

CUNY School of Medicine
SOPHIE DAVIS BIOMEDICAL EDUCATION PROGRAM

The City College
of New York



STUDENT HANDBOOK ON ACADEMIC
POLICIES AND PROCEDURES
Spring 2019 Edition

The CUNY School of Medicine/Sophie Davis Biomedical Education Program represents that the information in this publication is accurate as of the press date. **The academic requirements, policies and procedures set forth in this handbook are subject to change without advance notice.** Circumstances may require that a given course be withdrawn, or that alternate offerings be made without advance notice.

This edition supersedes all previous publications.

CONTENTS

INTRODUCTION	5
I. CURRICULUM	5
A. OVERALL CURRICULUM STRUCTURE	
B. CURRICULUM REQUIREMENTS, REGULATIONS, AND OPTIONS FOR THE BS DEGREE (Sophie Davis Biomedical Education Program)	10
1. Registration.....	10
2. Schedule Changes and Dropping Courses.....	10
3. City College Regulations on Dropping Courses.....	10
4. Electives Requirement	11
5. Independent Study	12
6. Advanced Placement Credit.....	12
7. Transfer College Credit	13
8. e-Permit Courses	13
II. ACADEMIC POLICIES, RULES, AND REGULATIONS	14
A. GUIDELINES FOR MEDICAL COURSES	14
B. GRADING POLICIES AND REQUIREMENTS	15
1. Satisfactory Academic Progress	15
2. Courses in Which a Grade of "B-" or Better Is Required.....	17
3. Courses in Which a National Board of Medical Examiners (NBME) Subject Examination Is Required	17
4. Courses in Which a Grade of "C" or Better Is Required.....	17
5. Courses in Which a Temporary Grade of "Y" [Year-long] Is Given	18
6. Required Minimum Grade Point Average	18

7. Grades Given in Failed MED Courses in the BS Program.....	19
8. Grades Given When the National Board of Medical Examiners (NBME) Subject Examination is Failed	19
9. Grades Given in Failed Non-MED Courses.....	20
10. Course Reassessment Policy	20
11. Requirement for promotion to the next academic year.....	21
12. Academic probation	22
13. Repetition of a failed course	22
14. Prescription year.....	22
15. Prescription Year Protocol.....	23
16. Requirements for the awarding of the Baccalaureate degree	23
M.D. Program	24
17. Satisfactory Academic Progress	24
18. Grades awarded in MD Program courses.....	29
19. Course Reassessment Policy.....	30
20. Clerkship Reassessment Policy.....	31
21. Requirements for advancement to clinical training.....	31
Adverse Academic Actions and Appeals Procedures (BS and MD)	31
22. Guidelines for Academic Due Process.....	32
23. Grade appeals procedure (pre-clerkship)	32
24. Clerkship grade clarification and appeals procedure.....	33
25. Dismissal	33
26. Notifying students of adverse academic decisions.....	34
27. Appeals procedure	35
28. Resignation from the CUNY School of Medicine/ Sophie Davis Biomedical Education Program.....	36

III. ETHICS & PROFESSIONALISM.....	37
A. Absence Policy and Issues of Professionalism	37
B. Academic Integrity Policy.....	37
C. Completion of Course Evaluations	38
D. Professional Behavior Documentation Forms	38
E. Student Academic Progress Committee Professionalism Hearing Procedures	39
F. Student Code of Honor	41
IV. ADDITIONAL SCHOOL POLICIES.....	43
A. Absence Policy.....	43
B. Advising Systems	45
1. BS Program.....	45
2. MD Program.....	46
C. Clerkship Lottery Policy	46
D. Interactions with patients and potential exposure to infectious and/or hazardous agents .	48
E. Leaves of Absence.....	48
1. Academic Leaves of Absence	48
2. Personal Leave of Absence	49
3. Administrative Leave of Absence	50
F. Mistreatment policy	50
G. Policies and Practices to ensure the confidentiality of sensitive health, psychological and/or psychiatric information	52
H. Policies on Teaching and Evaluation by Members of the Medical School Administration	53
I. Policy of Professional Behavior	54
J. Policy on amount of time that students spend in scheduled activities in years M1 and M2	55
K. Policy on student duty hours during clinical rotations.....	55

L. Policy on taking electives at other institutions	56
M. Technical Standards	57
N. E-mail correspondence policy	59
O. Change of name, phone number, address, social security number	60
Useful Links	61

ACADEMIC POLICIES AND PROCEDURES

INTRODUCTION

The Educational Program at the CUNY School of Medicine (CSOM)/Sophie Davis Biomedical Education Program is designed as an integrated curriculum in medical studies. During the first three years of the Program, students fulfill all requirements for the BS degree in Biomedical Sciences. After receiving the BS degree, students will be eligible for admission to the MD portion of the program, upon completion of which they will be granted the MD degree. The City College of New York confers both degrees.

CUNY School of Medicine/Sophie Davis students have been carefully selected for their ability to meet the demands of this challenging program. They are expected to satisfy not only the academic requirements of the CUNY School of Medicine/Sophie Davis Biomedical Education Program, but also the additional requirements of the City College of New York. These requirements are designed to ensure that students receive the broad-based education that will prepare them to meet the constantly changing demands of the medical profession in accordance with the highest ethical standards and the goals of the CUNY School of Medicine/Sophie Davis Biomedical Education Program.

I. CURRICULUM

A. OVERALL CURRICULUM STRUCTURE

The curriculum of the CUNY School of Medicine/Sophie Davis Biomedical Education Program has been designed to promote the maximum intellectual and personal development of each student and to foster student interest in practicing primary care medicine in underserved urban communities.

The overall schedule of courses for each year in the program immediately follows. Course descriptions for medical courses can be found in the CUNY School of Medicine/Sophie Davis Biomedical Education Program Bulletin at:

<https://www.cuny.cuny.edu/sophiedavis/curriculum-bsmd-program>

The City College Bulletin of Undergraduate Programs contains course descriptions for other required courses at: <https://www.cuny.cuny.edu/registrar/bulletins>

FIRST YEAR (U1) - FALL SEMESTER		
NUMBER	COURSE TITLE	CREDITS
BIO 20700	Biology of Organisms	4
FIQWS 10013	Freshman Inquiry Writing Seminar- Creative Expression: Narrative Medicine	3
FIQWS 10113	Freshman Inquiry Writing Seminar- Creative Expression: Composition	3
PHYS 20300	General Physics I	4
NSS 10000	New Freshman Seminar	0
WCIV 10100	World Civilizations: Prehistory to 1500 A.D. <i>or any other course that meets the Pathways requirement designation of World Cultures and Global Issues</i>	3
TOTAL		17
FIRST YEAR (U1) - SPRING SEMESTER		
MED 10200	Principles of General Chemistry	5
PHYS 20400	General Physics II	4
USSO 10100	The Development of the United States and its People <i>or any other course that meets the Pathways requirement designation of US Experience in its Diversity</i>	3
ENGL 21003	Writing for the Sciences	3
MED 11209	Introduction to Population Health and Community-Oriented Primary Care	3
	Electives	3
MED10100	Professional Foundations	0
TOTAL		21

SECOND YEAR (U2) - FALL SEMESTER		
MED 20300	Bio-Organic Chemistry	5
PSY 10200	Applications of Psychology in the Modern World	3
MED 22309	Fundamentals of Epidemiology and Biostatistics	4
MED 29309	Practice of Medicine 1	2
	Electives	6
TOTAL		20
SECOND YEAR (U2) - SPRING SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 20400	Molecules to Cells I	4
MED 20000	Introduction to Human Genetics	3
MED 22409	Population Health and Community Health Assessment	3
MED 24409	Evaluation in Healthcare Settings	6
MED 29409	Practice of Medicine 1	2
	Electives	6
TOTAL		24
THIRD YEAR (U3) - FALL SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 30501	Molecules to Cells II	4
MED 32509	US Healthcare Systems & Policy	3
MED 30000	Introduction to Biomedical Ethics	3
MED 39509	Practice of Medicine 2	2
	Electives	6
TOTAL		18

THIRD YEAR (U3) - SPRING SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 33609	Clinical Anatomy	5
MED 37609	Fundamentals of Organ Systems	15
MED 39609	Practice of Medicine 2	2
TOTAL		22
FOURTH YEAR (M1) - FALL SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 47719	Organ Systems: Musculoskeletal	4
MED 47729	Organ Systems: Cardiovascular	6
MED 47739	Organ Systems: Pulmonary	5
MED 49709	Practice of Medicine 3	4
MED 40709	Selectives in Population Health Research	2
MED 43709	Evidence-Based Medicine	1
TOTAL		22
FOURTH YEAR (M1) - SPRING SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 47819	Organ Systems: Pulmonary	2
MED 47829	Organ Systems: Gastrointestinal and Liver	8
MED 47839	Organ Systems: Endocrine	5
MED 47849	Organ Systems: Renal	5
MED 49809	Practice of Medicine 3	5
MED 40899	Selectives in Population Health Research	3
MED 43809	Evidence-Based Medicine	1

TOTAL		29
FIFTH YEAR (M2) - FALL SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 57919	Organ Systems: Reproductive/Genitourinary	4
MED 57929	Organ Systems: Hematology/Oncology	5
MED 57939	Organ Systems: Neurology and Psychiatry I	6
MED 58909	Practice of Medicine 3	4
MED 53909	Evidence-Based Medicine	1
TOTAL		20
FIFTH YEAR (M2) - SPRING SEMESTER		
NUMBER	COURSE TITLE	CREDITS
MED 58019	Organ Systems: Neurology and Psychiatry II	8
MED 58039	Organ Systems: Integrative	4
MED 59009	Practice of Medicine 3	3
MED 54009	Evidence-Based Medicine	1
MED 50000	Clerkship Orientation	0
TOTAL		16

Note that the total number of credits listed above for the BS degree exceeds those that are *required* for graduation by 2 credits.

The M3 and M4 year curriculum can be found on the CSOM website:

<https://www.ccnv.cuny.edu/sites/default/files/csom/upload/CurriculumMap.pdf>

B. CURRICULUM REQUIREMENTS, REGULATIONS, AND OPTIONS FOR THE BS DEGREE (Sophie Davis Biomedical Education Program)

1. Registration

CCNY regulations apply to registration for all courses in the BS portion of the curriculum. Students must register on time for all courses required under the prescribed curriculum to maintain their enrollment in the Sophie Davis Biomedical Education Program. A student who fails to register during the registration period allowed by the College will be considered to have resigned from the Sophie Davis Biomedical Education Program. A student will also be considered to have resigned from the program if the student, without the prior written approval of the Associate Dean for Student Affairs, either (a) does not register for all required courses under the prescribed curriculum, but registers instead for other non-required courses or (b) registers for all required courses, but then changes his or her registration from these courses to other non-required courses.

2. Schedule Changes and Dropping Courses

Students are strongly advised to follow the prescribed Sophie Davis Biomedical Education Program curriculum as scheduled, taking each course (including electives) no later than the semester and year in which it is scheduled to be taken. It is especially important that students take MED courses at the prescribed time, completing each one in sequence as scheduled. A student who wishes to postpone or drop any course, or take any course out of order must first obtain the written permission from the CUNY School of Medicine/Sophie Davis Biomedical Education Program Associate Dean for Student Affairs.

In general, a student will not be permitted to postpone or drop a required MED course except under the most unusual, compelling circumstances.

A student will generally not be permitted to drop a course which the student is repeating, except under unusual circumstances and only after consultation with the Associate Dean for Student Affairs. A student who drops any required course (including a course needed to fulfill the electives requirement) or who does not take a course by the time it is scheduled to be taken, risks jeopardizing his or her academic progress and standing. If a student does not take a course at the proper time, it is usually difficult, and sometimes impossible, to schedule the course later in the curriculum. Since many courses are prerequisites for subsequent courses, not taking a course at the prescribed time may lead to problems in scheduling later courses as well.

Each student must successfully complete all courses required for graduation to be eligible to graduate (see "Requirements for the Awarding of the Baccalaureate degree," below).

3. City College Regulations on Dropping Courses

After the registration period, a student may drop a course during the time allowed by the University. To drop a course without an academic penalty, the student must drop the course early in the semester and obtain the written approval of both the course instructor and the CUNY

School of Medicine/Sophie Davis Biomedical Education Program Associate Dean for Student Affairs. If the student drops the course during the first three weeks of the semester, the course will not appear on the student's transcript. A student who drops a course during the fourth through approximately the tenth week of the semester and obtains the written approval of both the course instructor and the CUNY School of Medicine/Sophie Davis Biomedical Education Program Associate Dean for Student Affairs will receive the non-penalty grade of "W" [withdrawal without penalty] in the course; although this grade will appear on the student's transcript, it will not be counted when the student's GPA is calculated. Students should consult the official college academic calendar for the exact dates of drop deadlines.

A student who does not complete the formal drop procedure and who is dropped by the instructor will be assigned a grade of "WU" [withdrew unofficially - withdrawal without approval], which will appear on the student's transcript. The "WU" [withdrew unofficially] grade is treated as an "F" [failure] and is assigned zero points when the student's GPA is calculated. Instructors cannot assign the grade of "W" [withdrawal without penalty].

Dropping courses--even if the non-penalty grade of "W" is assigned--can have serious negative consequences. City College regulations stipulate that a student who drops 12 credits or more within two academic years, be placed on academic warning. A student who drops 18 or more credits may be subject to dismissal. Dropping courses may also cause a student to become ineligible for financial aid since many financial aid programs require that recipients meet specific academic progress guidelines.

4. Electives Requirement

Students must successfully complete a total of 19 credits in free elective courses. Of these, at least 2 credits must be fulfilled with courses designated as Regular Liberal Arts and Sciences courses in order to complete the Liberal Arts and Sciences requirement. Eligibility as Regular Liberal Arts and Sciences courses is determined in accordance with the NYS Education Department definition: "The Liberal Arts and Sciences comprise the disciplines of the humanities, natural sciences and mathematics, and social sciences." Therefore, a student may take as an elective any course in the College of Liberal Arts and Sciences that meet this requirement.

Students are strongly advised to fulfill the electives requirement as prescribed in the curriculum of the Program, by no later than the Fall semester of the third year, since the demands of the remainder of the curriculum make it extremely difficult, and often impossible, to take electives then.

Students may apply up to eight credits in "Independent Study" (see the following section) toward the free electives requirement; a student can register for a maximum of four credits of Independent Study in any one semester.

