivalent scores
 2. Test scores
 3. Surveys and checklists
- F. Identification of DSM-IV criteria.
In diagnosing ADHD, it is particularly important to address the following criteria:
1. Symptoms of hyperactivity/impulsivity or inattention causing impairment must have been present in childhood
 2. Current symptoms have been present for at least the past six months
 3. Impairment from symptoms exists in two or more settings
 4. Impairment in social academic or occupational functioning is clear
 5. Symptoms are not better accounted for by another mental disorder when not occurring exclusively during the course of a Pervasive Development Disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder.
 6. Documentation must include a specific diagnosis. A specific diagnosis of ADHD expressed in direct language and based on the DSM-IV diagnostic criteria.
 7. An interpretative summary must be provided. A well-written interpretative summary based on a comprehensive evaluative process **MUST** include the following:
 - a) Demonstration of the evaluator having ruled out alternative explanations
 - b) Indication of how characteristics of ADHD are chronic and evident in different settings
 - c) Indication of whether or not the individual was evaluated while on medication, and if the medication was beneficial
 - d) Indication and discussion of the limitation ADHD presents to the individual in the testing context for which accommodations are requested
 - e) Indication of how specific accommodations mediate the effects of ADHD symptoms
 - f) Each accommodation recommended by the evaluator must include a rationale.

- A. The multifaceted evaluation must describe:
 1. The impact of the diagnosed ADHD on a specific major life activity
 2. The degree of impact on the individual, including intensity and frequency of the symptoms
- B. The diagnostic report must:
 1. Include specific recommendations for accommodations that are realistic and can be reasonably provided
 2. Validate the need for services based on the individual's present level of functioning in the educational setting

Documenting a Learning Disability

All documentation must be submitted on official letterhead of the professional/service provider describing the disability.

- I. A qualified professional must conduct the evaluation. Professional evaluators must have comprehensive training and experience relevant to the adolescent and adult LD population, including populations that are culturally and linguistically diverse. Documentation must consist of the following:
 - Name
 - Title
 - Professional credentials
 - License of certification
 - Area of specialization
 - Employment and state of employment
- II. Testing must be current.
Within the past three (3) years for a high school student and within the past five (5) years for an adult.
- III. Documentation must be comprehensive: a comprehensive assessment battery (not to be limited to an individualized educational plan [IEP] or a 504 plan) and the resulting diagnosis report must contain the following items: a diagnostic interview, assessment of aptitude, measures of academic achievement and information processing.
 - A. Diagnostic interview.
An evaluation report should include the summary of a comprehensive diagnostic interview with relevant academic historical information.
 1. A summary with a description of the present problems
 2. Relevant medical history, including absence of a medical basis for the symptoms
 3. Academic history, with prior standardized test scores

4. Relevant family history, including primary language and level of English fluency
5. Reports of class performance
6. Relevant psychosocial history
7. Relevant employment history
8. A discussion of dual-diagnosis
9. Alternative or co-existing mood, behavioral, neurological, and/or personality disorders,
10. An exploration of possible alternatives that may mimic a learning disability

B. Assessment

For the neurological or psychological evaluation to illustrate a substantial limitation to learning the comprehensive assessment battery must contain the following domains:

1. Aptitude and cognitive ability: A complete intellectual assessment with all subtests and standard score. Suggested tests might include:
 - a) Woodcock-Johnson Psychological battery – Revised tests of Cognitive Ability
 - b) Kaufman Adolescent and Adult Intelligence Test
 - c) Stanford-Binet Intelligence Scale (4th ed.)

C. Academic Achievement: A comprehensive achievement battery with subtests and standard scores indicating current level of functioning in the academic areas of: reading (decoding and comprehension), math, oral and written language. Suggested Tests might include:

1. Scholastic Abilities Test for Adults (SATA)
2. Stanford Test of Academic Skills (TASK)
3. Woodcock-Johnson Psychological Battery-Revised: Tests of Cognitive Ability
4. Wechsler Individual Achievement Test (WIAT)

Or, specific achievement tests such as:

1. Nelson-Denny Reading Skills Test
2. Stanford Diagnostic Mathematics Test
3. Test of Written Language (TOWL-3)
4. Woodcock Reading Mastery Tests-Revised

D. Information processing: The specific areas to be addressed include short and long-term memory, sequential memory, auditory and visual perception, processing speed, executive functioning and motor ability. Acceptable instruments might include:

