



STRITCH SCHOOL OF MEDICINE ACADEMIC POLICY MANUAL

*APPROVED DECEMBER 18, 2006
REVISION APPROVED JANUARY 12, 2009*

APPLIES TO ALL MEDICAL STUDENTS WHO MATRICULATED AFTER JULY 1, 2006

*Updated August 2008
Updated May 2009*

Academic Policy Manual

INTRODUCTION	4
Accreditation	
Student Responsibility	
Confidentiality of Records	
Non-Discrimination	
Rights Reserved	
TECHNICAL STANDARDS	5
Technical Standards for Admission, Retention, Promotion, and Certification for the M.D. Degree	
REGISTRATION	8
Tuition and Fee Payment	
COMPLIANCE	8
GRADUATION REQUIREMENTS	9
General Requirements	
United States Medical Licensing Examination (USMLE)	
CURRICULUM REQUIREMENTS	10
Competencies	
Year 1 and Year 2	
Year 3 and Year 4	
Bioethics and Professionalism	
Elective Courses	
ACADEMIC CALENDAR	11
Examinations	
PERMANENT RECORDS	12
Transcript of Grades	
CLINICAL SCHEDULING	13
Clerkship Track	
Workweek	
On Call	
GRADES	14
Grading System	
Competencies	
Grade Reporting	
Class Rank	

FAILURES AND REMEDIATION 15

- Year 1 and Year 2
 - Remediation of Single Course Failure
 - Remediation of Multiple Course Failures
 - Assignment and Remediation of a U Grade
 - Assignment and Remediation of an F Grade
 - Assignment of an Incomplete Grade
 - Assignment and Remediation of *Meets With Concern* Competency Eval
 - Assignment and Remediation of *Does Not Meet* Competency Eval
- Year 3 and Year 4
 - Academic Failure
 - Remediation of Multiple Course Failures
 - Assignment and Remediation of a U Grade
 - Assignment and Remediation of an F Grade
 - Assignment and Remediation of *Meets With Concern* Competency Eval
 - Assignment and Remediation of *Does Not Meet* Competency Eval

ATTENDANCE..... 18

- Absence
 - Year 1 and Year 2
 - Year 3 and Year 4
 - No Class Days

LEAVES OF ABSENCE..... 20

- Leaves of Absence
 - Health Related
 - Special Academic Programs
 - Other Absences

VOLUNTARY WITHDRAWAL, DISMISSAL, AND APPEAL PROCEDURES 21

- Voluntary Withdrawal
- Dismissal and Appeal Procedures

PROFESSIONAL BEHAVIOR 22

- Expectations for Medical Students
- Academic Honesty
- Sexual Mistreatment and Harassment Procedures
 - Non-Sexual Mistreatment and Harassment
 - Sexual Harassment
- Dress Code, Appearance, and Scrub Attire

RELATED POLICIES 27

AWARDS AND HONOR SOCIETIES 27

 Awards

 Other Awards

 Honor Societies

UNIVERSITY AND MEDICAL SCHOOL ADMINISTRATORS 30

 Title Directory

 Alphabetical Directory

This Academic Policy Manual (AY 2006-07) was approved by the Medical Council of Loyola University Chicago Stritch School of Medicine on December 18, 2006 and was updated in August 2008. Its contents applies to all medical students who matriculated after July 1, 2006.

Medical students who entered Loyola University Chicago Stritch School of Medicine prior to July 1, 2006, may be subject to the provisions of the Academic Policy Manual in effect at the time of their matriculation or as specified in official correspondence from the dean or his/her designate.

Contact the Office of Student Affairs for further information.

INTRODUCTION

The Academic Policy Manual provides students with information regarding the academic policies, regulations, and procedures of the school and university and applies to all students registered in Loyola University Chicago Stritch School of Medicine (Stritch).

Accreditation

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

Student Responsibility

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

Confidentiality of Records

Loyola University Chicago Stritch School of Medicine complies with the provisions of the Family and Education Rights and Privacy Act of 1974 (Buckley Amendment), also known as [FERPA](#), when releasing personally identifiable information concerning students. This law stipulates that a student's record is confidential information and must not be released without prior written consent of the student. It further states; however, that the school may release certain information to appropriate parties at its discretion. To do so, the school must inform students of their rights to withhold the release of *directory information* about themselves. Within the university and medical school, *directory information* can include a student's name, address, telephone number, birth date, place of birth, majors, dates of attendance, degrees, awards received, previous schools attended, and similar information.

Non-Discrimination

Loyola University Chicago Stritch School of Medicine admits qualified students without regard to their race, religion, color, age, sex, sexual orientation, national or ethnic origin, disability, or any other characteristic protected by applicable law to all the rights and privileges, programs, and other activities generally accorded or made available to students at the school.

Loyola University Chicago Stritch School of Medicine does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, national or ethnic origin, disability, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Rights Reserved

Loyola University Chicago Stritch School of Medicine reserves the right to change, at any time, without notice, the policies and procedures announced in this manual, technical standards, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this manual.

The medical school and university reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the medical school and university to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness of purpose, or active cooperation in all requirements for acceptable scholarship. This manual is for informational purposes only and shall not be construed as creating a contract between Loyola University Chicago Stritch School of Medicine and any student.

TECHNICAL STANDARDS

The Stritch School of Medicine seeks to produce broadly educated physicians who are capable of acquiring advanced knowledge and skills in all areas of medicine. Stritch's broad-based education draws upon the Jesuit tradition, which emphasizes the full development of students through rigorous academic programs and through opportunities for leadership in the service of others.

The primary focus of all Stritch students and graduates is the health and well-being of their patients. We believe that the welfare of our students' future patients will be well served by our approving for the practice of medicine those students who are able to provide a full spectrum of patient care.

Technical Standards for Admission, Retention, Promotion, and Certification for the M.D. Degree

The technical standards for the Stritch School of Medicine define the essential functions that an applicant or medical student must be able to perform, with or without reasonable accommodation, in order to be admitted to Stritch, progress satisfactorily through our program of study, and graduate. In accordance with the Americans with Disabilities Act (ADA), Stritch has implemented these policies and procedures to ensure equal access to educational opportunities to persons with disabilities. But, it should be clear that the awarding of the M.D. degree certifies that the individual possesses a broad base of knowledge and skills requisite for the practice of medicine as a generalist physician, not a specialist. An avowed intention to practice only a particular specialty does not alter the requirement that all students take the full curriculum. Each person considering application to Stritch should be guided by a frank self-assessment of their capabilities and the ability to perform the essential functions of the academic and clinical training program.

The medical curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. To achieve these proficiencies, Stritch requires that each student be able to meet the following minimum standards for physicians that must be examined and enforced in the admissions process and in the determination whether an M.D. degree may be awarded.