Students may also receive free elective credit for Advanced Placement examinations and IB coursework taken in high school (see "Advanced Placement Credit," below, for exceptions) and for college courses taken at other institutions (see "Transfer College Credit" and "e-Permit Courses," below).

For a course to be counted in fulfilling the curriculum electives requirement, a student must take the course on a letter grade basis and earn a grade of "C" or better (a grade of "B-" or

better or a grade of "Pass" in "Independent Study," depending on the way in which the course is graded and what our equivalent course grade requirements are- see Section II. A. page 18)

The free elective credits required for graduation may come from any combination of credits transferred at the time of admission, including CCNY courses in any division including those other than CLAS, e-Permit courses taken at other CUNY institutions, or credits transferred from work at other colleges.

5. Independent Study

Students may pursue a program of Independent Study under the direction of a CUNY School of Medicine/Sophie Davis Biomedical Education Program faculty member.

To set up an Independent Study project, a student should first meet with the faculty member who teaches or conducts research in the area of the student's interest to discuss the project. Together they should determine the topic of the project and write up a brief, but thorough, description of it.

The faculty member and student should also decide upon the number of hours per week the student will devote to the Independent Study project, the number of credits (between one and four) the student will receive, and the way in which the project will be graded, i.e., on a letter grade "A"[A+, A, A-], "B"[B+, B, B-] or "Pass/Fail" basis.

The student must submit this information to the Associate Dean for Student Affairs for final approval. If approval is granted, the student then submits the approved Independent Study paperwork to the Office of Academic Records in order to be granted a class permission to register for the course.

On occasion, a student may have an opportunity to conduct an Independent Study project with a physician or scientist from another institution, such as a teaching hospital. In such cases, the project must be co-sponsored and co-supervised by a member of the CUNY School of Medicine/Sophie Davis Biomedical Education Program faculty.

Students may apply up to eight credits of Independent Study, whether taken on a letter grade or "Pass/Fail" basis, to fulfill the electives requirement for graduation.

6. Advanced Placement Credit

Students who completed Advanced Placement (AP) programs in high school and took Advanced Placement examinations may receive college credit. Generally, for scores 3, 4 or 5, City College will award course credit. For a complete list of AP equivalencies Guideline:

<https://www.cuny.edu/admissions/advanced-placement-ap-equivalencies-guidelines>

AP credit in **Physics 1, B or C, Psychology, English Literature and Composition or World History, U.S. History or Government & Politics US** fulfill general education curriculum requirements. AP credit in subjects other than the above-mentioned *may* be applied to fulfill the electives requirement.

Students should request that the College Board, Advanced Placement Program, (609) 771-7300 or (888) 225-5427; http://www.collegeboard.com/student/testing/ap/exgrd_rep.html send their scores on Advanced Placement examinations taken in high school to:

The City College of New York (code 2083)
 Office of Transfer Evaluations Services
 Administration Building, Room 101
 160 Convent Avenue
 New York, NY 10031

7. Transfer College Credit

Students who have taken college courses prior to enrolling in the Sophie Davis Biomedical Education Program may receive credit for these courses, with the following stipulations:

- For the course to be counted in fulfilling graduation requirements, the student must have taken the course on a letter grade basis and earned a grade of "C" or better;
- For the course to be counted in fulfilling graduation requirements, the course must be evaluated and certified by the City College Transfer Evaluations Services Office *and the course must be approved* by the Sophie Davis Biomedical Education Program, Office of Academic Affairs;
- Transfer college credit may be used to fulfill the electives requirement and general education curriculum requirements. Transfer college credit will not be granted for required MED courses.

A student who, before entering CUNY School of Medicine/Sophie Davis Biomedical Education Program, has taken a course at a college or University other than CUNY, should arrange to have an official transcript sent to:

The City College of New York
 Office of Transfer Evaluations Services
 Administration Building, Room 101
 160 Convent Avenue
 New York, NY 10031

8. E-Permit Courses

A student who plans to take college courses at a CUNY college other than City College after enrolling in the Sophie Davis Biomedical Education Program must apply for an e-Permit. E-Permit facilitates the process of obtaining permission to register at other CUNY colleges. E-Permit courses may fulfill general education requirements for graduation, but they cannot substitute for any required MED courses.

For an e-Permit course to be counted in fulfilling requirements for graduation, a student must take the course on a letter grade basis (not Pass/Fail) and earn a grade of "C" or better.

If a student plans to take a course at another CUNY college, the student should first meet with the Associate Dean for Student Affairs for academic advisement and program approval and then file for an e-Permit, following the College's guidelines: <https://www.ccnycuny.edu/registrar/e-permit-information>

E-Permit course grades are recorded on the official transcript and are included in calculating the student's City College GPA.

II. ACADEMIC POLICIES, RULES, AND REGULATIONS

A. GUIDELINES FOR MEDICAL COURSES

In MED courses, the Course Director, in consultation with the Department Chairperson, will set all course policies and requirements and evaluate the performance of students in the course. Attendance at all required class sessions is mandatory for all MED courses within the parameters set forth in the Attendance Policy of CUNY School of Medicine/Sophie Davis Biomedical Education Program (see “Attendance Requirements,” below).

Standardized subject examinations will be administered in all courses where a standardized subject examination is available from the National Board of Medical Examiners (NBME), and the subject examination will serve as the final comprehensive exam. If the Course Director and Chairperson determine the NBME exam insufficiently matches the course material, they may request the Curriculum Committee to waive the requirement prior to the beginning of the course. Furthermore, no numerical credit will be given towards the final course grade from the NBME subject examination (see “Courses in Which a National Board of Medical Examiners Subject Examination Is Required,” below).

In all MED courses, students must attain a *minimum* final score of 70 to pass the course. In MED courses a score of 70 percent is equivalent to a grade of “B-,” with the exception of Principles of General Chemistry (MED 10200) and Bio-Organic Chemistry (MED 20300), where a minimum grade of “C” is required.

In all MED courses, with the exception of Principles of General Chemistry (MED 10200) and Bio-Organic Chemistry (MED 20300), a score of 85 percent or higher is required for a final course grade of “A-.”

Information on course content, course requirements, grading policies and course reassessment policy in MED courses will be provided to students at the beginning of the course by the Course Director according to guidelines approved by the Curriculum Committee.

Ultimate evaluation and grading of student performance in the course will be made by the Course Director and Chairperson. For team-taught courses the evaluation will also include consultation with the faculty. Assessment of the pattern of progress of each student throughout the curriculum is reserved for the Student Academic Progress Committee.

Within three days after the completion of courses that only use multiple choice exams for assessments, the Course Director submits grades using the guidelines described in the following section.

B. GRADING POLICIES AND REQUIREMENTS

1. Satisfactory Academic Progress

In order to be making satisfactory academic progress, students must:

- Meet all academic standards established by the City College of New York (as specified in the CCNY Bulletin of Undergraduate Programs), including maintaining at least the required minimum grade point average of 2.0 (“C”) for the BS degree.
- Successfully complete the prescribed Sophie Davis Biomedical Education Program and CUNY School of Medicine curricula for each year of study.
- Earn passing grades in all course required for graduation (described in the following section).

The Student Academic Progress Committee of the CUNY School of Medicine/Sophie Davis Biomedical Education Program meets regularly to review the academic records of students in the program. Students who fail to fulfill the above requirements may be placed on academic probation, given a prescription year, or dismissed from the program (see “The Student Academic Progress Committee,” below).

THE STUDENT ACADEMIC PROGRESS COMMITTEE (SAPC)

The Student Academic Progress Committee, a standing committee of the CUNY School of Medicine/Sophie Davis Biomedical Education Program meets regularly to review the progress of each student toward acquiring the competencies described in the Educational Program Objectives (EPOs). The committee consists of voting members from the teaching faculty and non-voting ex-officio members. The committee also includes student members who attend during policy discussions.

The responsibilities of the Student Academic Progress Committee include:

- Reviewing the progress of each student as indicated by grades, narrative assessments and other information on performance reported to the committee, with individual grades evaluated in the context of overall achievement;
- seeking methods for enhancing the achievement of all students;
- making appropriate recommendations concerning the academic status of each student.

In reviewing the performance of a student, the Student Academic Progress Committee may recommend that the student:

- be promoted to the next academic year;
- be awarded the Bachelor of Science degree or the MD degree;
- take the United States Medical Licensing Examination, Step 1, Step 2 CK and CS;
- be granted a leave of absence (academic or personal);
- be placed on academic probation;
- repeat a failed course during the next academic year;
- be granted a prescription year (i.e., repeat an academic year);
- be dismissed from the Program.

B.S. PROGRAM

All courses required for graduation must be taken for credit and for a letter grade, except those courses indicated below (see “Courses in Which a Grade of "B-" or Better Is Required,” “Courses in Which a Grade of "C" or Better Is Required,” below). The following courses must be taken for credit, but are graded “Pass/Fail”: Practice of Medicine 1 (MED 29309 and MED 29409) and Practice of Medicine 2 (MED 39509 and MED 39609).

Information on the evaluation and grading procedures in non-MED courses may be provided by each instructor at the beginning of the course.

Grades become permanent one year after completion of the course. Possible grades include:

- A letter grade indicating the student's level of performance in the course, if the student successfully completes all course requirements;
- A grade of "INC" [incomplete] if the student had been doing passing work but was unable to complete the course for an acceptable reason (e.g., missing the final exam because of serious illness) or if the student's in-class average was satisfactory, but the student failed the NBME subject examination;
- A grade of "PEN" [pending] (see "Grades Given in Failed MED Courses in the BS Program," below) if the student's overall average was unsatisfactory and the student is allowed to do additional course work in order to pass the course; the Course Director should indicate if a reassessment examination is recommended.

An evaluation of "INC" [incomplete] or "PEN" [pending] must be accompanied by a narrative stating both the reasons for the grade and the Course Director's recommendations as to what the student must do to satisfy the course requirements. The Course Director may recommend, for example, that the student complete the course by:

- Passing a special or review program devised by the Course Director;
- Passing a reexamination (with time and place specified);
- Or both.

If the Course Director considers it appropriate, a passing grade may also be accompanied by a brief narrative further evaluating the student's performance.

At the beginning of each MED course, the Course Director provides the students, the Deputy Dean for medical Education, the Learning Resource Center and the Student Academic Progress Committee with documentation describing the review course, if relevant, and reassessment examination and criteria for students' eligibility for the reassessment examination. At the end of the course, the Course Director will recommend in writing to the Student Academic Progress Committee, which students are eligible for the review course and reassessment examination and which should repeat the course in the prescription year. The Student Academic

Progress Committee will make a final decision regarding eligibility of the student for the review course and reassessment examination after considering his or her record.

Upon satisfactory completion of the Course Director's recommendations, grades of INC and PEN will be changed to the appropriate letter grade.

2. Courses in Which a Grade of "B-" or Better Is Required

Students are required to complete all the MED courses in the BS curriculum (except as noted below) at an "A" [A+, A, A-] or "B" [B+, B, B-] level. A grade of "P" (Pass) will not suffice.

3. Courses in Which a National Board of Medical Examiners (NBME) Subject Examination Is Required

Subject Examinations will be administered in all courses where standardized and nationally normed subject exams are available from the National Board of Medical Examiners (NBME).

The following policy applies:

- A Course Director, in consultation with the Chairperson, may elect to not administer the NBME exam but must obtain approval from the Curriculum Committee prior to the beginning of the course;
- Students may be allowed to take the NBME exam as part of the course requirements, even when the requirement to pass the NBME exam is dropped from course requirements. These policies will be noted in the course syllabus;
- The NBME subject examination will serve as the final comprehensive exam;
- No numerical credit will be given towards the final course grade from the NBME subject examination;
- If the NBME subject examination is required for the BS degree, it must be passed with a score equivalent to a *minimum* percentile of 11 or greater. In cases in which there is no specific score assigned to the 11th percentile, the next lower score that is closest to the 11th percentile will be used as the passing score. This requirement does not apply to customized NBME subject exams.
- If NBME subject examinations are required, they must be passed. Students who fail may be allowed only one retake.

**The policies above do not apply to customized NBME examinations*

4. Courses in Which a Grade of "C" or Better Is Required

Students must earn a grade of "C" or better in the following academic courses required for graduation. A grade of "P" (Pass) will not suffice.

MED10200 Principles of General Chemistry

MED20300	Bio-Organic Chemistry
BIO20700	Biology of Organisms
FIQWS10013	Freshman Inquiry Writing Seminar – Creative Expression: Narrative Medicine
FIQWS10113	Freshman Inquiry Writing Seminar – Creative Expression: Composition
ENGL21003	Writing for the Sciences
PHYS20300	General Physics I
PHYS20400	General Physics II
PSY10200	Applications of Psychology in the Modern World
USSO10100	The Development of the United States and Its People, <i>or any other course that meets the Pathways requirement designation of US Experience in its Diversity</i>
WCIV10100	World Civilizations: Prehistory – 1500 A.D., <i>or any other course that meets the Pathways requirement designation of World Cultures and Global Issues</i>

All electives counted in fulfilling the electives requirement for graduation, except for Independent Study, which may be graded Pass/Fail.

5. Courses in Which a Temporary Grade of “Y” [Year-long] is Given

Students in some MED courses that extend for two semesters receive a temporary grade of “Y” [year-long] in the first semester. The letter grade finally awarded for both semesters is based on all work done in the course. A grade of “Y” [year-long] will be given at the end of the first semester in the following courses, MED 20400-MED 30501 (Molecules to Cells I-II).

If a student is dismissed (or resigns) from the Sophie Davis Biomedical Education Program and the student is registered for course(s) that extends into the next semester, the student cannot be granted a grade of "Y"[year-long]. If there has been an evaluation that can adequately assess the student's performance, then the Course Director may give the student a grade for the semester completed, depending on the student's performance in the course.

If the Course Director cannot assess the performance of the student, the student may appeal to the SAPC in order to be assigned a grade of “NC” [no credit] or “W” [withdrawal].

6. Required Minimum Grade Point Average

Students must maintain at least a "C" average, the minimum grade point average allowed by City College, as stipulated in the CCNY Bulletin of Undergraduate Programs.

City College regulations require that a student with a GPA below 2.0 (1.75 or lower if a first-year student) be placed on academic probation. A student on GPA probation has one year to improve the GPA to 2.0 or better. Failure to do so will lead to dismissal from the school.