1. Detroit Tests of Learning Aptitude-3 (DTLA-3)

2. Detroit Tests of Learning Aptitude-Adult (DTLA-A)
 3. Information from subtests on WAIS-III or Woodcock-Johnson Psychological Battery-Revised: Tests of Cognitive Ability
- IV. Documentation must include a specific diagnosis. The diagnostician is encouraged to use direct language in the diagnosis and documentation of a learning disability, avoiding the use of such terms as 'suggests' or 'is indicative of.'
- V. Actual test scores from standardized instruments must be provided. The data, including standard scores and/or percentiles, must logically reflect a substantial limitation to learning, and both the nature and severity of the LD(s) for which the candidate is requesting accommodations.
- VI. Each accommodation recommendation must include a rationale. The diagnostic report must include the following:
- A. Specific recommendations for accommodations including explanations
 - B. Description of the impact of the LD on a specific major life activity and the degree of impact on the individual
 - C. Specific test results or clinical observations to support recommendations.
- VII. An interpretive summary must be provided.

A clinical summary must indicate the following: the evaluator ruled out all alternative explanations for academic problems such as poor education, poor motivation and/or study skills, emotional problems, attentional problems, and cultural/language differences.

- A. How the presence of a learning disability is evident in patterns of cognitive ability, achievement and information processing.
- B. The degree of substantial limitation to learning presented by the learning disability and the degree to which it affects the individual in the context for which accommodations are being requested.
- C. How specific accommodations mediate the effects of the specific disability
- D. The summary should also include any record of prior accommodations or auxiliary aids.

Documenting a Medical Disability

The student must submit documentation on official letterhead of the professional/service provider describing the disability. The provider must be a professional qualified to diagnose and treat the disability.

The documentation should include in narrative form a description of the disability and include the following medical information:

- A. Diagnosis, date of diagnosis and last contact with student
- B. Description of symptoms which meet the criteria for this diagnosis
- C. A list of current medication(s), dosage, frequency, and adverse side effects
- D. How the disability affects the student physically

Documenting a Psychological Disability

The individual must submit recent documentation on official letterhead of the professional/service provider describing the disability. The provider must be a professional such as a psychiatrist, psychologist, or other appropriate professional who is qualified to diagnose and treat the disability.

The documentation should include in narrative form a description of the disability and include the following medical information:

- A. Diagnosis, date of diagnosis and last contact with student
- B. Description of the symptoms that meet the criteria for this diagnosis
- C. A list of current medication(s), dosage, frequency and adverse side effects
- D. How the disability affects the student physically

The documentation should also describe how the psychological disability may affect the student academically and suggested recommendations for academic accommodations. The documentation should also provide data that support the types of accommodations being requested.

The student provides the verification documentation to the Associate Dean of Student Affairs. The cost of obtaining the professional verification or documentation is the responsibility of the student.

These guidelines are adapted from the Educational Testing Service Policy Statement for *Documentation of Attention Deficit/Hyperactivity Disorder in Adolescents and Adults, 1997*.

APPENDIX D: Drug Screening Policy

Loyola University Chicago Stritch School of Medicine (SSOM) has developed policy and procedures that govern the specific methods for obtaining drug screening and procedures for release and storage of such information. It is the policy of Stritch to be in compliance with Loyola University Chicago Alcohol and Other Drugs Policy (<http://www.luc.edu/media/lucedu/policy/pdf/alcoholandotherdrugspolicy.pdf>).

Since SSOM will provide a safe and healthy environment, we prohibit the illegal use or misuse of substances. Standards of conduct and disciplinary sanctions will be imposed for the unlawful possession, use or distribution of illicit drugs and alcohol by SSOM students on LUC property or as part of any of its activities including other properties (clinical or otherwise) it uses. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, prescription medication or the unlawful possession and use of alcohol is harmful and prohibited in and on a LUC owned and controlled property, properties it uses or as part of any of its activities (including required and elective clerkships and any volunteer programs affiliated with SSOM curricular activities).

No student is to report to class, clerkship or attend any university activity while impaired by any substance or impaired by drugs or alcohol. Violation of these policies by a student will be reason for evaluation/treatment for a drug/alcohol disorder and possible suspension or termination. Students may be required to submit to random drug screens (DS) at the request of the Associate Dean or Assistant Dean for Student Affairs or the Student Progress Committee. If a screen is required, the student will be sent to **Certified Background™**. *Certified Background™* is a third-party administrator contracted with the SSOM to perform student drug screenings.