- A. Observation. Through independent observation the student must be able to acquire information in the basic medical sciences, including that obtained from demonstrations and experiential activities. The student also must be able to observe accurately from a distance and close at hand and acquire information directly from the patient, as well as from other sources, including written documents, images, slides, videos, and films. This level of observation and information acquisition requires the functional use of vision, hearing, and somatic sensation.
- B. Communication. Students must be able to effectively speak, hear, read, and write in a tutorial, classroom, and assessment setting. Students must be able to speak to, hear, and observe patients in a clinical setting, record information accurately and clearly, speak and write English fluently, and communicate with patients effectively and in a sensitive manner. A student also must be able to communicate effectively with members of the healthcare team in oral and written form and in patient care settings where clinical decisions may depend on rapid communication.
- C. Motor Coordination. Students must be able to elicit information independently from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Students should be able to respond to emergency situations in a timely manner and provide or direct general emergency care, such as airway management, cardiopulmonary resuscitation, placement of intravenous catheters, simple wound repair, and basic obstetrical procedures. Such activities require sufficient physical mobility, coordination of both gross and fine motor neuromuscular function, balance, equilibrium, and functional use of the senses of touch, vision, and hearing.

- D. Intellect. Students must be able to identify, define, and solve problems in a timely and effective manner. This critical skill demanded of physicians requires the ability to work effectively with measurements and calculations; to learn and reason in a variety of settings, including formal lectures, small group discussions, individual teaching sessions, clinical teaching sessions and independent learning activities; to self-evaluate; and to integrate, analyze, and synthesize data concurrently in a multi-task setting. In addition, students must be able to comprehend three-dimensional relationships and understand the spatial relationship of structures.
- E. Behavioral and Social Attributes. Students must possess good emotional health, ethical awareness, and the self-discipline needed for suitable use of their intellectual abilities, the exercise of good judgment, and the timely and safe completion of tasks and responsibilities. They must be able to adapt to rapid change, display flexibility, and learn to function in the face of stressful situations and uncertainties. Students need to demonstrate honesty, integrity, and altruism and are expected to manifest empathy and concern for patients and their families, colleagues, members of the healthcare team, and the community at large. In accord with the Jesuit educational tradition of Stritch, students must be genuinely able to take into account the spiritual needs and faith-tradition of patients and to call upon the resources of chaplains as members of the healthcare team.

The above standards are a means to fulfill Stritch's obligation to give medical students a comprehensive medical education, rooted in common knowledge, skills, competencies and behaviors, which is the prerequisite for entry into specialized post graduate training programs. It is possible that Stritch's adherence to these standards may disqualify some students, including some with disabilities. If the candidates are unable to fulfill the essential functions of the academic training program, they are not appropriate candidates for admission, matriculation, or graduation.

Students who have been accepted for admission to Stritch are required to acknowledge that they understand and can meet the minimum technical standards required to complete the curriculum.

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

1. Pre-enrollment. In compliance with the ADA, Stritch makes no pre-admission inquiry regarding disability. In general, students with disabilities are identified or self-identify before enrollment in order to qualify for the possibility of accommodation(s). Once identified, students must complete documentation requesting any reasonable accommodation and submit to an evaluation process (detailed below as *Appendix A*) to determine whether and which accommodations are deemed reasonable and consistent with the technical standards of Stritch. The results of this evaluation, if positive, will be sent to the Dean for final approval. Although some assistance may be provided to a student requesting a reasonable accommodation, the use of human intermediaries who may interject their powers of selection and observation in place of a student's will ordinarily not be permitted.
2. Post Matriculation. Students who become disabled while attending Stritch and wish to request reasonable accommodations are expected to notify the Associate Dean for Student Affairs regarding their requests and then follow an evaluation process (detailed below as *Appendix B*) whose results will be sent to the Dean for final approval.

Candidates must be aware that approval for and the provision of reasonable accommodations at Stritch does not mean that similar accommodations would be granted elsewhere or by national licensing review boards.

APPENDIX A

Process for the Assessment of Applicants in Meeting Technical Standards

1. The review of each application takes into account the necessity of meeting the technical standards.
2. Applicants with disabilities may be identified through their applications, supporting documentation, or through the interview process.

3. In the case of an applicant identified as having disabilities that is accepted or assigned a ranking by the Committee on Admissions (COA) that would result in an acceptance, the Technical Standards Review (TSR) Committee will assess the applicant's ability to meet the specified technical standards in question. This committee works in concert with the Assistant Dean for Admissions, Associate Dean for Student Affairs, and Associate Dean for Educational Affairs.
4. The TSR Committee may request that the disabled applicant submit detailed documentation from a qualified health professional regarding the nature of his/her functional abilities and limitations. The committee also may request additional information, including review of the applicant's case by appropriate specialists.
5. The TSR Committee collaborates with the disabled applicant to identify what seem(s) to be the reasonable accommodation(s) necessary to enable the applicant to meet the (specified) technical standards in question.
6. The TSR Committee then reports to the COA regarding the applicant's ability to meet the full complement of Stritch's *Technical Standards for Admission, Retention, Promotion, and Certification for the M.D. Degree*.
7. The COA, subsequent to its review of the TSR Committee report, will make a judgment about whether or not the applicant can, in light of Stritch's technical standards, successfully complete the program and forward that judgment to the Senior Associate Dean for the Education Program.
8. After appropriate consultation or further discussion, the Senior Associate Dean for the Education Program will forward a judgment to the Dean who makes the final decision.

APPENDIX B

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

1. A matriculated student who develops a disability that requires special accommodation(s) or whose disability becomes evident or problematic so as to require special accommodation(s) must submit a formal request for such to the Associate Dean for Student Affairs.
2. If, after reviewing the case, the Associate Dean for Student Affairs judges that the case is deserving of further consideration, it will be referred to the TSR Committee for evaluation.
3. The TSR Committee, to address the nature and limitations of the disability that might preclude the student from meeting the technical standards, may request the student to submit detailed documentation from a qualified health professional regarding the nature of his/her functional abilities and limitations and/or request a review of the student's case by appropriate specialists.
4. The TSR Committee then collaborates with the disabled student, Associate Dean for Educational Affairs, and appropriate faculty members to identify the potential accommodation(s) needed to assist the student in meeting the technical standards required to successfully complete the medical education program.
5. Following a comprehensive review, the TSR Committee makes a recommendation regarding the student's ability, with the accommodation(s) identified as reasonable, to meet the technical standards in order to complete his/her medical education.
6. The Associate Dean for Student Affairs meets with the student to review the findings and recommendation of the TSR Committee, indicate that these will become part of the student's permanent academic record, and ask the student to attest in writing that he/she has participated in this review.

7. The TSR Committee then forwards its recommendation to the Senior Associate Dean for the Education Program:
 - EITHER that the student is allowed to continue enrollment at Stritch on condition of following the approved plan for reasonable accommodations;
 - OR that the student is dropped from enrollment at Stritch due to his/her inability to meet the school's technical standards.
8. The Senior Associate Dean, after appropriate consultation or further discussion, forwards a judgment to the Dean who makes the final decision. The normal appeal processes remain open to the student.

REGISTRATION

New students must:

- complete forms that include biographical information, legal residency, proof of citizenship, and educational history
- obtain a student identification card
- complete a Criminal Background Investigation Consent Form
- complete the registration process before tuition and fees are paid to the Bursar.

Returning students are required to complete an updated registration form at the beginning of every academic year and report changes promptly. The registration and cancellation of specific elective courses must be in accordance with the policies and procedures outlined in the [Elective Course Catalog](#).

