



STRITCH SCHOOL
of MEDICINE

ACADEMIC POLICY MANUAL

**APPLIES TO ALL MEDICAL STUDENTS ENROLLED
DURING THE 2026-2027 ACADEMIC YEAR AND AFTER**

Medical students who entered Stritch School of Medicine prior to August 2026 may be subject to the provisions of the Academic Policy Manual in effect at the time of their matriculation or as specified in official correspondence from the Office of the Dean.

Contact the Office of Student Affairs for more information.

Table of Contents

UNIVERSITY NONDISCRIMINATION POLICY	5
RIGHTS RESERVED	5
MISSION STATEMENT	7
INTRODUCTION	7
Accreditation	
Student Responsibility	
Access to and Disclosure of Student Records	
TECHNICAL STANDARDS	12
Essential Abilities and Characteristics Required for Completion of the M.D. Degree	
REGISTRATION	14
Requirements for New and Current Students	
Tuition and Fee Payment	
COMPLIANCE	15
GRADUATION REQUIREMENTS.....	16
General Requirements	
United States Medical Licensing Examination (USMLE)	
Step 1	
Step 2	
Length of Time to Complete Graduation Requirements	
CURRICULUM REQUIREMENTS.....	19
Year 1 and Year 2	
Year 3 and Year 4	
Topics in Clinical Medicine - Vertically Integrated Courses	
Bioethics and Professionalism	
Selective Required Sub-Internship	
Electives	
COMPETENCY REQUIREMENTS.....	22
Competencies	
Competency Evaluation and Assessment Review Committee	
Academic Review and Intervention Committee	
Student Promotion and Advancement Committee	
ACADEMIC CALENDARS AND SCHEDULES.....	23
Examinations	
PERMANENT RECORDS	24
Permanent File Contents	

FERPA Compliance
Transcript of Grades
Use of Anonymous Student Data

CLINICAL SCHEDULING25

Clerkship Track
Workweek
On-Call
Transportation Voucher Post-Call

GRADES27

Latin Honors at Graduation
Grading System
Grade Reporting
Class Rank
Conflict of Interest
Petition for Review of Grade Assigned

PROBATION AND NOTICE.....29

Notice
Probation

FAILURES AND REMEDIATION31

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

ATTENDANCE38

Year 1 and Year 2
 Unexpected/Emergency Absences from Required Activities
 Non-Emergent Absences from Required Activities
 Personal Day Policy
Year 3 and Year 4
 Absences

Unexpected/Emergency Absences
Non-Emergent Absences
No Class Days
On Call During No Class Days
Special Notes

LEAVE OF ABSENCE.....41

General Policies and Procedures
Health Related Leave
Special Academic Programs
Other Absences
Discretionary Time

VOLUNTARY WITHDRAWAL, DISMISSAL, AND APPEAL PROCEDURES44

Voluntary Withdrawal
Dismissal
Appeal Procedures

PROFESSIONAL BEHAVIOR46

Expectations for Medical Students
Health Insurance Portability and Accountability Act of 1996
Conduct Procedures for Academic Dishonesty
Student Wellness
Student Mistreatment and Harassment

DRESS CODE, APPEARANCE, AND SCRUB ATTIRE50

General Dress Standards
 Preclinical
 Clinical
Identification Badges
White Coat
Scrub Attire

RELATED POLICIES51

Non-Academic Policies
SSOM Student Handbook
Patient Protected Health Information
Bloodborne Pathogens Exposure Control Plan
Information Technology Services Policies & Guidelines
Copyright Resources
Bursar Office Policies
Medical School Administration

AWARDS AND HONOR SOCIETIES.....52

Loyola Honors Programs
Loyola Awards
Other Awards

Honor Societies

POLICY ON DIVERSITY AND INCLUSION.....	54
---	-----------

APPENDICES.....	58
------------------------	-----------

Appendix A: Process for the Assessment of Applicants in Meeting Technical Standards

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

Appendix C: General Disability Documentation Guidelines

Appendix D: Drug Screening Policy

Appendix E: Student Promotion Committee

Appendix F: Artificial Intelligence Policy

Appendix G: Parent Support Policy

Appendix H: Religious Observation Scheduling

Appendix I: Grievance Procedures for Students with Disabilities

Appendix J: SSOM Financial Aid Eligibility

Appendix K: Clock to Credit Hour Conversion Policy

Appendix L: SSOM Readiness for Progression to USMLE Step One Policy

UNIVERSITY NONDISCRIMINATION POLICY

Loyola adheres to all applicable federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. Loyola does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, religion, sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law.