Please note, if a student violates the SSOM drug policy, disciplinary action up to and including expulsion and/or referral for prosecution consistent with local, state and federal law may be taken by SSOM administration. *See the reference below to the SSOM Academic Policy regarding further disciplinary action by the college.*

Start of M3 Year (Third year orientation and clinical skills training curriculum)

Clinical training sites increasingly require that all students who rotate at their institution complete a DS or background check prior to the beginning of those rotations. In order to comply and facilitate this requirement, part of the required process of *Third year orientation and Clinical skills training curriculum* requires all students complete their registration through *Certified Background™* and complete a DS test. As a third-party administrator, *Certified Background™* will facilitate tracking, management of records and scheduling of such DS tests when necessary. ***Under no condition will a student be allowed to begin M3 clinical rotations without first completing their registration with Certified Background and releasing to SSOM the results of any required drug screening.***

Procedure

Prior to the start of the M3-year, all rising M3 students will be notified to visit the *Certified Background* website to begin their application process. If their clinical clerkship site requires DS, then they will set up an appointment for a DS.

- Students visiting the site (www.certifiedbackground.com) for the first time will be asked to register with a Package Code that will be supplied. Students will review contents of the package and review costs. The student will then be asked to read and approve the agreement, authorize the tests and grant permission to *Certified Background™* to share information with the appropriate parties at Stritch.
- The student will then be asked to enter personal information such as name, address, social security number (necessary for future Criminal Background checks), and their 11 digit (including leading zeroes) Loyola ID number that is available on their LOCUS account, email address and so on. Students will be asked to create a password (your e-mail address is your login name) and select a security image.
- The student will then select the drug test link and will be directed to a location close to them. Payment for this initial DS test is the responsibility of the student and is expected at that time. The site accepts credit cards, money orders and electronic payments (credit card payments can be paid in full or split into three separate payments).

Successfully passing the drug screening protocol is required before a student may begin the clinical portion of the third year. It is strongly advised that students register and if required begin testing prior to June 1st.

A student with a positive test for controlled substances may be contacted by the *Medical Records Office (MRO) of Certified Background* for more information such as use of prescribed medication, or presence of other health related issues that could influence assay results. All prescriptions must be current and prescribed in the student's name and ordered by their physician.

Failure to provide acceptable documentation regarding possible use of prescription drugs that could confound the assay will result in a positive test result recorded for that student. Failure to respond to a query from *Certified Background™* within 3 days of initial contact will require that a positive test result be recorded for that student.

Management of Screening Results

Results of a positive DS will be released to the SSOM Office of Student Affairs for review and will be kept on file in the Office of Student Affairs. Any results or information from a positive DS that lead to questions of ability to safely participate in the required educational program will be handled on a case-by-case basis. Failure to adhere to this procedure requires that a positive test result be recorded for that student.

Students whose DS assay containing drugs of abuse or report of a positive assay will be required to undergo evaluation by a substance abuse professional through *Perspectives™*, the company contracted by the LUC Health Science Division (HSD) to provide counseling

services to HSD students. This clinical evaluation will determine the level of treatment needed to address the substance problem. At this time, the student will be required to sign a Release of Information allowing *Perspectives™* to report to SSOM administration student compliance with all treatment recommendations and follow up. The treatment agreement will detail the recommendations of *Perspectives™*. As part of the treatment program, students with a positive assay may be required to submit to random follow up drug testing during their remaining time as a student at SSOM and must have a negative test result before they can return to school and continue with their education or engage in SSOM sponsored activities. Failure to contact *Perspectives™* within one day of being notified of positive test results or failure to cooperate fully with the evaluation including signing all necessary releases may result in disciplinary action. Appeals by a student and/or request from SSOM for follow up drug testing of a student following all treatment and follow up recommendations will be handled by the Associate Dean and Assistant Dean for Student Affairs.

Students with a positive initial assay who are compliant with treatment and have a subsequent assay that is negative will be allowed to begin or resume their education or clinical patient contact with the advice and consent of the Associate Dean and Assistant Dean for Student Affairs. Students who initially fail the screening process or any noncompliance with policy and procedures resulting in recording a positive test result will be reported to the Office of Student Affairs and are grounds for dismissal, as explained in the SSOM Academic Policy Manual.

Confidentiality

All documents associated with implementation of the drug screening procedure at Stritch will be maintained in secure files and stored apart from the student's regular education records in the Office of Student Affairs. Stritch will not disclose these records or the contents without a signed consent form received from the student except to SSOM personnel who have a need to know the information to comply with legal process or otherwise required by law.