Tuition and Fee Payment

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

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

COMPLIANCE

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

The current roster of such activities and e-learning modules includes:

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

- Veterans Administration Hospital background check

Students must fulfill all requirements that are offered through e-learning modules and workshops or are completed by participation in clearance procedures to remain in good standing.

GRADUATION REQUIREMENTS

General Requirements

A candidate for the degree of Doctor of Medicine must:

- be at least 21 years of age
- successfully complete at least four academic years as a regularly matriculated student
- successfully fulfill all academic, clinical, and school requirements for the degree
- demonstrate professional and ethical behavior
- post a passing score for United States Medical Licensing Examination (USMLE) Step 1 by June of Year 3
- **post a passing score for USMLE Step 2 CK and CS no later than one month before the end of the Year 4 calendar**
- comply with all the requirements and policies of the medical school and university
- discharge all indebtedness to the university
- be present at the conferring of the degree unless specifically excused

Students achieving a grade average equivalent to 3.5, 3.7, and 3.9 on a four-point scale will be recommended respectively for the graduation laudatories of cum laude, magna cum laude, and summa cum laude.

United States Medical Licensing Examinations (USMLE)

USMLE is a national licensing exam that is administered in three parts or steps by the [National Board of Medical Examiners](#) (NBME). Step 1 is taken at the end of Year 2 and Step 2 usually is taken in Year 4. Step 3 is taken following graduation in the first postgraduate year. Complete information regarding these exams can be found at the [USMLE](#) website.

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

Step 1

- students in good standing are required to take Step 1 before the official beginning of Year 3
- students are required to report a passing total score for Step 1 by June of Year 3 in order to be eligible for promotion to Year 4
- students with unremediated **F** or **INC** grades are required to satisfactorily complete those courses prior to sitting for Step 1
- students who successfully remediate all course failures are required to take Step 1 before mid-August of Year 3 in order to be promoted to Year 3
- Stritch limits students to three attempts to pass Step 1
- students who do not pass Step 1 by the end of Year 3, even if they have not exhausted the opportunity of three attempts to take the exam, will not be permitted to enroll in Year 4

Step 2 CK (Clinical Knowledge)

Step 2 CS (Clinical Skills)

- students should take Step 2 CK and CS after successful completion of all required Year 3 courses
- **students must post a passing score for USMLE Step 2 CK and CS no later than one month before the end of the Year 4 calendar**

- students with unremediated F or INC grades are normally required to satisfactorily complete those courses prior to sitting for Step 2 CK and CS
- Stritch limits students to three attempts each to pass Step 2 CK and Step 2 CS
- students who do not pass Step 2 CK and CS at least one month before the end of Year 4, even if they have not exhausted the opportunity of three attempts to take the exam, will not be permitted to graduate

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

CURRICULUM REQUIREMENTS

Competencies

Stritch School of Medicine requires medical students to develop competency in six areas of performance to the level expected of new physicians entering graduate medical education programs. Students will be broadly trained and prepared to undertake graduate medical education training and choose careers in academic medicine, community medicine, and/or research. Faculty members are committed as teachers, mentors, and role models to support the development of these student competencies:

- **Medical Knowledge**
- **Interpersonal and Communication Skills**
- **Professionalism, Moral Reasoning, and Ethical Judgment**
- **Clinical Skills and Patient Care**
- **Lifelong Learning, Problem Solving, and Personal Growth**
- **Social and Community Context of Healthcare**

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

Year 1 and Year 2

Year 1 and Year 2 each consist of two semesters of 20 calendar weeks, including 18 weeks of class. Specific course information can be found on the [Loyola University Medical Education Network](#) (LUMEN) website. The required first-year courses are:

- Function of the Human Body
- Host Defense
- Molecular Cell Biology & Genetics
- Patient Centered Medicine 1
- Structure of the Human Body

The required second-year courses are:

- Behavioral Development
- Mechanisms of Human Disease I and II
- Neuroscience
- Patient Centered Medicine 2
- Pharmacology and Therapeutics I and II

Students must take all required courses offered in the pre-clerkship curriculum at Stritch and record a grade according to the regular schedule and school calendar. No proficiency exams will be offered for the purpose of exempting a student from any graduation requirement.

Year 3 and Year 4

Both Year 3 and Year 4 contain a total of four quarters that are each 12 weeks in length except for the final Year 4 quarter, which is ten weeks long. Specific course information can be found on the [Loyola University Medical Education Network](#) (LUMEN) website. The required third-year courses are:

- Family Medicine Clerkship
- Medicine Clerkship
- Obstetrics/Gynecology Clerkship
- Patient Centered Medicine 3
- Pediatrics Clerkship
- Psychiatry Clerkship
- Surgery Clerkship

The required fourth-year courses are:

- Critical Care Subinternship
- Neurology Clerkship
- Ward Medicine Subinternship

Bioethics and Professionalism

In addition to receiving a passing grade in the Business, Professionalism & Justice course, students are required to successfully complete the other components of the [Bioethics and Professionalism](#) curriculum:

- attend four Ethics Grand Rounds by the end of Year 3
- submit an Ethics Case Analysis Paper by the beginning of Year 4 and receive a passing grade (see [Bioethics and Professionalism](#) website for current due date information)

Elective Courses

The current program requires that at least 26 weeks of electives must be completed in the 34 weeks available within the curriculum. Electives may be taken intramurally or extramurally, but the number of weeks permitted for extramural electives is limited to 12. Approval of electives is given within guidelines whose primary purpose is to confine the educational program to sites at which course work can be regulated as to content, orientation, and from which meaningful evaluation of student performance can be obtained. Complete policies, regulations, and rationale regarding a student's preparation of their elective program, its content, and the registration procedures are published in the [Elective Course Catalog](#).

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

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

ACADEMIC CALENDAR

An official academic calendar is published and no changes will be made except for unforeseen exigencies and only with the approval of the Senior Associate Dean.

Examinations

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

Students may be excused from an examination for:

- serious illness, which must be documented by a note addressed to the Associate Dean for Student Affairs from a physician or Loyola's Student Health Service; or
- an emergency situation, which must be justified by a note addressed to the Associate Dean for Student Affairs that cites evidence for granting an authorized absence.

Students excused from an examination by the Associate Dean for Student Affairs for an acceptable reason are responsible for initiating arrangements for the make-up examination with the Course Director. This needs to be done prior to the original date of the examination or immediately upon return to class in cases of sudden illness or emergency situations. Unauthorized absence from an examination will normally result in a score of zero for which the consequence is normally failure of the course. The Associate Dean for Student Affairs must approve all make-up examination schedules in advance.

Changes in the examination schedule for individual students, except in cases of illness, emergency, or personal tragedy, are not granted.

PERMANENT RECORDS

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

- admission application
- registration information
- Stritch transcript (electronic version only beginning with Class of 1997)
- transcripts from all post-secondary schools attended
- grades and written evaluations
- USMLE score reports (electronic version only)
- notations of awards for academic achievement
- status and name changes
- photograph
- other important correspondence addressed to the student
- Medical School Performance Evaluation (MSPE)

Letters of recommendation are not kept in the student's file. Any disclosure of the student's permanent records to other than the appropriate faculty, administrators, and staff with a legitimate educational need to know, academic and awards committees, and recognized honor societies must have prior written consent of the student. Requests for information and letters of consent to release these records from the student are maintained in accord with FERPA guidelines.