7. Grades Given in Failed MED Courses in the BS Program

If a student's overall average in a MED course [except in General Chemistry (MED 10200) and Bio-Organic Chemistry (MED 20300)] is unsatisfactory, the student will receive a grade of "PEN" [pending] in that course (see "Guidelines for Medical Courses," above). If the Course Director recommends the student for a reassessment program and the student is eligible, the student will take a reassessment examination. If the student successfully passes the reassessment examination, the grade of "PEN" [pending] will be changed to a passing grade. Since only the passing grade will appear on the student's final transcript, because the student's original performance in the course was unsatisfactory, the student will not be eligible to receive a grade higher than the minimum passing grade (i.e., B-).

If a student does not pass the reassessment examination and is eligible to retake the course during the following academic year, the grade of "PEN" [pending] will be converted to a grade of "NC" [no credit]. When a student repeats a MED course, the student *is required to repeat all course requirements*, including retaking and passing the NBME subject examination. Under these circumstances, the student will be eligible to receive a grade of "A" in the retaken course, since the student's transcript will include both grades (the "NC" [no credit] and the grade in the retaken course) and will thus record the original unsatisfactory performance.

If a student fails a MED course and subsequently is dismissed (or resigns) from the Sophie Davis Biomedical Education Program, the Course Director may give the student a non-passing grade of "C" (in courses in which a grade of "B-" is required to pass the course), "P," or "F," depending on the student's performance in the course. A grade of "PEN" [pending] may be changed to a grade of "NC" [no credit] on appeal to the Student Academic Progress Committee.

If a third-year student who is not eligible to repeat a course in the next academic year (either because the student is on a prescription year or has previously had a prescription year) achieves a grade in a third year MED course that is below a "B-" (i.e., 70), that student would ordinarily be dismissed. However, if the student's overall grade is the minimum CCNY passing grade of 60 or higher, the Course Director may award a grade of "C" or "P" as a final course grade.

If the student successfully completes all other third-year courses, the Student Academic Progress Committee may then recommend to award the student the BS degree, but the student would NOT be approved for admission to the medical school. The student must pass all other courses in the third-year, but would not be required to take the NBME subject exam at the conclusion of those other courses.

Failure of a second course in the third-year will be grounds for dismissal.

8. Grades Given When the National Board of Medical Examiners (NBME) Subject Examination is Failed

If a student passes a course based on passing the course assessments as defined by the course director and the syllabus, but the student fails the NBME subject examination, the student will receive a grade of "INC" [incomplete]. The student will be required to take a second NBME subject examination.

If the student then successfully passes the NBME subject examination, the grade of "INC" [incomplete] will be changed to a passing grade. The grade assigned will be determined by

the grading policies and standards of the course. In this case the student will be eligible to receive a grade higher than the minimum passing grade.

If a student fails the NBME subject examination on the second attempt, the grade of “INC” [incomplete] will convert to “PEN” [pending].

- If the student is eligible to repeat the course during the following academic year, the student will receive a grade of “NC” [no credit] for the course.
- If the student is *not* eligible to repeat the course in the next academic year, (either because the student is on a prescription year or has previously had a prescription year) the student will be recommended for dismissal from the Program. The student may then receive a grade of “P” (which does not satisfy requirements for successful progression to the next academic year of the Program for courses in which a grade of "B-" is required to pass the course).

9. Grades Given in Failed Non-MED Courses

For unsatisfactory performance in a required, non-MED course (including electives), a student will receive a grade of “C-,” “D,” “F,” or “WU” [withdrew unofficially] (see "City College Regulations on Dropping Courses," above) and, if eligible, will be required to take the course again. Both grades (the originally failed course and the retaken course) will appear on the student's transcript.

10. Course Reassessment Policy

Course *reassessment* means a student has not successfully completed an academic course; i.e., has failed a course, is not prepared to proceed, and must correct the deficit before progressing to the next course.

City College courses, including General Chemistry (MED 10200) and Bio-Organic Chemistry (MED 20300) that are failed and repeated are counted as part of the total number of course failures (reassessments).

A student may be permitted a maximum of five (5) reassessments during the BS Program.

If a student fails a course, but the student has reassessed the maximum of five (5) courses, and the student *has not had* a prescription year, the student will be placed on a prescription year.

If a student fails a course, but the student has reassessed the maximum of five (5) courses, and the student *has had* a prescription year, the student will be recommended for dismissal from the Program.

A student placed on a prescription year will have a curriculum developed for that year in consultation with the Associate Dean for Student Affairs and the Course Director of the failed course.

Special regulations for reassessment in a course where a National Board of Medical Examiners (NBME) Subject Examination is required

If a student is eligible to participate in a course reassessment program, a reassessment

examination will be administered as follows:

• ***Failed the NBME Subject Examination only***

If a student successfully meets all course requirements except for passing the NBME subject examination, the student will receive a grade of “INC” [incomplete]. The student will be required to take a second NBME subject examination. In this situation, retaking the subject exam *does not* count as a reassessment. However, if a student fails the NBME subject examination on the second attempt, the grade of “INC” [incomplete] will convert to “PEN” [pending] and it results in a course failure. Eligibility to repeat the course in the next academic year will depend on the student’s academic history, (see "Grades Given When the National Board of Medical Examiners (NBME) Subject Examination is Failed," above).

• ***Failed the Course, but passed the NBME Subject Examination***

If a student passed the NBME subject examination, *but* the student's overall average in a MED course is unsatisfactory (less than B-), the student will receive a grade of “PEN” [pending] in that course (see "Guidelines for Medical Courses," above). If the Course Director recommends the student for a reassessment program and the student is eligible, the student will take a course reassessment examination.

• ***Failed the Course and the NBME Subject Examination***

If a student’s overall average in a MED course is unsatisfactory, *and* the student *fails* the NBME subject examination, the student will receive a grade of “PEN” [pending] in that course (see "Guidelines for Medical Courses," above). If the Course Director recommends the student for a reassessment program and the student is eligible, the student will take a course reassessment examination.

If the student passes the course reassessment, the student then will be eligible to retake the NBME subject examination.

If the student fails the course reassessment, the student has failed the course (see "Grades Given in Failed MED Courses," above). Under no circumstances will the student be permitted to retake the failed NBME subject examination, since no numerical credit is given towards the final course grade from the NBME subject examination (see "Courses in Which a National Board of Medical Examiners (NBME) Subject Examination Is Required," above).

Course reassessment results are reported in accordance with the grading policies of the School (see "Grades Given in Failed MED Courses," above).

11. Requirement for promotion to the next academic year

Students must successfully complete all requirements in each year of the curriculum in order to be promoted to the next academic year. Students will not be promoted to the next year while carrying academic deficiencies, except on the specific recommendation of the Student Academic Progress Committee.

12. Academic and Professional Probation

Academic or Professional Probation is a formal designation. If placed on probation, the student will have 12 months to improve academic standing. Failure to improve academic/professional standing by the end of the 12-month period will result in recommendation for dismissal. Students will receive this designation for professional conduct deemed by SAPC and/or the Associate Dean of Student Affairs to warrant this designation.

The Student Academic Progress Committee will recommend academic probation for any student who fails to successfully complete one or more required courses in a semester (see "Curriculum Requirements" and "Grading Policies and Requirements," above). Circumstances considered grounds for placement on academic probation also include the criteria for academic probation established by City College (e.g., failure to maintain the minimum required GPA of 2.0), as specified in the CCNY Bulletin of Undergraduate Programs.

To be removed from academic probation, a student must clear his or her record of all academic deficiencies within one year. If the student's academic performance does not improve, the student will be recommended for dismissal from the Sophie Davis Biomedical Education Program.

13. Repetition of a failed course

The Student Academic Progress Committee may recommend that a student who fails one required academic course in an academic semester be allowed to repeat that course in the next semester or in the next academic year. The academic program for that student must be approved by the Associate Dean for Student Affairs. Failure of a course which is being repeated will result in recommendation for dismissal from the Program.

14. Prescription year

The Student Academic Progress Committee may recommend a prescription year if a student has such serious academic deficiencies that he or she is unprepared for the next year of the curriculum but, in the committee's opinion, may be able to continue with the program if he or she repeats the year and corrects those deficiencies. A prescription year may be recommended, for example, if a student:

- Fails to earn removal from academic probation within one year;
- Fails a course and the student is not eligible for a reassessment;
- Has reassessed the maximum number of courses permitted under the Course Reassessment Policy (see "Course Reassessment Policy," above);
- Fails after reexamination.

A student given a prescription year must retake and successfully complete the requirements for all courses failed in the previous academic year. Additional courses and activities for the student will be determined in consultation with the Associate Dean for Student Affairs. The prescription year will be designed to provide the student with the best preparation possible for improved academic performance in subsequent years.

All course work during a prescription year must be completed successfully by the end of each semester; reassessment of courses being repeated is not allowed, *but* retaking a failed NBME subject examination in a course being repeated is allowed. Failure of course work during a prescription year is grounds for dismissal from the Sophie Davis Biomedical Education Program. Furthermore, a student may not be granted more than one prescription year.

15. Prescription Year Protocol

If a student has been placed on Prescription Year, the student **will** be responsible to meet with the following individuals:

The Director(s) of the failed course(s) in order to:

- assess the reasons for the failure;
- plan an approach to re-taking the course;
- identify courses at CCNY or other CUNY campuses that might help the student prepare to re-take the course.

The Associate Dean for Student Affairs in order to:

- plan and approve the courses (CCNY/CUNY) to be taken in the next term;
- discuss the pattern of course failure and the potential career impact;
- discuss possible reasons for course difficulties;
- discuss available personal support services.
- His/her advisor for support and guidance.
- The Director of Academic Records to be sure that all of the academic requirements are met.
- A learning specialist at the Learning Resource Center to assess the reasons for the serious deficiencies and to recommend approaches to address them.

16. Requirements for the awarding of the Baccalaureate degree

To be eligible for graduation, students must have successfully completed the entire curriculum and other academic requirements of the Sophie Davis Biomedical Education Program.

a. General Requirements

Recommendations for graduation are based upon satisfactory completion of the curriculum of the Sophie Davis Biomedical Education Program in accordance with the requirements of the Board of Regents of the State of New York, the Trustees of the City University of New York, and the faculty of the CUNY School of Medicine/Sophie Davis Biomedical Education Program; fulfillment of the moral and ethical standards necessary for the practice of medicine; and adherence to the goals of the CUNY School of Medicine/Sophie Davis Biomedical Education Program.

In order to receive the BS degree, a student must resolve all fiscal obligations to the City College

of New York and to the Sophie Davis Biomedical Education Program in a satisfactory manner.

The Sophie Davis Biomedical Education Program reserves the right to withhold the BS degree from any candidate whom the Student Academic Progress Committee has not recommended for graduation on grounds of moral or ethical unfitness for the profession of medicine.

In the event that a student is not recommended for graduation, the Dean of the School will notify the student within five days of the decision, in writing (by certified mail, return receipt requested). This is the only official notification transmitted to a student regarding this decision. The Sophie Davis Biomedical Education Program is not responsible for the failure of a student to receive this notification.

Students have the right to appeal denial of graduation decisions to the Dean of the CUNY School of Medicine/Sophie Davis Biomedical Education Program (see "Appeals Procedure," below). A student who refuses to accept the official notification letter loses the right to appeal the decision.

b. Requirements for Graduation

Graduation for the BS degree requires successful completion of at least 120 credits of course work, including all the courses listed in the Curriculum section, (see "Overall Curriculum Structure," above) for years 1 through 3 of the Program.

• Total Number of Credits Required for Graduation

MED credits	71
Science credits	12
Humanities credits	15
Social Sciences credits	3
Elective credits	<u>19</u>
TOTAL	120

M.D. Program

17. Satisfactory Academic Progress

The academic requirements for the MD degree include the satisfactory completion of the MD curriculum at CUNY School of Medicine. The progress of each student working toward the MD degree is monitored carefully, and the determination of satisfactory academic progress is reviewed annually. At the end of each academic year, students must have academic standing consistent with CSOM's curricular and graduation requirements.

Federal law and regulations require that all students receiving financial assistance maintain satisfactory academic progress. Satisfactory Academic Progress (SAP) is the successful completion of degree requirements according to established increments that lead to awarding the degree within published time limits. The following policy delineates the standards for Satisfactory Academic Progress at CSOM, which *apply to all matriculated students, whether or not they are recipients of financial aid.*

a. Academic or Professional Probation

Academic or Professional Probation is a formal designation and is recorded on the Medical Student Performance Evaluation (MSPE). If placed on probation, the student will have 12 months to improve academic/professional standing. Failure to improve academic/professional standing by the end of the 12-month period will result in recommendation for dismissal. Students will receive this designation for:

- One course (each Organ Systems module is a course) failure or clerkship failure for any reason including professional conduct
Or
- Two conditional grades or two clerkship shelf exam failures on the first attempt in one academic year
Or
- Professional conduct deemed by SAPC and/or Associate Dean for Student Affairs to warrant this designation.

The SAPC will determine the conditions that are required to remove the probationary status.

b. Requirements for Academic Progress and Graduation

Each student at CSOM is required to successfully complete all of CSOM's required courses, clerkships, and examinations in order to graduate with the MD degree. CSOM does not measure academic progress by means of a cumulative grade point average but rather with grades of *Pass or Fail* in Years M1 and M2 and in all electives and the M3 Neurology Clerkship, and with grades of *Honors, High Pass, Pass, or Fail* in all other clerkships in Years M3 and M4. Specifically, all courses in M1 must be completed with a grade of *Pass* for progression to M2, and all courses in M2 and the USMLE Step 1 must be completed by the date required by CSOM with a grade of *Pass* for progression to M3. Students must demonstrate adequate academic achievement to be granted permission to sit for Step 1. If the CSOM Office of Student Affairs approves a delay in a student's taking of Step 1 by the required date because of extenuating circumstances, the student will be permitted to start clerkships before receiving his/her USMLE Step I score. Students requesting delaying the Step 1 exam must submit a letter describing the extenuating circumstance. Any student who has begun a clerkship and fails Step 1 will be immediately placed on a year-long Administrative Leave.

A student with extenuating circumstances (ex. major medical or family issues) may submit an official letter of request to the Office of Student Affairs to take Step 1 later than the required date. These extenuating circumstances do not include poor performance on Step 1 practice exams, which can result in a required administrative leave in order to delay taking Step 1. In the case of extenuating circumstances approved by the CSOM Office of Student Affairs, students may begin the first clerkship while awaiting the results of Step; however, a failing score will result in the student being removed from the clerkship and being placed on a year-long administrative leave of absence. A grade of INC in the Clerkship Orientation will be allowed for students who have approved leaves of absences. The orientation will need to be completed in the following academic year.