This Nondiscrimination Policy prohibits discrimination in employment and in providing access to educational opportunities. Therefore, any member of the Loyola community who acts to deny, deprive, or limit the educational or employment benefits or opportunities of any student, employee, guest, or visitor on the basis of their actual or perceived membership in the protected classes listed above is in violation of the Nondiscrimination Policy.

This Nondiscrimination Policy also includes protections for those opposing discrimination or participating in any University resolution process or within the Equal Employment Opportunity Commission or other human rights agencies.

If you have questions about this Nondiscrimination Policy, Title IX, Title VI of the Civil Rights Act of 1964 ("Title VI"), Title VII of the Civil Rights Act of 1964 ("Title VII"), the Americans with Disabilities Act of 1990 ("ADA"), or Section 504 of the Rehabilitation Act of 1973 ("Section 504"), or if you believe you have been discriminated against based on your membership in a protected class, please contact Tim Love, Executive Director for Equity & Compliance, or another member of the Office for Equity & Compliance, at (773) 508-7766 or equity@luc.edu, and/or submit a report online at www.luc.edu/equity.

RIGHTS RESERVED

Loyola University Chicago Stritch School of Medicine reserves the right to change, at any time, without notice, the policies and procedures announced in this manual, technical standards, graduation requirements,

fees and other charges, curriculum, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this manual. The medical school and university reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or of the medical school and university to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability, earnestness or purpose, or active cooperation in all requirements for acceptable scholarship. This manual is for informational purposes only and shall not be construed as creating a contract between Loyola University Chicago Stritch School of Medicine and any student.

Approved December 18, 2006
Updated August 2008
Revision approved January 12, 2009
Updated May 2009
Revisions approved July 2011
Updated July 2012
Revisions approved July 2013
Revisions approved July 2014
Revisions approved May 2015
Revisions approved June 2017
Updated July 2018
Updated July 2019
Updated June 2020
Updated August 2021
Updated August 2022
Updated August 2023
Updated February 2024
Updated August 2024
Updated October 2024
Updated April 2025
Revised and Updated August 2025
Revised and Updated August 2025
Revised and Updated August 2026

APPROVING AGENTS

Office of the Dean: *Sam Marzo, MD; Dean*

Office of Student Affairs: *James Mendez, PhD; Senior Associate Dean, Student Affairs*

Office of Educational Affairs: *Gregory Gruener, MD, MBA, MHPE; Vice dean for Education*

MISSION STATEMENT

We are Chicago's Jesuit Catholic medical school — a compassionate community advancing medicine through exceptional clinical training, scientific inquiry, rigorous research, personal and professional formation, and an unwavering commitment to those we serve.

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 (SSOM). Failure to comply with and/or remediate in accordance with policies will normally result in actions to change the student's academic status as authorized by the SSOM.

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

Accreditation

Loyola University Chicago SSOM 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. It is the responsibility of each student to also monitor their academic performance and progress through the curriculum; this includes reviewing grades soon after they are posted.

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 expected to contact the Office of Student Affairs (OSA).

Stritch faculty, administration, and staff communicate with students primarily via school email. **Students have a responsibility to check their LUC email frequently and not less than daily and are required to respond to inquiries by school officials and administrators in a timely manner.** Failure to comply with this policy may result in actions to change the student's academic status as authorized by the Stritch School of Medicine.

Access to and Disclosure of Student Records

FERPA Rights. *The Family Educational Rights and Privacy Act of 1974* (FERPA), as amended, delineates the rights of students as they pertain to their education records. Education records are defined as those records that directly relate to an individual student, whether currently or formerly enrolled, and that are maintained by Loyola University Chicago (Loyola).