The Family Educational Rights and Privacy Act of 1974 ([FERPA](#)) protects the confidentiality of these records. Copies of the act and related medical school policies may be obtained from the Office of Registration and Records.

Directory information, including dates of attendance, degree earned, date the degree was conferred, and major field of study is normally verified when inquiries are made, unless you notify in writing the Office of Registration and Records to not release this information.

Transcript of Grades

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

- Copies may be issued upon written request of the student.
- Only unofficial copies marked as *Issued to Student* may be given directly to the student.
- All financial obligations to the university must be met prior to issuance of an official or unofficial transcript.
- Only the record of the work done and grades earned while registered at Loyola University Chicago Stritch School of Medicine is included.
- USMLE scores and class rank are not listed.
- Original copies of records and documents submitted upon entering Stritch cannot be released or copied.

CLINICAL SCHEDULING

Clerkship Track

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

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

Workweek

Clinical Educational hours are supervised clinical and academic activities related to patient care, which do not include reading/studying time spent away from the clinical site, on any required clerkship or elective at Loyola University Hospital or affiliated site. Clinical Educational activities must follow these guidelines:

- Students are limited to a maximum of 80 hours/week, including all call activities
- At least one day (24 hours in duration) in seven is free of all clinical responsibilities
- A 10 hour time period between all daily duty periods and after in house call to allow adequate time for rest, personal activities, and study

On Call

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

In house call must **not be more than every fourth night** of continuous on site duty, including in house call, and must **not routinely exceed 24 consecutive hours**. However, students may remain on duty for up to six additional hours to participate in didactic learning activities or to assist in the care of assigned patients.

Any student who considers themselves too tired or fatigued to safely drive home and is unable to obtain alternative transportation should contact the clerkship site director or designate for assistance. If the site director or designate is not available, students should call a taxi cab and reimbursement will be provided through Stritch.

GRADES

Final grades are determined by the individual course's methodology, including evaluation of competencies, exams, OSCEs, projects, and presentations.

Students achieving a grade average equivalent to 3.5, 3.7, and 3.9 on a four-point scale will be recommended respectively for the graduation laudatories of cum laude, magna cum laude, and summa cum laude.

Grading System

H	Honors
HP	High Pass
P	Pass
P++	Pass (Pass/Fail courses only)
P*	Remediated Pass
U	Unsatisfactory (only used for PCM 1, PCM 2, Year 3 courses, and Year 4 courses)
F	Failure
INC	Incomplete
WD	Withdrawn This grade can only be given prior to final exams when a student has officially withdrawn or been granted a leave of absence.

Competencies

Student evaluations include up to six performance indicators called competencies. Competencies must be met in order to successfully pass a course. Competencies are described in detail at [Stritch School of Medicine Goals and Objectives](#):

- **Medical Knowledge**
- **Interpersonal and Communication Skills**
- **Professionalism, Moral Reasoning, and Ethical Judgment**
- **Clinical Skills and Patient Care**
- **Lifelong Learning, Problem Solving, and Personal Growth**
- **Social and Community Context of Healthcare**

Grade Reporting

- Year 1 and Year 2 grades must be reported to the Office of Registration and Records within two weeks (excluding official holidays) of the final examination or scheduled class session.
- Year 3 and Year 4 grades must be reported to the Office of Registration and Records within four weeks (excluding official holidays) of the final examination or scheduled class session.
- Students must complete an end of course evaluation before their grade is released.
- All grades earned in properly registered courses are recorded on the student's official transcript.
- Written evaluations that accompany a letter grade documenting overall performance become part of the student's permanent record. Students are expected to review these evaluations.

Class Rank

Class rank is computed only after all grades have been collected at the conclusion of Year 3 and is usually announced in September of Year 4. A final class rank is computed after graduation.

- Class rank is not posted on the official transcript and may only be released by the school with the written authorization of the student.
- Only students who remain with their original class cohort will be ranked.
- Transfer students do not receive a class ranking.
- **P++**, **U**, and **INC** grades are not used in computing class rank.
- Class ranking places a student in the upper, middle, or lower third of the class.

FAILURES AND REMEDIATION

The Student Progress Committee reviews the academic performance of all enrolled students throughout the curriculum. Course Directors who believe a student is at risk of failing notify the Associate Dean for Student Affairs who schedules the student for an academic advisement appointment. The Student Progress Committee, relevant Course Director, and student develop a remediation plan for the balance of the academic year, which may include a leave of absence or, in certain circumstances, a repeat of a course, semester, or entire year.

Failure to comply with and/or remediate within the Academic Policy Manual will normally result in actions to change the student's academic status as authorized by Stritch School of Medicine.

YEAR 1 AND YEAR 2

Remediation of Single Course Failure

Students with a final **F** grade must pass a make-up examination offered by the course prior to the start of the next academic year. The remediation examination schedule is determined by the Office of Student Affairs in consultation with the Course Director.

- Upon the Course Director's recommendation, remedial work may be required for a student prior to the administration of the make-up examination.
- Year 1 remediation exams are scheduled during June or July following the first year.
- Year 2 remediation exams are scheduled in June for Semester 3 courses and no later than the first week of August for Semester 4 courses.

Exceptions to above policies are granted only in rare or unusual circumstances and only with the written recommendation of the Course Director. Students who fail a single Semester 1 or Semester 3 course may petition in writing to the Associate Dean for Student Affairs to take the make-up examination within 30 calendar days of the end of the course.

- Passing a make-up examination converts an **F** grade to a **P*** grade on the transcript.
- The transcript is annotated to explain the **P*** grade.
- An **F** grade remediated by a make-up examination can only be converted to a **P*** or **F** grade.

Remediation of Multiple Course Failures

A student with four F or P* grades, regardless of remediation outcome (F or P*), who then earns a fifth F grade is not permitted additional remediation opportunities for any failed courses. Grades of U and INC are not counted under this rule.

Students who are unsuccessful in remediating more than one course, have failed the same course for a second time, or initially fail more than four courses are automatically dismissed by administrative action of the Stritch School of Medicine.

Assignment and Remediation of a U Grade

If a student's floor performance is satisfactory, but performance on a final written exam, in-course exam, paper, or case report is unsatisfactory, the Course Director may report a **U** or **F** grade depending on the

severity of the deficiency. The **U** grade is only used for PCM 1, PCM 2, Year 3 courses, and Year 4 courses.

- The **U** grade is normally used when a student's clinical performance is evaluated as satisfactory, but the objective evaluation indicated that the student's knowledge of the course content is marginally unsatisfactory.
- Year 1 remediation exams are scheduled during June or July following the first year.
- Year 2 remediation exams are scheduled in June for Semester 3 courses and no later than the first week of August for Semester 4 courses.
- The **U** grade can only be converted to a **P** or **F** grade. The department may require additional remedial work prior to offering the student an opportunity for clearing the **U** grade. No academic credit is given for remedial work.
- Only one remediation opportunity is offered to remove a **U** grade. The remediation should be appropriate to the portion of the course in which the student's performance was marginally unsatisfactory. Upon prior written petition from the Course Director or student to the Associate Dean for Student Affairs, additional time to avoid conflict with another exam or other serious reason may be approved.
- The student may earn no more than three **U** grades; a fourth **U** grade will require evaluation by the Student Progress Committee.