All students are required to *Pass* all Year M3 core clerkships, and, if applicable, elective experiences or approved activities to progress and remain in M4. In the final year(s), students must *Pass* the M3 Clinical Skills Assessment (OSCE) and complete all courses, clerkships or approved activities and Step 2CK and Step 2 CS with a minimum grade of *Pass* to meet graduation requirements. Students must pass the M3 Clinical Skills Assessment (OSCE) to be eligible to take Step 2 CS. Students must also successfully meet all applicable program competencies including those that pertain to professional behavior in order to progress to the next academic year, phase or graduation.

Step 2 CS and Step 1 CK must be taken by October 1st.

Students must pass all courses and clerkships on the second attempt or be recommended for dismissal.

Students who fail the clinical portion of a clerkship must repeat the clerkship.

Students who fail the clinical portion of two clerkships will be recommended for dismissal.

Students are only allowed to reassess a maximum of two clerkship shelf exams in the clerkship years. Students who fail two shelf exams will be referred to the SAPC for discussion. Students who fail a third shelf exam will be subject to dismissal.

c. Qualitative Measures

Students will be assessed on all competencies outlined in the Educational Program Objectives throughout the program in any setting. Students may be subject to action by the SAPC due to failure to meet milestones or because of lapses in any competency both inside and outside the classroom. These competencies, (i.e. Life-long learning, Interpersonal skills and communication and Professionalism), will be assessed qualitatively, through observation of students' behavior. Students will be notified of perceived lapses and provided with feedback and expectations for remediation.

d. Maximum Time Frame

The normal time frame for completion of required course work for the MD degree is four academic years. Due to academic or personal difficulties or scholarly enrichment activities, a student may require additional time. In such situations, an academic plan may be established for the student that departs from the norm and that may require the repetition of all or a part of a year of study (i.e., subsequent to incomplete or unsatisfactory course work or an approved leave). *To be making satisfactory academic progress, students ordinarily must complete the first two years of the medical school curriculum by the end of the third year after initial enrollment in the medical portion of the curriculum; the remaining requirements of the curriculum must be completed by the end of the sixth year after initial enrollment.* Requests for exceptions are subject to review by the Student Academic Progress Committee (SAPC). ***A student is eligible for institutional financial aid for a maximum of six years of enrollment, excluding time spent on approved leave of absence.***

e. Student Academic Progress (SAP) and Leaves of Absence

A student may be granted a personal leave of absence for a variety of reasons. The period of leave for which the student has been approved may be excluded from the maximum time frame in which an individual student will be expected to complete the program. However, *under no circumstances will a student be allowed to take more than 10 years from the time of matriculation to complete the requirements for the MD degree, including leaves of absence.*

f. Review and Notification of Lack of Satisfactory Academic Progress

During the annual review of a student's SAP by the CSOM Registrar, progression to the next academic year is based upon a review of all grades, including withdrawals, incompletes and failing grades. Any student who has not achieved a passing grade in all core courses/clerkships cannot progress to the next year.

The Student Academic Progress Committee (SAPC) in consultation with the Registrar, will notify annually, in writing, all students who have not met the standards for Satisfactory Academic Progress outlined above (*Qualitative Measures* and/or *Maximum Time Frame*). The notification will indicate the nature of the deficiency, any methods that may be available for correcting the deficiency, and any consequences that have resulted or may result, such as Monitored Academic Status (MAS), Academic Probation, or withdrawal. A student who fails to meet one or more of the standards for SAP (*qualitative and/or time frame*) is ineligible for financial aid beginning with the term immediately following the term in which the SAP requirements were not met, pending results of the appeal process, outlined below. A designation of MAS can occur for a variety of reasons and does not necessarily affect SAP if the student is still considered to be progressing toward the degree.

g. Appeals

Eligibility for continued financial aid will only be re-established if the student subsequently meets Satisfactory Academic Progress requirements, or if the student successfully appeals the decision to the SAPC. The appeal must state the reasons for failing to meet SAP requirements, including, if applicable, special circumstances that contributed to the student's failure to make satisfactory academic progress (e.g., an injury or illness of the student, the death of a relative, or other special circumstances), and the changes in circumstances that will allow the student to demonstrate Satisfactory Academic Progress at the next evaluation.

The assistance of the student's advisor may be sought in the preparation of appeal. A student may also be required to submit a degree audit, course plan, and/or letter from the faculty advisor. All relevant materials will be presented to the SAPC. If the SAPC determines that the student's appeal should be approved, the student's aid will be reinstated.

h. Financial Aid Probation

Once an appeal has been approved, a student is placed on financial aid probation and is eligible for financial aid. The SAPC, in conjunction with the Deputy Dean for Medical Education and Associate Dean for Student Affairs, the student and the Registrar, will develop an academic plan for the student that will ensure, if followed, that the student is able to meet CSOM's SAP standards by a specific point in time. Ordinarily, this time frame will be an academic year. The student is eligible for financial aid during the time frame stated in the academic plan. During this time, the student will be monitored on a semester basis to ensure that the conditions of the

academic plan continue to be met. The academic plan will be reviewed by the SAPC when assessing a student's status. At the end of the time frame stated in the academic plan, the student must have met the SAP standards. A student who does not comply with each SAP standard by the end of the financial aid probationary period is suspended from financial aid eligibility. A student shall be reinstated for financial aid eligibility when he/she has satisfactorily completed sufficient coursework to meet the standards of progress within the maximum time frames delineated above.

The only mechanism whereby a student who has lost eligibility for financial aid due to failure to maintain SAP can regain eligibility is by eliminating all SAP deficiencies at the student's expense.

i. Withdrawal

Students who withdraw from CSOM are not making satisfactory academic progress and are not eligible to receive financial aid.

j. Enforcement

The Offices of the Registrar and Financial Aid, the SAPC, the Learning Resource Center, and the Deputy Dean for Medical Education and Associate Dean for Student Affairs collaboratively shall have the responsibility for monitoring and enforcing Satisfactory Academic Progress. The CSOM Registrar will notify the SAPC annually of any students who are not making satisfactory academic progress. The SAPC will determine whether academic sanctions are warranted and will inform the student. The Financial Aid Office will inform any student whose financial aid has been impacted.

18. Grades awarded in MD Program courses

Grades in the MD program courses are awarded according to the following Grading System:

	Grade	Definition	Explanation
M1 and M2	P	Pass	Successful completion of all course requirements.
	F	Fail	Failure to meet all course requirements.
	U/	Unsatisfactory	Does not meet expectations in one or more competencies.
	U/P	Unsatisfactory/Pass	Did not meet expectations in competency and successfully remediated.
	U/F	Unsatisfactory/Fail	Did not meet expectations in competency and failed the remediation.
	C/	Conditional	Passed the course elements, but failed the initial attempt of the NBME customized exam.
	C/P	Conditional Pass	Passed the second attempt of the NBME customized subject exam; passed the course.
	C/F	Conditional/Fail	Failed the second attempt of the NBME customized exam; Failed the course.
	Y	Year long course	Year or longer course of study; must continue to completion.
M3 and M4	H	Honors	Outstanding performance in the subject area, far exceeding the clerkship requirements; limited to the top 10-20% of students.
	HP	High Pass	For performance significantly above expectations, up to the top 40 % of students, but not qualifying for honors.
	P	Pass	Successful completion of all clerkship Requirements, passed the second attempt of the NBME subject exam and noted on MSPE letter, passed the clerkship.
	F	Fail	Failure to meet all clerkship requirements.
All Years	INC	Incomplete	The course/clerkship requirements have not been completed, for reasons beyond the student's control. A grade of INC will be

		replaced by the final grade when the student completes the course/clerkship requirements.
W*	Withdrawal	Withdrawal from a course/clerkship prior to the completion of 60% of the allotted time for the course.
WN*	Never Attended	Never attended and did not officially Withdraw.
WD*	Withdrew Drop	Attended at least one class session, but dropped after Financial Aid certification date and prior to the end of the refund period.

Note: Electives and the Neurology Clerkship will be graded P/F.

****Withdrawal Grades may have financial implications.***

19. Course Reassessment Policy

Students who fail a course will be assigned a grade of U, and will be given the opportunity to take a reassessment exam. Students who reassess successfully will be assigned a grade of U/P. Students who fail the reassessment examination will be assigned a grade of U/F and will be referred to the Student Academic Progress Committee for action.

For courses that include a separate NBME customized examination, students who passed the course elements but failed the NBME examination will be assigned a grade of C (Conditional), and will be given the opportunity to re-take the NBME examination. Students who pass the NBME re-examination will be assigned a grade of C/P. Students who fail the NBME re-examination will be assigned a grade of C/F.

Students who receive a final grade of U/F or C/F or F in any course (each Organ System module is a course) will have failed the course and will not be allowed to proceed to the subsequent semester or year in the Program. Students who fail any courses or clerkships will have their record reviewed by the SAPC. In the event that this is the student's first course failure, the SAPC may allow the student to repeat the whole semester corresponding to that in which the course was failed. If the student already repeated a semester prior to a failed course or clerkship, the SAPC may dismiss the student from the program.

Students who fail a course or Organ Systems module a second time are subject to dismissal, no make-up tests or reassessments are allowed.

Students are only allowed to reassess a maximum of two courses (each Organ System module is a course) in the pre-clerkship (M1 and M2) years. Students who fail a third course/module will be subject to dismissal by the SAPC.

20. Clerkship Reassessment Policy

Students who receive a final grade of F in one clerkship will be allowed to continue and repeat the clerkship in the subsequent year. Students who have failed two clerkships will be presented to the SAPC and recommended for dismissal. Students who fail a clerkship a second time are subject to dismissal.

Students are only allowed to reassess a maximum of two clerkship shelf exams in the clerkship years. Students who fail a third shelf exam on the first attempt will be subject to dismissal.

Students who fail the clinical portion of a clerkship must repeat the clerkship, if the student is eligible to repeat the clerkship. Students who fail the clinical portion of two clerkships will be recommended for dismissal. Failure of any course or clerkship being repeated will be grounds for dismissal.

21. Requirements for Advancement to Clinical Training

Before advancing into the final two clinical years of the curriculum (clerkship years), each student must complete all requirements for the pre-clerkship curriculum, be certified in Basic Life Support and CPR training, and achieve an overall passing grade in the United States Medical Licensing Examination Step 1, administered by the National Board of Medical Examiners.

Students must sit for USMLE Step 1 by the deadline set annually as part of their curriculum. Only students granted extenuating circumstances may sit for the exam later and still begin clinical clerkships. Extenuating circumstances requests will be evaluated on a case-by case basis by the CSOM Office of Student Affairs in consultation with the USMLE Step 1 Committee, an ad hoc committee made up of the Deputy Dean for medical Education and Academic Affairs, the Assistant Dean for the Basic Science Curriculum and the Director of Step 1 Coaching. Generally extenuating circumstances must be an acute unusual personal, medical or family problem that has affected the student's ability to complete the final preparation for the exam. In the case of extenuating circumstances approved by the CSOM Office of Student Affairs, students may begin the first clerkship while awaiting the results of Step 1. Any student who has begun a clerkship and fails Step 1 will be immediately placed on a year-long Administrative Leave by the Student Academic Progress Committee. Any student not granted an extension who does not sit for the exam by the established deadline will be placed on Administrative Leave by the Student Academic Progress Committee. Students deemed to not be making satisfactory progress toward a passing Step 1 score may request or be placed on Administrative Leave by the Student Academic Progress Committee and not be granted permission to sit for Step 1 until such time as they are deemed ready. Assessment of readiness will be determined by the USMLE Step 1 Committee analyses of self-assessment scores.

Adverse Academic Actions and Appeals Procedures (BS and MD)

22. Guidelines for Academic Due Process

If a student does not meet the academic standards of the school and his or her record will be considered for academic probation, prescription year, or dismissal, a representative for the Deputy Dean for Medical Education officially notifies the student by email that his or her academic status will be reviewed by the Student Academic Progress Committee. The student is advised to meet with the Associate Dean for Student Affairs, who acts in the capacity of student advocate, to learn about the proceedings and to assure that due process occurs.

When the student fails a MED course, the email notification includes information on his or her right to submit a written statement in advance of the Student Academic Progress Committee meeting, with information relevant to his or her academic performance (e.g., personal, family or medical hardship) and/or the option of appearing in person before the Student Academic Progress Committee with an advocate.

Although the Student Academic Progress Committee meetings are closed and the deliberations are confidential, a student may bring as an advocate a fellow student, an advisor, a faculty member or a family member. Legal representation is not permitted at the Student Academic Progress Committee meetings and the proceedings of the meeting may not be recorded by the student or his or her advocate. The student is scheduled to meet the Student Academic Progress Committee for seven minutes: five minutes to present his or her case, and two minutes for questions.

At the meeting, the Student Academic Progress Committee will consider the student's overall academic record and his or her statement(s) (written or personal presentation) and will decide on the appropriate action including, but not limited to, prescription year or dismissal.

23. Grade Appeals Procedure (pre-clerkship)

If there is a disagreement on a final MED course grade between the Course Director and the student, the following guidelines govern the grade appeals.

- Within two weeks after posting of the final course grade, the student must submit a written communication, via CityMail account, to the Course Director, outlining the reason(s) for the grade appeal, and requesting a meeting to review his or her course grades. Objective information presented must adhere to course requirements and grading policies.
- Upon receipt of the student's appeal, and prior to meeting with the student, the Course Director will review the criteria by which the final grade is determined, the student's course grades and preceptor's written evaluation(s), if applicable. The Course Director may deem it appropriate to obtain additional information based upon the student's allegations and/or review the case with the Deputy Dean for Medical Education.
- When all pertinent documentation has been gathered and if necessary, the Course Director has discussed and reviewed the grade appeal with the Deputy Dean for Medical Education, the Course Director will convene a meeting with the student, and if the student is appealing a grade based on a preceptor evaluation, the Course Director may request the presence of the preceptor(s) involved in evaluating the student.
- The meeting will serve as a venue to clarify, verify or rectify any discrepancies found in

the final course evaluation for the student in question. The Course Director would ultimately decide to maintain the original grade or submit an amended grade to the Office of Academic Records.

- If the student is dissatisfied with the results of his/her initial appeal, the student may appeal to the Student Academic Progress Committee, within two weeks of receiving written notification from the Course Director's findings. The student will be required to submit documentation to support his or her grade appeal. The Committee may require a face-to-face meeting with the student.
- Within two weeks of receiving written notification from the Student Academic Progress Committee, the student may appeal an adverse decision to the dean of CSOM, if the student believes that he or she was not accorded due process or if the adverse decision was arbitrary or capricious or reflected prejudice against the student. The Dean's decision will be final.

24. Clerkship Grade Clarification and Appeals Procedure

- Students can request a clarification meeting with the clerkship director within 10 business days of receiving their clerkship grade. This meeting will be a face to face meeting where the clerkship director can explain how the grade was determined.
- Within 10 business days after the clarification meeting the student must submit a written communication, via CityMail account, to the Deputy Dean's designate outlining the reason(s) for the grade appeal, and requesting a meeting to review his or her course grade. Grade appeals should be made only in the case of a grade which the student believes was unfairly awarded.
- The designate will conduct a formal review of the clerkship grade or summative evaluation along with any other information that has become available, such as a letter provided by the student with contextual information.
- After the review, the designate will have 10 business days to inform the student of his or her decision. The designate can advise the clerkship director to maintain the original grade or to submit an amended grade to the Office of Academic Records.
- The student may appeal to the dean of CSOM within 10 business days of receiving the decision of the deputy dean's designate, if the student believes that he or she was not accorded due process or if the adverse decision was arbitrary or capricious or reflected prejudice against the student. The Dean's decision will be final.

25. Dismissal

The Student Academic Progress Committee may dismiss a student from the CUNY School of Medicine/Sophie Davis Biomedical Education Program if a student has such serious academic or professional deficiencies that, in the committee's opinion, the student is unable to continue with the program. Dismissal may occur, for example, if a student:

- Fails to earn removal from academic probation within one year, especially when the student has multiple or repeated academic deficiencies;
- Fails any course during a prescription year;
- Fails a course during the BS Program (first three years of the Program) but the student has reassessed the maximum of five courses, and the student has had a prescription year; (see “Course Reassessment Policy,” above);
- Meets any of the criteria for dismissal established by City College (e.g., fails to earn removal from GPA probation), as specified in the CCNY Bulletin of Undergraduate Programs;
- Fails a third Organ Systems course/module in the M1 or M2 year;
- Fails a course or module a second time are subject to dismissal, no make-up tests or reassessments allowed;
- Fails a third shelf exam in the M3 year;
- Fails the clinical portion of 2 clerkships;
- Fails any course or clerkship the student is repeating;
- Fails to meet professionalism competencies.

Generally, students are dismissed for academic reasons at the end, or before the beginning, of an academic year. Students may, however, be dismissed at the end of the first semester if they fail to meet the academic standards of the Program or if they fail a course which was being repeated.

The Associate Dean for Student Affairs and the CUNY School of Medicine/Sophie Davis Biomedical Education Program Counseling Center staff are available to provide transition-career counseling for any student who is dismissed from the CUNY School of Medicine/Sophie Davis Biomedical Education Program.

Sometimes students dismissed from the BS Program are able to transfer to the College of Liberal Arts and Sciences (and possibly pursue a medical education by the traditional route) or to another School of City College. If a dismissed student wishes to continue his or her studies at another School of City College, the student must apply for a transfer to that school after meeting with the school's academic advisor to discuss the school's requirements and the student's planned program.

Students have the right to appeal dismissal decisions to the dean of the CUNY School of Medicine (see "Notifying Students of Adverse Academic Decisions" and "Appeals Procedure," below).

26. Notifying students of adverse academic decisions

Notification of an adverse decision, which is based on a recommendation from the Student Academic Progress Committee, is promptly transmitted to the student by the Chair of the Student Academic Progress Committee. This is the only official notification regarding the decision that is transmitted to the student in writing (by certified mail, return receipt requested). Notifications are also sent by email to the students' email account. The CUNY School of Medicine/Sophie Davis Biomedical Education Program is not responsible for the failure of a student to receive this notification. A student who refuses to claim or accept an official

notification of dismissal or denial of graduation loses the right to appeal the decision (see "Appeals Procedure," below).

27. Appeals procedure

Students have the right to appeal dismissal decisions and denial of graduation decisions to the dean of the CUNY School of Medicine/Sophie Davis Biomedical Education Program. To exercise this right, a student must provide a written appeal to the dean within ten business days of the student's receipt of the official notification of the decision.

Upon receipt of the written appeal, the Dean of the School will appoint an Ad Hoc Appeals Committee and will notify the Student Academic Progress Committee, the Deputy Dean for Medical Education, and the Associate Dean for Student Affairs.

The Appeals Committee will be provided with a copy of the student's written appeal, the minutes of the Student Academic Progress Committee meetings at which the adverse recommendation was made, and a complete academic profile of the student's record.

The Appeals Committee is charged with determining:

- If the adverse decision was made in accordance with the approved and established policies of the Student Academic Progress Committee; and
- if the student was accorded due process; or
- if the adverse decision was arbitrary or capricious, or reflected prejudice against the student.

It is not within the purview of the Appeals Committee to critique the academic judgment of the Student Academic Progress Committee.

At least ten business days before the Appeals Committee meeting with the student, the dean of the School will notify the student, in writing (by certified mail, return receipt requested), of the time and place of the meeting and of the student's right to be present at the meeting and to make oral or written statements to the committee regarding the decision. The student may also bring a non-legal advisor such as, a faculty member or fellow student, to the meeting.

The Appeals Committee may request, in writing, that the appropriate Course Director(s) and the Chair of the Student Academic Progress Committee attend the meeting.

After reviewing all documentation and hearing all presentations, the Appeals Committee will formulate a recommendation, based only on the charge outlined above, either confirming or reversing the original adverse decision. Within seven business days of the meeting, the Appeals Committee will transmit its written recommendation to the Dean of the School.

The Dean of the School will review the report of the Appeals Committee. If he/she finds that the Appeals Committee properly carried out the appellate process, he/she will confirm its recommendation.

The Dean of the School will promptly notify the student, in writing (by certified mail, return receipt requested), of the final decision (with copies to the Appeals Committee, the Student Academic Progress Committee, the Deputy Dean for Medical Education, and the Associate

Dean for Student Affairs).

If the original adverse decision is reversed, the Dean of the School will refer the student's record to the Student Academic Progress Committee for remediation.

The decision of the Dean in such cases is final; no further institutional recourse is available to the student.

28. Resignation from the CUNY School of Medicine/ Sophie Davis Biomedical Education Program

A student who is considering resigning from the CUNY School of Medicine/Sophie Davis Biomedical Education Program is encouraged to first discuss the issue with the Office of Student Affairs and Office of Academic Affairs before reaching a decision. A student who decides to resign from the program should submit a letter to the Chairperson of the Student Academic Progress Committee at SAPC@med.cuny.edu, with a copy to the Deputy Dean for Medical Education and the Associate Dean for Student Affairs, notifying the School of the decision.

The student should also meet with the Associate Dean for Student Affairs, who, with the CUNY School of Medicine/Sophie Davis Biomedical Education Program Counseling Center staff, is responsible for providing transition-career counseling to any student who resigns.

Students dismissed from the BS Program who wish to continue their studies at another school within City College (e.g., the College of Liberal Arts and Sciences) must apply for a transfer to that school after meeting with the school's academic advisor to discuss the requirements and the student's planned program.

III. ETHICS & PROFESSIONALISM

As future physicians, students are expected to conduct themselves within the educational environment in a professional manner consistent with the ethical standards of physicians. The Student Academic Progress Committee will be informed of, and advise on allegations of unethical or unprofessional behavior to include: disrespectful treatment of other members of the academic community, including peers, faculty and staff; inappropriate behavior in clinical and community settings and academic dishonesty, including cheating and plagiarism. The Student Academic Progress Committee may also hear allegations brought through the Student Honor Code Committee or after an accumulation of more than two negative Professional Behavior Documentation forms. Cases are brought to the committee for decision after review and investigation by the Associate Dean for Student Affairs in collaboration with the Deputy Dean for Medical Education and the Chair of the Student Academic Progress Committee.

During the undergraduate curriculum, in cases of allegation of behavioral or academic misconduct that occur in City College courses, review and disciplinary action are the responsibility of the City College Office of Student Affairs and / or the Academic Integrity Office, as stipulated in the Undergraduate Course Bulletin (available on the CCNY website <https://www.ccnycuny.edu/registrar/bulletins>)

A. Absence Policy and Issues of Professionalism

The school's absence policy (see IV, Additional School Policies, section A) requires students to report all absences from mandatory activities prior to the absence unless the absence is a result of an emergency. Absences are to be reported to absence@med.cuny.edu and to all relevant course directors. The Associate Dean for Student Affairs categorizes and records absences as approved, unapproved or discretionary and informs course directors. Failure to report an absence from a mandatory class activity is considered a breach of professional behavior.

- Course directors are responsible for tracking attendance of students at mandatory sessions. They have to inform other course faculty (i.e. preceptors) to notify them immediately if a student is absent from a mandatory session. Course Directors will then confirm if the absence was reported and if it is considered approved, unapproved or discretionary. If it is an unapproved absence, either because it was not reported or was classified as such, the Course Director will reach out to the student to address this as soon as possible, preferably the same day.
- If a student has more than one unapproved absence, the course director will complete and submit a professionalism documentation form to the Associate Dean for Student Affairs. The Course Director will attempt to schedule a face-to-face meeting with the student; however, even if the student is unresponsive or misses the meeting, the form will be submitted.

B. Academic Integrity Policy

All students are expected to maintain the highest standards of academic integrity. Academic

dishonesty is a basis for disciplinary action and will not be tolerated in any guise. Academic dishonesty includes, but is not limited to: (1) *plagiarism*: using another's words, ideas, or paraphrases without giving credit to the source[s] and implying they are your own; (2) *cheating*: examples include using hidden notes or examining another person's responses in order to answer questions on a quiz/test/exam; (3) *ringers*: having another person fulfill your assignment (e.g., homework, exercises, laboratory, quiz, paper, or test). The university takes matters of academic dishonesty very seriously. The CUNY Academic Integrity Policy provides detailed descriptions of types of academic dishonesty and outlines processes for those that violate the policy. The policy can be accessed at:

<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>

The faculty member, in whose course or under whose tutelage, an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question if the student accepts the penalty. If the student does not accept the penalty, the case will be referred by the faculty member to the SAPC which will follow the hearing procedures described below ("Student Academic Progress Committee Professionalism Hearing Procedures.") Penalties for academic dishonesty may include suspension or dismissal.

Students should be aware that the process of looking for plagiarism is an automatic one done through a program in Blackboard called **SafeAssign**, which checks all submitted materials against a very large source material database. To help understand what plagiarism is and how to avoid it, students are encouraged to read a guide provided by the CUNY Graduate Center:

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/AvoidingPlagiarism.pdf

C. Completion of Course Evaluations

Completion of course evaluations is a mandatory and a professional responsibility of all students. These evaluations are used extensively in annual reviews of all courses by the Curriculum Committee and the issues raised in common by many students are addressed. Failure to complete course evaluations in the specified time period will result in the filing of a Professional Behavior Documentation form.

D. Professional Behavior Documentation Forms

Professional behavior documentation forms allow the institution to keep track of minor instances of unprofessional behavior. They also give faculty the opportunity to document instances of exemplary professional behavior. The form is distributed annually to all faculty along with instructions for the use of the form. The form is also available on the learning management site.

Information about professionalism documentation forms includes the following:

- The document is intended to provide a means to report either commendable examples or minor infractions of ethical and professional behavior. Commendable behaviors may

include, but are not limited to: acts of altruism, personal sacrifice or going above and beyond the student role. Minor infractions are acts that the faculty member does not believe require a full committee review, although repetition of such behavior may necessitate the need for such review. Such behaviors may include, but are not limited to, patterns of unintentional acts of misconduct, and unprofessional behavior in the classroom and in the clinical setting (such as being late, failure to submit health forms on time, inappropriate dress, failure to respond to course director or administrator requests for meetings).

- Prior to submission of a professionalism documentation form, faculty members meet with the student to discuss the infraction or commendable example of ethical and professional behavior. In the case of a minor infraction, the reason for documenting the behavior is explained to the student.
- The student has the right to add his/her comments to the report in response to the comments submitted by the faculty member.

The Associate Dean for Student Affairs keeps files on submitted Professional Behavior Documentation forms. When more than two forms for minor infractions are submitted about any student, the Associate Dean along with the Deputy Dean for Medical Education and the Chair of the Student Academic Progress Committee will determine whether to bring the student before the Student Academic Progress Committee.

E. Student Academic Progress Committee Professionalism Hearing Procedures

The Student Academic Progress Committee hears cases involving violations of professional behavior as brought forth by report from faculty to the Associate Dean for Student Affairs, by students through the Student Honor Code Committee of significant unprofessional behavior or through an accumulation of Professionalism Documentation forms.

The Committee is convened in order to: be of assistance to the instructor, student and other members of the academic community in resolving the issue; maintain a record of all such incidents involving students in the School; and provide guidance to the academic community about the nature and impact of cheating, plagiarism, and unprofessional behavior.

- A. The following procedures will pertain to the decision of whether to convene a Committee hearing and the rights of students charged with unprofessional or unethical behavior:
 1. Any charge, accusation, or allegation which is to be presented against a student and which, if proven, may subject a student to disciplinary action, must be submitted promptly in writing to the Associate Dean for Student Affairs, who will notify the Deputy Dean for Academic Affairs and the Chair of the Student Academic Progress Committee. The Associate Dean for Student Affairs or his/her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be pursued. The Associate Dean for Student Affairs will advise the student of the charge against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence.

Following this preliminary investigation, which shall be concluded within 30 calendar days of the filing of the complaint, the Associate Dean will discuss findings with the Deputy Dean and the Chair of the Student Academic Progress Committee and shall arrive at a decision by consensus. The following actions may be taken:

- a. The matter will be dismissed if there is no basis for the allegations or the allegations do not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed.
- b. The matter will be referred to hearing by the Student Academic Progress Committee.
- c. The matter will be referred to The City College Vice President of Student Affairs or the Assistant Dean for Diversity if warranted.