Assignment and Remediation of an F Grade

Students who are unsuccessful in remediating a course failure will not be promoted to the next year of the curriculum.

- Students are permitted to repeat the single failed course.
- While this repeat will normally take place during the next academic year, the student may request or Stritch may require that the student take a leave of absence to seek learning or personal assistance or engage in remedial work prior to attempting to repeat the failed course.

Stritch recommends, and in some cases requires, that a student repeating a course also audits courses for which a **P*** grade or marginally passing grade was received.

Assignment of an Incomplete Grade

- This grade is only given prior to final exam upon recommendation of the Course Director and approval of the Associate Dean for Student Affairs, usually in cases of illness or personal tragedy.
- Incomplete grades normally should be removed within two weeks from the end of the course; or, in accord with an alternate plan approved by the Course Director and Associate Dean for Student Affairs.
- An **INC** grade not cleared before the start of the next academic year will be converted to an **F** grade.
- Incomplete grades can be changed to an **H**, **HP**, **P**, or **F** grade.

Assignment and Remediation of *Meets With Concern* Competency Evaluation

A *Meets With Concerns* designation denotes a passing, but less than optimal, performance; therefore, students may not receive higher than a **P** grade. Students who receive a *Meets With Concerns* assessment in one or more competencies in one or more courses are subject to review by the Competency Council and Student Progress Committee with input from the appropriate Course Director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet* Competency Evaluation

Students who receive a *Does Not Meet* assessment in one or more competencies in one or more courses must remediate these deficiencies as determined by the Student Progress Committee with input from the appropriate Course Director(s) and Competency Council.

YEAR 3 AND YEAR 4

Students must pass or remediate all officially registered Year 3 and Year 4 required and elective courses and meet all competencies to be eligible for graduation. The **U** grade is only used for PCM 1, PCM 2, Year 3 courses, and Year 4 courses.

Academic Failure

Academic failure may result from:

- Failing performance in examinations or other required assignments.
- Unsatisfactory performance of those responsibilities assigned to the student with respect to patient care (clinical performance).
- Not meeting expected competencies.
- Behavior that is judged by the student's immediate supervisory physician(s) to be inappropriate, disruptive, or, in any way, deleterious to the delivery of proper and humane medical care.
 - The supervisory physician(s) documents inappropriate behavior in writing to the Course Director, who then notifies the student in writing. The student meets with the Course Director who determines an appropriate course of action that may include, but is not limited to, terminating the student's clinical performance.
 - Termination of clinical performance automatically results in an **F** grade for the entire clerkship and is referred to the Student Progress Committee for appropriate action according to the Academic Policy Manual.

Remediation of Multiple Course Failures

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

Assignment and Remediation of a U Grade

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

- The **U** grade is normally used when a student's clinical performance is evaluated as satisfactory, but the objective evaluation indicated that the student's knowledge of the course content is marginally unsatisfactory.
- The **U** grade normally must be remediated within the equivalent of one academic quarter (three months) from the end of the course. Upon prior written petition from the Course Director or student to the Associate Dean for Student Affairs may approve additional time to avoid conflict with another exam or other serious reason.
- The **U** grade can only be converted to a **P** or **F** grade. The department may require additional remedial work prior to offering the student an opportunity for clearing the **U** grade. No academic credit is given for remedial work.
- Only one remediation opportunity is offered to remove a **U** grade. The remediation should be appropriate to the portion of the course in which the student's performance was marginally unsatisfactory.
- The student may earn no more than three **U** grades; a fourth **U** grade will require evaluation of the student's progress and action by the Student Progress Committee.

Assignment and Remediation of an F Grade

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

- If a student fails clinical performance and/or other course components, the entire course must be repeated and both portions must be remediated simultaneously. Remediation must be completed within the equivalent of one academic quarter (three months) from the end of the course. The Course Director and/or the Student Progress Committee may require additional remedial work for a student prior to the start of the prescribed remediation period.
- If clinical performance was satisfactory, but other components are failed, the student is expected to remediate the relevant portion of the course and usually at least half of the clinical component of the course. The Course Director and/or the Student Progress Committee may require or recommend additional remedial work, including additional clinical experience beyond half of the course. No academic credit will be given for remedial work.
- If clinical performance was unsatisfactory, the student must repeat no less than half and, in some cases, the entire course, including exams, papers, and projects even if these components were originally passed.

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

If the student successfully remediates, the Course Director reports a grade change from **F** to **P*** (passed by remediation). If the student does not successfully remediate, an **F** grade is reported. The student's registration, due to academic failure, is automatically terminated by administrative action according to the provisions of the Academic Policy Manual.

Assignment and Remediation of *Meets With Concern* Competency Evaluation

A *Meets With Concerns* designation denotes a passing, but less than optimal, performance; therefore, students may not receive higher than a P grade. Students who receive a *Meets With Concerns* assessment in one or more competencies in one or more courses are subject to review by the Competency Council and Student Progress Committee with input from the appropriate Course Director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet* Competency Evaluation

Students who receive a *Does Not Meet* assessment in one or more competencies in one or more courses must remediate these deficiencies as determined by the Student Progress Committee with input from the appropriate Course Director(s) and Competency Council.

ATTENDANCE

Year 1 and Year 2

Students are expected to attend all scheduled course sessions during Year 1 and Year 2, including laboratories, small group discussions, lectures, and so forth.

Attendance is mandatory in Patient Centered Medicine courses, clinical courses, and any other courses or course components where attendance is announced as required.

Absence

Any absence from non-required classes or activities of more than three consecutive working days requires prompt notification by the student to the Associate Dean for Student Affairs. This notification constitutes a request for an excused absence due to illness or other legitimate extenuating reason.

Examinations or other required academic activities may be made up only if the Associate Dean for Student Affairs or designate has received notice of the absence in advance and granted permission for the absence. Absence due to illness requires written documentation from the Student Health Service and/or the student's physician.

Year 3 and Year 4

Attendance is mandatory in Patient Centered Medicine courses, clinical clerkships, and any other courses or course components where attendance is announced as required. (Note "No Class Days" and "Absences" sections below.)

- Students are eligible for regularly scheduled vacation periods according to the official academic calendar.
- Additional discretionary time may also be possible within the student's schedule as stipulated in the published policies of the clerkship track system.
- M3 and M4 students must file an [Application for Discretionary Time](#) with the Office of Registration and Records in advance for approval of any one week period during which they wish to not be enrolled in full-time courses.
- Complete policies governing availability of discretionary time in Year 3 and Year 4 are published in the [Elective Course Catalog](#).

Absences

Any length of absence from any required activity or course/clerkship component may need to be made up at the discretion of the Course Director according to the form and/or format specified by the department (see additional information below).

Unexpected/Emergency Absences

During years three and four, any unexpected absence due to illness or other serious emergency requires prompt notification by the student to the Associate Dean for Student Affairs or designate and to the clerkship/elective director. This notification constitutes a request for an excused absence due to a legitimate extenuating reason. Student Affairs will alert the clerkship or elective department of the absence if the student is unable to do so.

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

Non-Emergent Absences

Attendance is mandatory and petitions for approved absences for non-emergent reasons are reviewed and a decision is made to approve the request or not. A student must have a serious reason for an excused absence in years three and four (e.g. wedding of a sibling, research presentation, etc). Should a student have a serious reason for wishing to take a day or two off, **a written petition must be submitted at least one month prior to the start of the clerkship or elective in which the absence would occur.** The petition detailing the nature of the conflict should be sent to all of the following individuals: 1) clerkship or elective director, 2) the clerkship staff coordinator (if it is during a required clerkship/subinternship) and 3) the associate dean for student affairs. Any available supporting documentation should be attached (such as a copy of a jury summons, invitation to present a poster etc). **A petition for permission to be absent is a request and requires review and is not automatically approved simply by submission.** By notifying the relevant school offices at least one month in advance, the student's clerkship specialty service and call schedule can be considered or adjusted to minimize the affect of any days off. The student will be notified if permission has been granted. Non-emergency absences not requested at least a month in advance of the start of the clinical course cannot be accommodated.

No Class Days

Students should refer to the official academic calendar for the dates that these holidays are scheduled at Stritch for a particular year. Students are excused from courses, clerkships, and electives, **except as noted below**, on the following days. Weekends following or preceding a “No Class” holiday are **not** usually excused or free days for clinical students except as noted in the No Class Day entries or Exceptions section below.

- Match Day (M4 students only)
- Good Friday* through Easter Sunday inclusive
- Memorial Day*
- July 4th Independence Day*
- Labor Day*
- Thanksgiving** (including the Friday after designated as “President’s Day” and the weekend that follows)
- Loyola’s “President’s Day” (which is the day after Thanksgiving and the weekend that follows)

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

** Clinical students will not be on call on the prior Wednesday.

Exceptions

Clinical students could be on duty or on call on the Saturday and Sunday that precedes or follows no class days listed above except as follow:

- Students registered in required clerkships and electives at Loyola University Hospital or affiliated sites will **not** be on duty or on call on the Saturday and Sunday that immediately follow Good Friday and Thanksgiving.
- Except for Thanksgiving Day, students on required subinternships at Loyola University Hospital or affiliated sites could be on call on *No Class Days* if it is their scheduled turn on call and, in the opinion of the Course Director, taking call is in the best interest of patient care and educational intent.

Special notes:

St. Luke’s Day is celebrated in October on a date announced in the official academic calendar. Class schedules on this day may be modified to permit special events that mark this Loyola tradition.

On holidays designated by the Veterans Administration Hospital (Columbus Day, US Presidents’ Day, Veterans Day, Martin Luther King Day), students **must** attend with their assigned service.

Students who need additional interpretation of this policy are encouraged to contact the Office of Student Affairs.

LEAVES OF ABSENCE

All leave of absence (LOA) requests must be submitted in writing to the Associate Dean for Student Affairs and normally approved in advance of the proposed starting date. Leaves of absence typically may not exceed one calendar year in length unless noted otherwise below. Detailed information on the various LOA categories is below.

Leaves of Absence

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

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

All LOA requests must be submitted in writing to the Associate Dean for Student Affairs and normally approved in advance of the proposed starting date. Usually, a student must be in good academic standing, have no outstanding **U** or **F** or **INC** grades on their transcript, and have satisfied all pertinent graduation requirements before the request is granted. The Associate Dean for Student Affairs considers LOA requests for other purposes on a case-by-case basis. Leaves of absence normally may not exceed one calendar year in length unless noted otherwise below.

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

Students may be required to vacate their assigned locker, mailbox, and learning cluster cabinet, as well as make disability insurance premium payments directly to the vendor. Depending on the timing of the LOA, students may not be eligible for the university's hospitalization insurance plan during the leave.

Health Related

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

- stipulates the existence of a medical condition of such nature that a leave of absence is recommended,
- specifies that an appropriate course of therapy will be instituted,
- identifies the supervising physician, and
- indicates that, if requested by the school, a progress report authorized by the student will be submitted prior to reinstatement.

The Associate Dean for Student Affairs may require additional supporting documentation depending on the circumstances.

Upon written request, leaves of absence for health-related reasons may be approved for periods up to one year. The Student Progress Committee may extend a leave of absence in unusual circumstances upon written request of the student.

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

Special Academic Programs

A written request for a leave of absence for periods up to one year may be approved for the following activities:

- study for an advanced degree in scientific areas related to medicine, for example, MD/PhD program,
- research activities related to medicine, but not necessarily directed toward an advanced degree, or
- study in specialized areas not available at the Stritch School of Medicine and not necessarily directed toward an advanced degree.

Approval will be given only if the value of the proposed program is considered unique and sufficient to outweigh the disadvantages of interruption of the regular medical curriculum. The Associate Dean for Student Affairs in consultation with the Student Progress Committee, if necessary, makes decisions for

these kinds of leave upon receipt of a written proposal submitted by the student. The decision in these cases also is influenced by logistical constraints associated with translocation of students from one class to the succeeding one.

Students accepted into the MD/MS or MD/PhD dual degree program who are not simultaneously enrolled in Stritch School of Medicine courses may request in writing successive one-year leaves of absence. Upon the recommendation of the MD/PhD Steering Committee, successive one-year leaves of absences are granted in order that the student may complete required Graduate School courses and requirements.

The MD/PhD Steering Committee notifies the student if they are not satisfactorily progressing toward completion of the graduate degree. In this case, the Associate Dean for Student Affairs in consultation with the Student Progress Committee, if needed, determines whether the leave of absence granted by the Stritch School of Medicine should be continued or revoked. If the leave is revoked, the student is expected to resume medical training toward the MD degree or voluntarily withdraw from the Stritch School of Medicine.

Other Absences

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

- pursuit of a non-medically related program or unstructured activity,
- employment,
- preparation for the first time taking of USMLE exams,
- self-study,
- time to consider alternative career options,
- residency interview travel, or
- other activities not related to the completion of MD degree requirements.

Written requests for leaves of absence for reasons not covered in this Academic Policy Manual are considered on a case-by-case basis by the Associate Dean for Student Affairs and reviewed by the Student Progress Committee.

VOLUNTARY WITHDRAWAL, DISMISSAL, AND APPEAL PROCEDURES

Voluntary Withdrawal

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

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

Dismissal and Appeal Procedures

Students have up to 30 days upon receipt of the letter of dismissal or any change in academic status to appeal this decision. The Student Appeal Board hears appeals for reinstatement or other changes in status within two weeks of receipt of a written request from the student to the chair of the Student Appeal Board. The student is informed in writing of the date, time, and place of the hearing. The student may represent themselves and/or ask members of their peer group and/or a Loyola faculty member to

represent them at the hearing. **Legal counsel is not present at the hearing.** The Student Appeal Board considers student appeals on a case-by-case basis. The recommendation of the Student Appeal Board is forwarded to the Dean for review. The Dean or designate notifies the student in writing of the final decision.

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

The Vice President for the Health Sciences or designate will inform the student in writing of the appeal procedure and outcome of the appeal. Students are not entitled to any additional appeals within the university.