B. The following procedures shall apply at the hearing before the Committee.

1. The SAP Committee Chair shall preside at the meeting. The student will be informed of the charges, the hearing procedures and his or her rights, including the right to be accompanied by a non-legal advisor of their choosing.
2. Prior to accepting testimony at the hearing, the Committee Chair shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charges.
3. After informing the student of the charges, the hearing procedures, and his/her rights, if needed, the individual(s) bringing charges will present the details of the circumstances in front of the full Committee and the student.
4. The individual(s) bringing the charge will then be excused.
5. The student will then be asked by the Committee to respond to the charges. The student may elect to acknowledge the correctness of the charge and offer any explanations of extenuating circumstances he or she feels that the Committee should consider in making its recommendation(s). The student may also dispute the charge and offer his or her defense.
6. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The Committee Chair may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the hearing. No disciplinary record shall be introduced until the determination of unethical or unprofessional behavior in the current case has been made. The records and documents introduced by the student and the School shall be opened and used by the Committee for dispositional purposes, i.e., to determine an appropriate penalty, if the charges are sustained.
7. The Committee shall deliberate in closed session. The Committee's decision shall be based on the testimony and evidence presented at the hearing and the papers filed by the parties.

8. The role of the Committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to the accuracy of the allegation, and any extenuating circumstances associated with it. In the event the student is found guilty of unethical or unprofessional behavior, the Committee shall notify the Deputy Dean for Medical Education, who through a designee, will transmit the decision in writing to the student within five days of the conclusion of the hearing.
9. The Committee shall keep minutes pertinent to the case. A disciplined student is entitled to obtain a copy of the minutes of the meeting concerning their case.
10. All adverse decisions made are subject to the student's right of appeal (see section II B.26, Appeals Procedure).

C. The following dispositions of a case may occur:

1. If a student is exonerated of charges of unethical or unprofessional behavior, a record of the proceedings will be placed in a file and discarded at the time of the student's graduation from the program.
2. If a student is found guilty of unethical or unprofessional behavior and the Committee recommends sanctions short of suspension or dismissal, the committee will report its recommendation(s) to the Deputy Dean for Medical Education who shall notify the student of the disciplinary action. A record will be placed in the student's school file.
3. If a student is found guilty of unethical or unprofessional behavior, and the Committee decides on either suspension or dismissal from the program, the Deputy Dean for Medical Education or his/her designee will notify the student in writing of the disciplinary action and their right to appeal the adverse decision to the Dean of the School (see section II.B.25. Notifying students of adverse academic decisions & section II.B.26 Appeals procedure). A record will be placed in the student's school file.
4. The Associate Dean for Student Affairs will serve as liaison to the Vice President for Student Affairs of City College in reporting disciplinary actions, as appropriate.

F. Student Code of Honor

The Code of Honor adopted by students states in its preamble, "As the future physicians of America, we the students of the CUNY School of Medicine/Sophie Davis Biomedical Education Program, have the duty to uphold the highest standard of ethical, professional, and respectful behavior. In the future, as physicians, our actions can have profound implications on the well-being of our patients; therefore, it is crucial that we accept responsibility for our actions now. According to the American Medical Association (AMA) Code of Medical Ethics " those who serve patients should uphold the standards of professionalism, be honest in all professional interactions, and strive to expose those who are deficient in character or competence, or who

engage in fraud or deception.’ As testimony of our dedication to this society and to the preservation of its esteem, we deem it necessary to acknowledge our responsibilities and to accept them.”

This Code of Honor charges students to live in a community that values the highest standards of ethics and behavior and to take responsibility for enforcing those standards. As such, the Student Code of Honor provides specific instruction for the hearing of cases by the Student Honor Code Committee. This committee may refer cases to the Associate Dean for Student Affairs who in collaboration with the Deputy Dean for medical Education and the Chair of the Student Academic Progress Committee will make decisions about a hearing before the Student Academic Progress Committee.

IV. ADDITIONAL SCHOOL POLICIES

A. Absence Policy

Students attending the CUNY School of Medicine/Sophie Davis Biomedical Education Program are required to comply with the attendance policy in all years of education and training. Students are required to attend and actively participate in all components of the curriculum, including required lectures, small group sessions, laboratories, field work, patient clinics and other course and clerkship activities. The CUNY School of Medicine/Sophie Davis Biomedical Education Program grants the BS and MD degrees to students who meet all academic and professional requirements.

The faculty recognizes three types of official absences: Approved, Discretionary and Unapproved. Approved absences meet the criteria listed below. Reported absences not meeting the criteria are considered Discretionary absences. In all cases, students must notify the course director(s), and submit an absence request to the Office of Student Affairs via the dedicated email address: absence@med.cuny.edu in anticipation of any absences from any component of the curriculum, or as soon as possible when unanticipated (personal or family illness).

Discretionary absences are not permitted during examinations, except under extenuating circumstances. Students who accumulate more than 3 Discretionary Absences during a single year will be referred to the Student Academic Progress Committee (SAPC). Students who accumulate excessive Approved absences may also be referred to SAPC. Failure to request and confirm, or (in case of an emergency) to report an absence from any required course or clerkship session will be considered an Unapproved absence, constituting a failure of professional responsibility. This will be subject to review by the SAPC.

Students are expected to be present for all required curricular activities. Travel arrangements should not be made that conflict with the class schedule. It is the student's responsibility to confirm with the course/clerkship director(s) specifics of the course/clerkship schedule, and request and confirm approval of the absence through the course/clerkship director and absence@med.cuny.edu, before making plans that could interfere with attendance at required course/clerkship sessions.

Students are responsible for notifying the course/clerkship director(s) and absence@med.cuny.edu when they will be absent from any required activity. If the circumstance is unclear or relates to a medical or family issue, the Office of Student Affairs will determine if the reason for the absence meets the criteria for an Approved absence. Whenever possible, absence requests should be submitted at least 4 weeks in advance of the anticipated date.

Approved Absences

1. Unexpected events outside a student's control may justify an Approved absence. These include personal or family emergencies. These events must be reported by email to absence@med.cuny.edu and the relevant course/clerkship director (s) as soon as possible. Students must provide a doctor's note for an approved absence for illness on an exam day as soon as they return to school.
2. Religious obligations are a recognized reason for an Approved Absence from a class or clerkship activity. Students should use discretion in judging the importance of a particular holiday and in requesting absence around such holidays. Students must inform

course/clerkship directors and absence@med.cuny.edu a minimum of four weeks in advance of the beginning of the course/clerkship when they will be absent for a religious obligation. *Extended absence beyond the timeframe of the official religious holiday will not be an Approved absence.*

3. Scheduled Conferences. Leadership in extracurricular and extramural activities is encouraged, however, *such opportunities must not occur at the expense of a student's required coursework and attendance responsibilities.* Request for permission for such absences must be sought from the Office of Student Affairs at absence@med.cuny.edu at least 4 weeks in advance.
 - a. Individual students may request permission to attend a scientific conference or meeting for the purposes of presenting a paper or other academic work as **first author**. An Approved absence is limited to the day of the presentation and any required travel time the day or evening before and after the presentation.
 - b. Student Professional Associations: Students who are elected officers, who hold or are seeking leadership positions in a professional organization, or presenters at a professional meeting may receive an Approved absence to attend a conference.
 - c. Decision about an Approved Absence for a scheduled conference rests with the Associate Dean for Student Affairs and is based on the student's academic record, attendance record, and the course/clerkship director's estimation of the importance of the specific course/clerkship session(s) that would be missed.
 - d. Procedures for requesting an Approved absence:
 - i. Submit a request for approval to absence@med.cuny.edu at least 4 weeks in advance of the planned absence, including information on the event, the student's role in the event, and any relevant documentation. If approval is granted, students must inform all relevant faculty of the planned absence immediately upon receiving approval.
 - ii. Students must ensure they have financial resources for all anticipated conference and travel expenses before committing to any travel.
 - iii. Students should only make travel/conference arrangements *after* securing permission.

Discretionary Absences

Discretionary absences are absences for reasons other than those enumerated above. These ordinarily include **absences for special events** (e.g. weddings, graduations, family gatherings). *Under no circumstances will a Discretionary Absence relieve a student of meeting all of the academic requirements of the course or clerkship. If the Discretionary Absence request conflicts with a session or sessions that cannot be otherwise made up or completed, the student should understand that the absence may affect the grade received in the course or clerkship.*

Consequences of Noncompliance with Attendance Policy:

- a. Students who fail to report an absence from any required course or clerkship session will be referred to the SAPC, and their grades may be lowered.
- b. Students who accumulate more than three Discretionary Absences during an academic year will be referred to the SAPC, and their grades may be lowered.
- c. An unreported absence from a clerkship may result in failing the clerkship or require that additional time be spent to complete the clerkship.
- d. The SAPC will review attendance noncompliance to determine whether such unprofessional behavior warrants disciplinary action.
- e. Summative comments in the evaluations of all courses and clerkships may include descriptions of Discretionary absences and/or unapproved absences or tardiness. Such comments will be included in the Dean's Letter.

CUNY SOM Clerkship absence policy

Student presence, participation and engagement are a cornerstone of clinical clerkships. All clerkship activities are mandatory. This includes all educational activities as well as clinical shifts. Clinical shifts may include nights, holiday and weekend duty.

- a. Determination of an absence as approved, discretionary and unapproved is described above.
- b. Approved and discretionary absences can be made up at the discretion of the clerkship director.
- c. Unapproved absences cannot be made up. Students must meet with the clerkship director after one unapproved absence. Students will be referred to the SAPC for 2 unapproved absences.
- d. Competence in clinical work requires a student be present, therefore all absences including excused absences, may affect a student's grade.
- e. For all types of absences (approved, unapproved or discretionary), if a student misses more than 20% of the clerkship or the equivalent of 1 day per clerkship week, the student will need to repeat the clerkship.

B. Advising Systems

1. BS Program

The Office of Student Affairs assigns every student an advisor. Advisors will be identified from among faculty and some interested non-instructional staff. The class will be equally divided amongst the advisors. The advisor will meet periodically with individual students and once per month with the whole group. Advising activities are coordinated by the Coordinator of Advising in the Office of Student Affairs. The responsibilities of both advisors and students will include the following:

- Have a one-on-one meeting with the advisor at least twice per semester.
- Meet once per month with the advising group. These meetings will be semi-structured with one half hour devoted to general discussion about coursework, study demands, study

methods and whatever topics the group wants to discuss. The second half-hour will be a discussion of a specific topic to be provided prior to each meeting by the Director of Advising.

Students and their advisors are encouraged to develop meaningful relationships. If, at any time, either the advisor or the student feels that their relationship is unsatisfactory, either or both should contact the Associate Dean for Student Affairs (212) 650-8485.

2. MD Program

At the beginning of the medical school program, every student will be assigned to a medical student advisor. The medical student advisor will meet with students in groups and individually. The medical student advisors will coordinate discussion of careers in medicine, preparation for United States Medical Licensing Exams (USMLE) Steps 1, 2CK and 2CS, elective selection and any other support issues that arise. During the last half of medical school, medical student advisors in coordination with the Associate Dean for Student Affairs will take responsibility for preparation of the Medical Student Performance Evaluation (MSPE) required for residency application.

Sometime during the third year of medical school, students will select a career advisor from among clinical faculty in their area of interest. The career advisor, along with the medical student advisors, will guide students toward adequate preparation for residency in their chosen area of specialization.

C. M3 Clerkship Lottery Policy

1. Lottery

The M3 clinical clerkship lottery takes place in the early spring of the M2 year. Students rank their preference for the order in which they prefer to do their six core clerkships, as well as their preference for the site at which they want to undertake the clerkship. The third part of the clerkship lottery entails students ranking their preferred electives for the two 2-week elective blocks.

2. Lottery Oversight

The Office of Student Affairs oversees the clerkship lottery. After students are apprised of the lottery results, they are to seek alternatives through one of two primary mechanisms: either switching sites with other students or requesting a change through the administrative mechanism.

3. Post-lottery Changes of Site

Student-to-Student Switch

After students receive their lottery results, they have a three-week period in which they can switch sites with their classmates. Both students must notify the Office of Student Affairs in

writing of their 1:1 switch. The switch must be completed during this open period, and student switches cannot be done once clerkships begin.

4. Administrative Mechanisms

Students can request a site reassignment before or during an assigned clerkship for a **compelling reason**. The student must submit a clearly-articulated request to the Office of Student Affairs regarding his or her rationale for seeking a change.

Before the clerkship begins:

If the request for a site change is made **before** the clerkship begins, the student must make the request in writing to the Office of Student Affairs (OSA) via the M3 Clerkship Change Form [[Clerkship Change Form](#)]. The Medical Student Advisor will make the first assessment regarding appropriateness of the request, and if the request is found to be appropriate, will work to find an alternative site. If the Medical Student Advisor finds that the request is not appropriate, the situation will be discussed with the Associate Dean for Students Affairs and the Assistant Dean for Clinical Curriculum. The student will be notified in writing of the finding of this committee.

After the clerkship begins:

The student must make the request in writing to the Office of Student Affairs (OSA) via the M3 Clerkship Change Form [[Clerkship Change Form](#)]. The Medical Student Advisor and the Assistant Dean for Clinical Curriculum, in concert with one another, will determine the appropriateness of the request. If they find the request to be for a compelling reason, they will work to find an alternative site. If the reason is not compelling, the student may appeal to the Associate Dean for Students Affairs and the Associate Dean for Curriculum and Assessment. The result of the appeal will be final.

Criteria used:

Students must have a compelling reason to make a change. Before the clerkship begins, compelling reasons include major life events, health or disability issues, and/or conscientious objections. After the clerkship begins, compelling reasons include some of the former and as well as concerns about team dynamics or the learning environment. In the end however, each request is decided on a case-by-case basis.

Decision makers:

Individuals tasked with making the decision include the Medical Student Advisors in the Office of Student Affairs, and, at times, the Assistant Dean for Clinical Curriculum. Requests that are initially disallowed may be adjudicated by the Associate Dean for Student Affairs and the Associate Dean for Curriculum and Assessment in concert with one another.

D. Interactions with patients and potential exposure to infectious and/or hazardous agents

Policies on interactions with patients and on potential exposure to infections and/or hazardous agents will be articulated in the corresponding course syllabi.

E. Leaves of Absence

Leaves of absence fall into three categories: academic leave of absence, personal leave of absence and administrative leave of absence. Each type of leave is described below.

1. Academic Leaves of Absence

The CUNY School of Medicine/Sophie Davis Biomedical Education Program Student Academic Progress Committee may grant a student who has maintained satisfactory progress an academic leave of absence for a period of up to one year. Academic leaves of absence are intended to allow students to take advantage of unique, worthy educational opportunities not available as part of the regular CUNY School of Medicine/Sophie Davis Biomedical Education Program, such as travel, special study, and other comparable experiences. In general, students are not allowed to begin academic leaves of absence in the middle of a semester.