PROFESSIONAL BEHAVIOR

Expectations for Medical Students

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

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

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

- accepting assistance from or giving assistance to another student during an exam or in the preparation of any graded material
- plagiarism
- inappropriate access to, misuse of, or theft of information or records
- sabotaging another student's laboratory experiment
- misusing another person's signature
- falsifying academic grades or clinical evaluations
- physical and verbal intimidation or harassment
- lying, cheating, and fabricating information
- sexual harassment and patterns of sexual innuendo
- discriminatory actions based on race, gender, ethnicity, sexual orientation, and religion

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

- To conduct oneself in a manner that is appropriate for the learning and patient care environments with suitable dress and grooming.

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

Academic Honesty

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

- notify the student in writing of the allegation and documentation,
- request a written response, and
- inform the student(s) of the review process and appeal procedures to be followed.

Upon receipt of all pertinent materials, the Associate Dean for Student Affairs will notify the Senior Associate Dean, relevant Course Director, and teaching department of the allegations and provide all the submitted information. The Senior Associate Dean or designate will determine if there appears to be sufficient substance to the allegations to proceed with a hearing.

In the event of a hearing, the Senior Associate Dean or designate will:

- select two senior faculty members not involved in the case to be part of a three-person ad hoc committee;
- chair the ad hoc committee and convene the committee within 30 working days of receipt of the written allegations and student(s) response;
- notify the student of the date/time of the hearing as the student(s) has the right to be present and may be accompanied by a peer or faculty member (no legal counsel is permitted); and
- invite other faculty, staff, or students to participate in the hearing as deemed necessary.

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

The student(s) will have the right of an appeal to the Student Appeal Board. A student who is dissatisfied with the action of the Student Appeal Board may submit a petition for a single appeal to Loyola University Chicago through the Vice President for the Health Sciences. All decisions of the Dean and the Vice President for the Health Sciences will be documented in the student's official academic file. In the event allegations are dismissed, no actions will be recorded in a student's official academic file.

Student Mistreatment and Harassment Procedures

Loyola University Chicago is committed to maintaining an environment that respects the dignity of all individuals. Accordingly, the Stritch School of Medicine does not tolerate mistreatment by or of its students, faculty, and staff. These procedures encourage medical students who believe they were mistreated to bring the conduct to the attention of appropriate individuals within the school. Mistreatment comes in many forms, including sexual and verbal abuse, discrimination, and harassment (sexual and otherwise). All complaints are taken seriously and attempts are made to respect confidentiality, although this may not be fully feasible given the need to conduct a thorough investigation and take corrective action.

Medical students are reluctant to discuss mistreatment for fear of reprisal; yet they often desire that alleged mistreatment incidents undergo proper investigation. To address student concerns, the Stritch School of Medicine provides *informal* channels through which students may discuss their concerns and receive counseling, as well as *formal* reporting mechanisms through which complaints are investigated and appropriate remedies applied.

The following procedures are consistent with existing Loyola University Chicago and Loyola University Medical Center policies on mistreatment and sexual harassment and seek to provide:

- a process that is sensitive to the student's situation,
- opportunities to confidentially seek advice,
- an effective mechanism to initiate investigation, and
- a process that supports corrective action.

Non-Sexual Mistreatment and Harassment

Informal Procedure

Students are encouraged to find support by informally discussing their concerns with a variety of resources, including Office of Campus Ministry chaplains, Pastoral Care chaplains, personal counseling services, or medical center Employee Assistance Program (EAP) counselors. Students can voice their concerns and utilize this as a time to reflect and determine the appropriate next step. In some instances, students may choose to resolve the problem informally without the aid of medical school administration.

Consultation and counseling with chaplains and EAP staff can remain confidential at the student's request.

Formal Procedure

Students also may choose to initiate formal procedures through the Associate Dean for Student Affairs. Confidentiality cannot be guaranteed due to the need to investigate; however, every caution will be taken to maintain the student's privacy.

The Associate Dean for Student Affairs will investigate formal complaints to determine severity, scope, and appropriate further action. Any actions determined to involve serious misconduct by any member of the faculty, administration, staff, student body, or agent of the Stritch School of Medicine or Loyola University Medical Center will be referred to the Dean for further action.

Sexual Harassment

Stritch is governed by the medical center's [Sexual Harassment](#) policy and committed to learning, teaching, and working environments in which there is zero tolerance for sexual harassment.

All allegations of sexual harassment must be formally investigated; therefore, informal procedures are not available. Students may seek confidential consultation through the [Employee Assistance Program](#) (EAP) to explore options for addressing their concerns. This consultation does not require a formal investigation to be initiated.

Loyola administrators, faculty, and officials should bring a student's complaint of sexual harassment to the attention of the Associate Dean for Student Affairs, as the designated school investigator.

Sexual harassment can be a potentially traumatic and devastating event. A student who has been involved in such a situation may need a confidential and secure environment in which to process the incident. The student should consider making an appointment with an appropriate healthcare professional, such as their primary care physician, or obtaining a referral from that physician to a counselor. Such personal services are covered under the norms of the doctor-patient relationship and are not subject to the requirements of this policy.

Every complaint of sexual harassment will be taken seriously and no one reporting a complaint, including third parties, will suffer retaliation or reprisal.

Formal Procedure

Students are encouraged to notify the Associate Dean for Student Affairs to formally report an instance of sexual harassment. All complaints involving any suggestion of sexual harassment will be investigated. Confidentiality cannot be guaranteed due to the need to investigate; however, every caution will be taken to maintain the student's privacy.

The Associate Dean for Student Affairs is responsible for contacting the appropriate officials upon receiving a formal complaint and for reporting the results of the investigation and actions taken to the student. If a student experiences any attempt at retribution, the Dean is notified and direct contact is made with the respondent and respondent's supervisor.

Remedies

Depending on the results of an informal or formal investigation, appropriate remedies for complaints of sexual harassment may include, but are not limited to:

- The alleged harasser being asked, either orally or in writing, to cease the behavior.
- Third party assistance to the complainant and the alleged harasser to resolve past differences and to establish guidelines for future interactions. Education and/or retraining on the sexual harassment policy will be provided when appropriate.
- Change in work environment or reporting relationships.
- Disciplinary action up to and including termination of the alleged harasser.

DRESS CODE, APPEARANCE, AND SCRUB ATTIRE

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

1. General Dress Standards:

Preclinical

During the preclinical years, medical students are expected to dress appropriately on campus. Shirt and shoes are required in educational, administrative and clinical buildings and on the property that is adjacent to them. Gym clothes, beach wear, cropped tops or sunbathing sorts of tops and shorts, except inside the Fitness Center, are not suitable inside or outside campus buildings at the Medical Center. Scrub wear is not permitted to be worn in preclinical course laboratories such as anatomy.

Clinical Settings

- Medical students are expected to maintain a professional appearance in the clinical settings.
- Students should wear clean, pressed, well fitting personal attire.
- Hair should be clean and well groomed. Nails should be well manicured and of a length which does not interfere with clinical activities and safety of patients or staff.
- Minimal jewelry may be worn but must not interfere with patient care activities; no jewelry may be worn in operating rooms.

- Hose or socks must be worn at all times.
- Shoes should be clean and in good condition; athletic footwear is discouraged.
- Clothing should be business-like; neckline and hemline should be conservative.
- T-shirts, cropped tops, jeans, shorts and sweat shirts and pants are not acceptable.

2. IDENTIFICATION BADGES

Medical students must wear an LUMC photo ID badge along with the Stritch student nametag on the vest pocket of their white coat.

3. WHITE COAT

Students should wear a clean, pressed, **short** white coat in the hospital. Coats should be plain, white, with no embroidery above the vest pocket, and an official LUMC patch may be sown on the sleeve. A **long** white coat **must** be worn in lieu of a short coat at the LUMC Hospital whenever green or blue scrub attire is also being worn. See scrub attire policy below.

SCRUB ATTIRE

- A. Students should arrive at the hospital in appropriate street clothing. No scrubs are to be worn into or out of the hospital or between the hospital and other campus buildings. This includes transit between the Hines VA Hospital, Outpatient Center and the medical school (even if using the lower level tunnel).
- B. Scrubs can be worn where performance of procedures is a major component of the patient care activities (i.e., operating rooms, trauma bay/emergency room, burn center and surgical intensive care units).

Green and blue scrub attire must be restricted to the designated areas specified by medical center policy:

1. Green scrubs:
 - a. Operating rooms
 - b. Recovery rooms
 - c. Surgical reprocessing
 2. Blue scrubs:
 - a. Post partum
 - b. Labor and Delivery
 - c. Newborn Nursery
 - d. Neonatal ICU
 - e. Burn Center
 - f. Cardiac Catherization Lab
 - g. Electrophysiology Lab
 - h. Cardiac Biopsy Lab
- C. Students are expected to change from scrub attire as soon as possible when it is no longer necessary to wear such garb as a uniform.
 - D. Scrub attire provided by the hospital is hospital property and must be returned immediately after use.
 - E. No scrubs are to be worn if they have bodily fluids on them. Scrubs should be changed **immediately** if they become contaminated.
 - F. Scrubs worn outside of procedure areas are to be covered with a long lab coat that must remain buttoned at all times. Do not sit in the cafeteria or any areas with an unbuttoned lab coat if wearing scrubs.
 - G. No surgical hats, booties or masks are to be worn outside of the operating room or procedure areas.

RELATED POLICIES

Loyola University Chicago, Stritch School of Medicine, and Loyola University Medical Center have approved and published policies and procedures that failure to follow could result in a change in the student's academic status, withholding of grades, denial of course registration, being asked to leave an instructional or clinical area, removal from campus, or withdrawal of the normal rights and privileges of a student.

Some important non-academic policies are not included or described in detail in this manual. Relevant policies are listed below and include a link, if available, to the primary document or departmental website.

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

AWARDS AND HONOR SOCIETIES

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

Awards

DR. JOHN R. TOBIN OUTSTANDING LEADERSHIP AWARD

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

FACULTY MEDALLION FOR EXCELLENCE IN THE FIRST YEAR CURRICULUM

Awarded for academic excellence in the first year of the basic sciences curriculum.

FACULTY MEDALLION FOR EXCELLENCE IN THE SECOND YEAR CURRICULUM

Awarded for academic excellence in the second year of the basic sciences curriculum.

FACULTY MEDALLION FOR EXCELLENCE IN THE BASIC SCIENCES

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

FATHER FAHEY OUTSTANDING SERVICE SCHOLARSHIP

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

GEOFFREY GUNNAR MEMORIAL SCHOLARSHIP

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

GISSUR BRYNJOLFSSON, M.D., SCHOLARSHIP

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

HONORS IN BIOETHICS AND PROFESSIONALISM

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

HONORS IN RESEARCH

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

MARGARET RAIFORD HANO MEMORIAL NEPHROLOGY AWARD

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

OUTSTANDING PERFORMANCE IN FAMILY MEDICINE CLERKSHIP

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

OUTSTANDING PERFORMANCE IN MEDICINE CLERKSHIP

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

OUTSTANDING PERFORMANCE IN OBSTETRICS/GYNECOLOGY CLERKSHIP

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

OUTSTANDING PERFORMANCE IN PEDIATRIC CLERKSHIP

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

OUTSTANDING PERFORMANCE IN PSYCHIATRY CLERKSHIP

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

OUTSTANDING PERFORMANCE IN SURGERY CLERKSHIP

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

PRESIDENT'S MEDALLION

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

RALPH P. LEISCHNER, JR., M.D., MEMORIAL SCHOLARSHIP

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

ST. IGNATIUS AWARD FOR OUTSTANDING CONTRIBUTION TO TEACHING PEERS

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

Other Awards

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

Honor Societies

ALPHA OMEGA ALPHA HONOR MEDICAL SOCIETY

The criteria for induction into Loyola's Epsilon Chapter are scholastic excellence and total score performance on USMLE Step 1. The total number of student members elected from any class shall not exceed one-sixth the total number expected to graduate in that class.

ALPHA SIGMA NU JESUIT HONOR SOCIETY

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

UNIVERSITY AND MEDICAL SCHOOL ADMINISTRATORS

Title	Name
Loyola University Chicago	
President	Michael Garanzini, SJ
Vice President, Health Sciences	Paul Whelton, MD, MSc
Associate Vice President, University Ministry	Lawrence Reuter, SJ
Vice President, Health Sciences Research and Senior Associate Dean, Research	Richard Kennedy, PhD
Stritch School of Medicine	
Dean	Richard L. Gamelli, MD, FACS
Senior Associate Dean, Education Program	Myles Sheehan, SJ, MD
Associate Dean, Computers in Education	Arcot Chandrasekhar, MD
Associate Dean, Educational Affairs	Gregory Gruener, MD, MBA
Associate Dean, Fiscal Affairs	Cynthia Gonya, MS, CPA
Associate Dean, Graduate Medical Education	William Cannon, MD
Associate Dean, Information Systems	Ronald Price, Jr, BA
Associate Dean, Library and Telehealth	Logan Ludwig, PhD
Associate Dean, Student Affairs	Teresa Wronski, BS
Associate Dean, Veterans Affairs, Hines VA Hospital	Barbara Temeck, MD
Assistant Dean, Admissions	Adrian Jones, JD
Assistant Dean, Basic Science Research & Postdoctoral Affairs	Ruben Mestril, PhD
Assistant Dean, Clinical and Translational Research	Linda Brubaker, MD, MS
Assistant Dean, Clinical Education	Paul Hering, MD
Assistant Dean, Comparative Medicine	Lee Cera, DVM, PhD
Assistant Dean, Development	Shawn Vogen, PhD
Assistant Dean, Educational Affairs	Patricia McNally, EdD
Assistant Dean, Educational Affairs	Keith Muccino, SJ, MD
Assistant Dean, Student Affairs	Michael Lambesis, MEd
Assistant Dean, Student Affairs	James G. Mendez, MA
Director, Alumni Relations	(open)
Director, Clinical Skills Center	Edward Gurza, MD
Director, Education Program Administration	Linda Massari, MS
Director, Financial Aid	Donna Sobie, MEd

Director, Medical School Ministry
Director, Registration and Records
Director, Research Services
Director, Teaching and Learning Center

Brenda Eagan, IBVM
(open)
Jamie Caldwell, BA
Beth Sonntag, MAdEd