To apply for an academic leave of absence, a student must submit a letter to the Chairperson of the Student Academic Progress Committee, at SAPC@med.cuny.edu with a copy to the Deputy Dean for Medical Education and the Associate Dean for Student Affairs describing in detail what the student plans to accomplish during the leave and hopes to gain as a result. The duration of the leave must be specified.

The Student Academic Progress Committee will then meet to decide whether to grant the student's request. The committee may ask the student to attend the SAPC meeting.

The Chair of the SAPC will provide written notification to the student, the Associate Dean for Student Affairs, and the student's advisor of the Committee's decision. If the leave has been granted, the length of the leave and any conditions placed on it will be specified in the approval letter. If a request for a leave is denied, the student may appeal the decision to the Dean of the CUNY School of Medicine (see "Appeals Procedure," below).

Near the end of the academic leave, and by the date indicated on the SAPC chair's approval letter the student must provide written notification to the Chairperson of the Student Academic Progress Committee, at SAPC@med.cuny.edu, with a copy to the Deputy Dean for Medical Education and the Associate Dean for Student Affairs of his or her intention to return to the program. Failure to contact the Chairperson of the Student Academic Progress Committee, at the end of the leave of absence will be considered as resignation from the Sophie Davis Biomedical Education Program or the CUNY School of Medicine. Failure to register for classes at the end of an academic leave of absence will constitute resignation from the Sophie Davis Biomedical Education Program or the CUNY School of Medicine.

2. Personal Leave of Absence

Under special circumstances, the CUNY School of Medicine/Sophie Davis Biomedical Education Program Student Academic Progress Committee may grant a student a personal leave of absence for a period of up to one year. It must include one full academic semester and may be granted regardless of academic standing. A personal leave of absence is designed to allow students to take the time to deal with personal matters or matters of physical or mental health so that they can return to the program better prepared to deal with the academic rigors. It is not to be regarded an automatic solution to academic difficulty.

Requests for personal leave during the BS portion of the program should be made no later than the tenth week into the semester. This date is in accordance with the College's deadline to drop courses without an academic penalty (assign grade "W" [withdrawal without penalty]). Exceptions may be made under exceptional circumstances, but absolutely not after completion of the course or after having taken a final examination.

To apply for a personal leave of absence, a student must submit a letter to the Chairperson of the Student Academic Progress Committee, at SAPC@med.cuny.edu, with a copy to the Deputy Dean for Medical Education and the Associate Dean for Student Affairs. The letter must include the length of the leave [i.e., semester(s)], the reason(s) for the request for the leave and what the student hopes to resolve during the course of the personal leave of absence. For personal leaves related to health issues, students must submit further documentation in the form of supporting letters from a treating physician or therapist. The details of this medical information will be kept confidential and will not be shared with the SAPC and only the minimum amount of general information required in order to understand the issues will be shared when there is a need to know.

The Student Academic Progress Committee will then meet to decide whether to grant the student's request. The committee may ask the student to attend the meeting. The Chair of the Student Academic Progress Committee will provide written notification to the student, the Associate Dean for Student Affairs, and the student's advisor of the Committee's decision. If the leave has been granted, the length of the leave and any conditions placed on it will be specified in the approval letter. If a request for a leave is denied, the student may appeal the decision to the Dean of the CUNY School of Medicine (see "Appeals Procedure," below).

Near the end of the personal leave, and by the date indicated on the SAPC chair's approval letter, the student **must** notify, in writing, the Chairperson of the Student Academic Progress Committee, at SAPC@med.cuny.edu, with a copy to the Deputy Dean for Medical Education and the Associate Dean for Student Affairs, of his or her intention to return to the program or of a request for an extension to the leave of absence. The letter must detail what steps have been taken to alleviate the personal difficulties which precipitated the personal leave. For personal leaves due to health issues, letters from a treating physician or therapist attesting to the students' fitness to return to classes must be included. Failure to provide a written notice of intent to return to the School will constitute resignation from the Sophie Davis Biomedical Education Program or the CUNY School of Medicine.

Following receipt of the written description of the student's plans, the Student Academic Progress Committee will be convened to discuss the student's request. The concerned student may

be asked to attend this meeting. The Student Academic Progress Committee will then decide whether to accept the student's request to return to school or to extend the leave of absence.

Denial for reentry may include a recommendation for either a one-year extension of the personal leave of absence or dismissal from the Sophie Davis Biomedical Education Program or the CUNY School of Medicine. Students have the right to appeal any adverse decisions to the dean of the CUNY School of Medicine (see "Appeals Procedure," below).

If reentry to the program is approved, the Chair of the Student Academic Progress Committee will provide written notice to the student, the Associate Dean for Student Affairs, and the student's advisor of the Committee's decision including any special conditions attached to the approval. Failure to register for classes after approval to re-enter the school will constitute resignation from the Sophie Davis Biomedical Education Program or the CUNY School of Medicine.

3. Administrative Leave of Absence

Students who have failed to complete certain academic or non-academic requirements may be placed on an Administrative Leave of Absence by the SAPC for a specified period of time in order to complete these requirements. This involuntary leave of absence may be imposed under circumstances such as failure to meet the academic standards of the medical school, failure of USMLE Step 1 or Step 2 CK or CS, failure to pay tuition or fees, failure to submit proof of insurance, or failure to submit mandatory medical clearance document. The length of an administrative leave and the conditions for reentry to the school will be determined on a case-by-case basis by the SAPC.

F. Mistreatment policy

Definition of Mistreatment

Certain behaviors are clearly antithetical to a productive learning environment and are classified as mistreatment of students. Mistreatment of students includes but is not limited to disclosing confidential student information; public humiliation and other actions that can be reasonably interpreted as demeaning or humiliating; sexual harassment (including unwelcome sexual remarks or jokes); inappropriate comments about student's dress, ethnicity or sexual orientation; physical aggression (including pushing, shoving, or other intentional inappropriate physical contact) or the threat of physical aggression; unjustified exclusion from reasonable learning opportunities; and other unfair treatment of students. Mistreatment of students can result in disciplinary action of the offender. These policies as outlined are in compliance with the CCNY Academic Affairs Integrity Process and are not meant to supersede or supplant CUNY policy.

Policy and Procedure for Reporting Alleged Mistreatment and Unprofessional Behavior

The Office of Student Affairs will track and monitor all reports of alleged mistreatment according to the procedures articulated below:

Contemporaneous allegations of mistreatment/unprofessional behavior

If students encounter mistreatment and/or unprofessional behavior, it must be addressed immediately. Students have both non-anonymous and anonymous mechanisms to report mistreatment/unprofessional behavior.

Non-Anonymous reporting: Students may talk to the course/clerkship director, who will try to resolve the issue. The course or clerkship director will report the issue to the Associate Dean of student affairs in the Office of Student Affairs. The student always has the option to report directly to the faculty (e.g., Associate Dean of Student Affairs, or the Medical Student Advisors) in the Office of Student Affairs, either in person or via email at the address mistreatment@med.cuny.edu. The Associate Dean of Student Affairs in the Office of Student Affairs will report issues to the appropriate Course/Clerkship director, the Department Chair, and the Assistant Dean charged with that area of the curriculum to investigate and address. When the issue is resolved, a report will be made to the Associate Dean of Student Affairs in the Office of Student Affairs.

Anonymous reporting: Students may report instances of mistreatment via an online reporting system (<https://www.ccny.cuny.edu/csom/mistreatment-policy>). They will have the option to provide their name, or they may report anonymously. The Associate Dean of Student Affairs in the Office of Student Affairs monitors and reports issues to the appropriate Course/Clerkship Director, the Department Chair, and/or the Assistant Dean charged with that area of the curriculum to investigate and address. When the issue is resolved, a report will be made to the Office of Student Affairs.

Course/Clerkship Directors must report allegations of mistreatment/unprofessional behavior to the Associate Dean of Medical Students as soon as possible, but no more than five working days after the student initially reports the event.

Allegations of mistreatment/unprofessional behavior reported in end-of-experience evaluations

Students are asked explicitly about their experiences of mistreatment and unprofessional behavior in every course, clerkship, and clinical experience evaluation. Reported instances are highlighted and given immediately to the Course/Clerkship director, appropriate personnel at the site of the mistreatment/unprofessional behavior, the Assistant Dean charged with that area of the curriculum, the department chair and the Office of Student Affairs. The Associate Dean of Student Affairs in the Office of Student Affairs is charged with ensuring the issue is addressed in a timely fashion.

Resolutions of allegations of mistreatment/unprofessional behavior

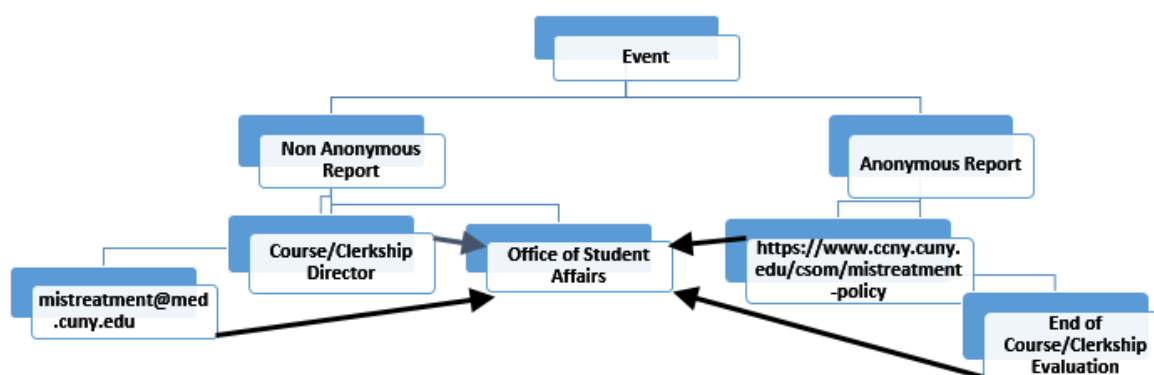
Those individuals engaging in mistreatment/unprofessional behavior may be disciplined, including removal from teaching responsibilities at the CSOM. Determination of consequences that may arise from mistreatment will be the responsibility of the Course or Clerkship Directors, the Assistant Dean charged with that area of the curriculum, the Site Directors at clinical sites, and/or the Department Chair. Students who engage in mistreatment/unprofessional behavior will be referred to the Office of Student Affairs, and may face disciplinary proceedings through the Student Academic Progress Committee.

CUNY Policy for Student Complaints about Faculty Conduct

Students may always use the CUNY Policy for complaints about faculty conduct in academic settings, found here:

https://www.cuny.edu/about/administration/offices/la/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf

Procedures for Reporting Mistreatment/Unprofessional Behavior



G. Policies and Practices to ensure the confidentiality of sensitive health, psychological and/or psychiatric information

1. Psychological and psychiatric counselors who provide counseling services to Medical Students will not be faculty members, and will have no responsibility for teaching or involvement in the academic assessment, evaluation or promotion of students.
2. The psychological/psychiatric counselors keep all individual patient information confidential, and the Counseling Office adheres to the APA General Guidelines for Providers of Psychological Services and HIPAA regulations. In addition, student records are kept by the counselor, and are not a part of the student's academic record.
3. Students with other health sensitive medical needs will be referred to medical professionals who have no administrative or teaching roles at the medical school. The City College student health service will not have contact with CSOM faculty regarding students, nor will they be involved in teaching/assessing CSOM students. In the event

that a student seeks treatment at the St. Barnabas Hospital Health Center, the School will assure that the treating doctor or resident will have no responsibility for the assessment or grading of the student.

4. Faculty who provide healthcare services to students will not be involved in the supervision, academic evaluation, or promotion decisions of students receiving such services. If a student finds him/herself in a situation where they are supervised and/or will be evaluated by a faculty member who is also providing healthcare services to them, they may request immediate reassignment. Such requests should be made to the Course or Clerkship Director. Similarly, if a faculty member finds that he/she has been assigned a student, who is also their patient, to supervise and/or evaluate, he/she must request that the student be assigned to another faculty member.

H. Policies on Teaching and Evaluation by Members of the Medical School Administration

In recognition of the conflicts of interest that can occur when students learn from and are assessed by members of the Medical School administration (who, in their role, may have access to sensitive health, psychiatric, or psychological information about individual students), the following policies are in place to ensure the confidentiality of such sensitive information. Such members of the medical school administration include, but are not limited to, the Dean of the Medical School, the Deputy Dean for Medical Education, the Associate Dean for Student Affairs, the Executive Director of Admissions, Wellness and Counseling, the Director and staff of the Counseling Office and the Chair of the Student Academic Progress Committee. These members of the Medical School Administration are:

1. Allowed to teach students in the context of large group sessions such as lectures or large group discussions that involve the entire class
2. Allowed to teach students in electives/selective experiences
3. Not allowed to supervise students during any clinical rotations
4. Not allowed to teach students in any small group sessions or activities that are graded
5. Not allowed to participate in the assessment or evaluation of student performance
6. Not allowed to serve as voting members on the Student Academic Progress Committee
7. Not allowed to share or discuss health, psychiatric, or psychological information about individual students with members of the Student Academic Progress Committee.

All other members of the medical school administration are:

1. Allowed to teach and evaluate students in the context of large group sessions such as lectures or large group discussions that involve the entire class
2. Allowed to teach and evaluate students in electives/selective experiences
3. Allowed to teach and evaluate students in small group sessions or activities

I. Policy of Professional Behavior

As a student in the CUNY School of Medicine/Sophie Davis Biomedical Education Program you are expected to know, understand, and practice appropriate professional behaviors in all educational settings (classroom, hospital, clinic, fieldwork site). Your practice of these behaviors is critical to your professional development. Professional behavior will be assessed throughout your courses and unprofessional behavior can be the basis for course failure. (For example: continued chronic lateness after a warning; failure to submit material on the due date without prior notification and permission.) Faculty and staff are expected to adhere to the same standards of professional behavior.

<u>CATEGORIES AND BEHAVIORS FOR ASSESSMENT OF PROFESSIONALISM*</u>	
<p><u>1. Altruism</u></p> <ul style="list-style-type: none"> • Offers to help team members who are busy • Contributes to the profession • Does not use altruism as an excuse to mis-prioritize or to rationalize certain behaviors ("I can't be with my family because my patients need me.") 	<p><u>5. Responsibility Autonomy, self-evaluation, motivation, insight</u></p> <p>and</p>
<p><u>2. Honor and Integrity Honesty</u></p> <ul style="list-style-type: none"> • Forthcoming with information; does not withhold and/or use information for power • Admits errors • Deals with confidential information discreetly and appropriately • Does not misuse resources (e.g., school computers) 	<p><u>6. Accountability Commitment, dedication, duty, legal/policy compliance, self-regulation, service, timeliness, work ethic</u></p> <ul style="list-style-type: none"> • Demonstrates awareness of own limitations, and identifies developmental needs and approaches for improvements • Cares for self appropriately and presents self in a professional manner (i.e., demeanor, dress, hygiene) • Recognizes and reports errors/poor behavior in peers • Informs others when not available to fulfill responsibilities and secures replacement • Takes responsibility for appropriate share of team work • Arrives on time • Accountable for deadlines; completes assignments and responsibilities on time • Answers letters, pages, e-mail, and phone calls in a timely manner
<p><u>3. Caring and Compassion Sensitivity, tolerance, openness, communication</u></p> <ul style="list-style-type: none"> • Treats the patient as an individual, taking into account lifestyle, beliefs, personal idiosyncrasies, support system 	<p><u>7. Excellence and Scholarship</u></p> <ul style="list-style-type: none"> • Masters techniques and technologies of learning • Is self-critical and able to identify own areas for learning/practice improvement

<ul style="list-style-type: none"> • Communicates bad news with sincerity and compassion • Deals with sickness, death, and dying in a professional manner with patient and family members • Supports a balance in personal and professional activities for peers and subordinates 	<ul style="list-style-type: none"> • Has internal focus and direction, setting own goals • Takes initiative in organizing, participating, and collaborating in peer study groups
<p><u>4. Respect for patient's dignity and autonomy, respect for other health care professionals and staff including teamwork, relationship building</u></p> <ul style="list-style-type: none"> • Respects institutional staff and representatives; respects faculty during teaching sessions • Respects patient rights/dignity (privacy/confidentiality, consent); knocks on door, introduces self, drapes patients appropriately, and shows respect for patient privacy needs • Demonstrates tolerance to a range of behaviors and beliefs • Does not disturb small group sessions 	<p><u>8. Leadership Management, mentoring</u></p> <ul style="list-style-type: none"> • Teaches others • Helps build and maintain a culture that facilitates professionalism • Does not provide disruptive leadership (e.g., organizing pranks, inappropriately confronting authority figures)
<p>*Adapted from: EMBEDDING PROFESSIONALISM IN MEDICAL EDUCATION: Assessment as a Tool for Implementation Baltimore, Maryland. May 15-17, 2002, Report from an Invitational Conference Cosponsored by the Association of American Medical Colleges and the National Board of Medical Examiners® Copyright © 2003 National Board of Medical Examiners® (NBME®). All rights reserved.</p>	

J. Policy on amount of time that students spend in scheduled activities in years M1 and M2

The amount of time that students spend in scheduled activities during years M1 and M2 of the curriculum is limited to an average of no more than 22 hours per week.

K. Policy on student duty hours during clinical rotations

The following policy pertains to the amount of time medical students spend in required clinical and educational activities during clinical rotations, including clerkships and electives. The policies have been established in line with ACGME guidelines for work hours of interns and residents, the Saint Barnabas Hospital Health Center and the Staten Island University Hospital Graduate Medical Education Policy regarding working hours regulations to promote patient safety and medical student well-being.

Policy for Clinical Rotation Duty Hours:

- 1) Duty hours are limited to 80 hours per week averaged over the length of the rotation. This includes all clinical care, in-house call activities, and departmental and medical school sponsored core educational sessions including rounds, lectures, and seminars. Duty hours do not include time spent at home reading or studying.
- 2) No duty shift (such as a call day) may exceed 24 hours, plus 3-hour sign out.
- 3) Students are required to have one 24-hour period off in seven days, averaged over the length of the rotation.
- 4) Students may not have more than 12 consecutive hours on duty in the Emergency Department.

Compliance:

Clerkship Directors, Elective Course Directors, and the Assistant Dean for Clinical Curriculum will monitor this policy for compliance. Students will be advised to report violations to this policy by one of several ways. The student may directly report the violation to the clerkship/elective course director. Students may also directly report the violation to the Assistant Dean for Clinical Curriculum. At the end of each clerkship and elective course, students will be asked about course/clerkship compliance with the student duty hours policy on the course/clerkship evaluation form. The responses to the course evaluation form will be anonymous, and they will be reviewed by the Assistant Dean for Clinical Curriculum and the Clerkship Director. Additionally, students may anonymously report duty hour violations at any time through an on-line reporting system at <https://www.ccnycuny.edu/csom/clinical-rotation-duty-hours-policy-0> that will be reviewed by the Assistant Dean for Clinical Curriculum.

If the duty hour violation is reported directly to the Clerkship or Course Director, the Course or Clerkship Director must investigate the report and attempt to resolve the situation. If the situation is not resolved, the student must report the violation to the Assistant Dean for Clinical Curriculum. The Assistant Dean will address these and any other reports of duty hour violations that were directly reported to him/her by meeting with the specific clerkship or Course Director. The Clerkship Director will be required to submit a final report to the Assistant Dean for Clinical Curriculum and the Deputy Dean to summarize how the compliance issue was resolved.

L. Policy on taking electives at other institutions.

Students may take no more than 20 weeks of electives at other institutions of the 24 weeks of elective time in total in M3 and M4. Students must have prior approval of all extramural electives by the Elective Oversight Committee to ensure student safety and suitability of the elective. Required M4 clerkships (Critical Care, Emergency Medicine, a Sub-internship and Introduction to Internship) must be completed at CUNY School of Medicine clinical affiliates. In addition, prior to arranging any M4 electives, either at an affiliate or extramural site, students should meet with a Medical Student Advisor to develop a plan that provides a broad elective experience.

M. Technical Standards

Every student admitted to the program is asked to affirm their compliance with Technical Standards on admission and every year thereafter.

The CUNY School of Medicine/ Sophie Davis Biomedical Education Program is committed to admitting qualified students without regard to race, color, age, national or ethnic origin, disability, gender, sexual orientation, marital status or religion. Qualified applicants are individuals who demonstrate the academic abilities, intelligence, physical, professional and communication skills required to complete a rigorous curriculum and meet certain technical standards for medical students, physician assistant students, physician assistants, and physicians. Both MD and PA degrees signify the acquisition of general knowledge in the fields necessary for the practice of medicine. A graduate of the CUNY School of Medicine/Sophie Davis Biomedical Education Program must have the knowledge and skills to function in various clinical settings and to provide a wide spectrum of care.

In order to acquire the requisite knowledge and skills, students must possess both sensory and motor abilities that permit them to accomplish the activities described in these standards. A student must be able to take in information received by whatever sensory function is employed, consistently, rapidly and accurately. Students must be able to learn, integrate, analyze and synthesize data.

Providing care for patients' needs is essential to the role of a physician and physician assistant and comprises a significant component of training. A student must be able to tolerate physically challenging workloads and function under stress. The responsibilities of medical students may require their presence and attention during daytime and nighttime hours.

A student in the CUNY School of Medicine/Sophie Davis Biomedical Education Program must be capable of demonstrating observation, communication, motor, intellectual-conceptual, integrative, quantitative, attitudinal, behavioral interpersonal, social and emotional skills.

Observation: Students must have sufficient visual ability to be able to observe patients accurately from a distance and close at hand. They must be able to observe laboratory exercises and demonstrations. They must be capable of viewing and developing the skills needed to interpret diagnostic modalities. Students must be capable of observing, detecting and interpreting non-verbal communication such as change in posture, body language mood and facial expressions demonstrated by patients.

Communication: Students must be able to communicate effectively, in both written and oral English and must be able to speak with and comprehend patients and other members of the health care team. Students must be capable of establishing rapport with patients and families. Students must be able to compose and record information accurately and clearly.

Motor: Students must have sufficient motor and sensory function necessary to conduct a routine history and physical examination, differentiate normal from abnormal findings, and

document the findings. Students must have sufficient motor function in order to conduct movements required to provide general care and emergency treatment to patients according to acceptable medical practices. Students must have sufficient motor ability to access and perform at clinical sites required for mandatory experiences.

Intellectual, Conceptual, Integrative and Quantitative Ability: Students must have sufficient cognitive abilities to master the body of knowledge comprising the curriculum of the CUNY School of Medicine/Sophie Davis Biomedical Education Program. Students must be able to recall large amounts of information, perform scientific measurements and calculations, and understand and learn through a variety of instructional modalities including but not limited to: classroom instruction, small group discussion, individual and self-directed study of materials, preparation and presentation of written and oral reports, peer review and assessment, as well as use of computer-based technologies. Students must demonstrate reasoning abilities necessary to analyze and synthesize information from varying sources. Students must learn, retrieve, analyze, sequence, organize, synthesize and integrate information efficiently and reason effectively. Students must be able to measure and calculate accurately.

Attitudinal, Behavioral, Interpersonal and Emotional Characteristics: Students must have the capacity to learn and understand ethical principles, as well as those state and federal statutes governing the practice of medicine. Students must be able to relate with patients, faculty, staff, colleagues and all members of the health care team with honesty, integrity, non-discrimination, self-sacrifice and dedication. Students must demonstrate the maturity, emotional stability and sensitivity required to form effective relationships with patients. Students must have the capacity to develop the requisite skills needed to identify personal biases, reactions and responses as well as recognize differing points of view and to integrate these into appropriate clinical decision-making. Students must have the capacity to effectively communicate and provide care for, in a non-judgmental manner, individuals whose culture, spiritual beliefs, sexual orientation or gender expression differs from their own. Students must be able to examine the entire patient, male and female, regardless of the social, cultural or religious beliefs of the students.

Students must be of sufficient emotional and mental health to utilize fully their abilities, exercise sound judgment and complete educational and patient care responsibilities with courtesy, compassion, maturity and respect. Students must be capable of modifying their behavior in response to feedback and evaluation. Students must be able to demonstrate a non-judgmental demeanor when caring for a patient and not allow personal attitudes, perceptions or stereotypes to compromise patient care. Students must exhibit adaptability and be able to work effectively under stress and tolerate an often physically taxing workload.

In the consideration of students for admission and in the training of students for the medical education degree, it is essential that the integrity of the curriculum be maintained, that elements of the curriculum considered necessary for the education of a physician be preserved and that the health and safety of patients be considered vital. While reasonable accommodation is possible for certain disabilities, students must be able to perform in an independent manner with such accommodations. The use of a trained intermediary is not acceptable in many clinical situations as judgment is mediated by someone else's power of selection, observation and interpretation.

The CUNY School of Medicine/Sophie Davis Biomedical Education Program will consider any candidate who demonstrates the ability to perform the skills specified in these technical standards with or without reasonable accommodation, consistent with the Americans with Disabilities Act. Candidates for the degree will be assessed on a regular basis according to the Academic and Technical Standards of the CUNY School of Medicine/Sophie Davis Biomedical Education Program on their abilities to meet the curricular requirements.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 address the provision of services and accommodations for qualified individuals with disabilities. Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs and activities in the most integrated setting possible.

Students requesting accommodations must contact CCNY AccessAbility Center (AAC), located in the North Academic Center Room 1/218. Students will be required to schedule an appointment with an AAC counselor by calling AAC at (212) 650-5913 or by emailing disabilityservices@ccny.cuny.edu

Once accommodations are granted, documentation must be submitted within a sufficient time in advance of an exam, course, program, workshop or activity, in which accommodations are requested, in order to allow for appropriate review and evaluation of materials submitted. The student may be required to provide additional evaluation materials.

The CUNY School of Medicine/Sophie Davis Biomedical Education Program reserves the right to provide services only to students who complete and provide results of evaluations within the specified time frame and who follow the instructions provided by the CUNY School of Medicine/Sophie Davis Biomedical Education Program.

N. E-mail correspondence policy

All admitted and registered CCNY students are assigned a CCNY e-mail address. The email address is: userID@citymail.cuny.edu

Every student is required to activate his or her CCNY email account upon enrollment. Instructions are posted in the CCNY website: <http://citymail.ccny.cuny.edu/index.html>
For problems with an assigned CCNY email account, the student should contact the Office of Information Technology (OIT) Service Desk at 212-650-7878 or e-mail servicedesk@ccny.cuny.edu

In the event that a student's email address is changed, the student must notify the Office of Academic Records in Room 102 of the Harris Building (telephone: 650-7156/7160) so that the CUNY School of Medicine/ Sophie Davis Biomedical Education Program records can be updated.

Email is an official means for communication within the CUNY School of Medicine/Sophie Davis Biomedical Education Program community - faculty, staff and matriculated students. It is expected that such communications will be received, read and responded *to* [if applicable] in a timely fashion. Failure to do so may be considered an act of unprofessional behavior. Official email communications are intended only to meet the academic and administrative needs of the CUNY School of Medicine community.

O. Change of name, phone number, address, social security number

Any BS or MD student may change his/her address, (billing, home, and mailing) in CUNYfirst Student Services Center. However, to change the permanent address, name or social security number, students are required to complete a form, provide supportive documentation and submit, in person, to the CCNY Office of the Registrar or the CUNY School of Medicine Office of the Registrar, respectively.

BS-CCNY Registrar's webpage, <https://www.cuny.edu/registrar/request-forms>

MD - CSOM Registrar's webpage, <https://www.cuny.edu/csom/student-request-forms>

Failure to update personal information, may lead to problems in directing important mail regarding academic decisions. The CUNY School of Medicine/ Sophie Davis Biomedical Education Program is not responsible for problems that are due to the failure of a student to notify the School of changes in personal information (i.e., student's name, address, etc.).

Useful Links

1. Teacher-Learner expectations

The AAMC has articulated a set of expectations that underlie interactions between teachers and learners. These can be found within the AAMC Uniform Clinical Training Affiliation Agreement document, in the following link:

<https://www.aamc.org/download/382530/data/clinicaltrainingagreementlcmeendorsed.pdf>

2. Affirmative Action, Compliance, and Diversity

Includes:

- Equal Opportunity Policy
- Sexual Harassment Policy
- Title IX Sexual Assault Policy

<https://www.cuny.cuny.edu/affirmativeaction>

3. CCNY / CUNY Academic Integrity Policy

<https://www.cuny.cuny.edu/about/integrity>