This section serves as Loyola's annual notification of students' rights under FERPA. It also provides links to essential resources designed to help members of the Loyola community understand their responsibilities in relation to FERPA.

Important Notice:

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records

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

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

Access to and Inspection of Education Records

Students at Loyola University Chicago have the right to inspect and review their education records within 45 days of the University's receipt of a request for access, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Students seeking access to education records not available through LOCUS (the Loyola University Chicago student portal) or MyLUMEN (the Stritch School of Medicine student portal) must:

1. Submit a written and signed request to the director of the department that maintains the record
2. Clearly identify the specific record(s) to be inspected.
3. Specify any intended recipient of the information, if applicable.
4. State the purpose of the request.

Upon receipt of a request, the appropriate University official will arrange access and notify the student of the date, time, and location at which the records may be reviewed. If the requested records are not maintained by the official receiving the request, the student will be directed to the appropriate office.

- **Bursar's Office:** Student account records and institutional loan information
- **Academic Departments and Colleges:** Academic advising records and admissions files, including standardized test scores (e.g., MCAT, ACT, SAT, TOEFL), transcripts, and related academic documentation.
- **Office of Student Financial Aid:** Records related to the Free Application for Federal Student Aid (FAFSA), financial aid awards, scholarships, and financial wellness services
- **Intercollegiate Athletics:** Records pertaining to student-athletes, including eligibility, scholarships, performance, and physical data
- **Office of Registration and Records:** Permanent academic records, including grades, transcripts, course schedules, and transfer credit evaluations
- **Residence Life:** Housing and residential life records
- **Student Life:** Records related to student activities, conduct, multicultural programs, and intramural sports.
- **Student Services:** Records related to career services, international programs, student support services, and

academic assistance

- **Office of Admissions:** Records of prospective and admitted students
- **University Libraries:** Library circulation records

Please note that the Stritch School of Medicine maintains its own offices for admissions, registration and records, and student affairs, and retains records comparable to those maintained by the University's central administrative offices.

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

Amendment of Education Records

Students have the right to request the amendment of education records they believe to be inaccurate, misleading, or in violation of their rights under the Family Educational Rights and Privacy Act (FERPA).

To request an amendment, the student must submit a written request to the University official responsible for maintaining the record, clearly identifying the specific portion of the record to be amended and providing a justification for the requested change.

If the University determines that the record will not be amended, the student will be notified in writing of the decision. The notification will also inform the student of the right to request a hearing to challenge the content of the record. Information regarding hearing procedures will be provided at that time.

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

Consent to Disclose Education Records

In accordance with the Family Educational Rights and Privacy Act (FERPA), a student's written consent to disclose personally identifiable information from education records must include the following elements:

- **Specific Information:** A clear description of the information to be disclosed
- **Purpose of Disclosure:** The reason for which the information is being released
- **Recipient Identification:** The individual(s) or entity(ies) to whom the information will be disclosed
- **Student Authorization:** The student's signature and the date of consent

Students may also authorize the release of education records through transcript requests or enrollment/degree verification requests.

Disclosure Without Student Consent

The University may disclose personally identifiable information from a student's education records without prior written consent under certain circumstances, as permitted by law. One such exception allows disclosure to school officials who have a legitimate educational interest.

Definition of School Official

A school official includes any individual who meets one or more of the following criteria:

- An employee of the University in an administrative, supervisory, academic, research, or support staff role,

- including campus police, security personnel, and health services staff
- A person or organization under contract with the University to perform services or functions on its behalf (e.g., attorneys, auditors, collection agencies, temporary staffing agencies, or third-party service providers);
- A member of the University's Board of Trustees
- A student serving on an official University committee (such as a disciplinary or grievance committee) or assisting a university official in the performance of assigned duties

A school official is considered to have a legitimate educational interest if access to the education record is necessary to fulfill professional responsibilities on behalf of the University.

Additional Permissible Disclosures

- The University may share limited student information with contracted third-party providers when necessary to support institutional operations (e.g., providing course schedule information to the University bookstore to facilitate access to required instructional materials).
- Upon request, the University may disclose education records, without prior consent, to officials of another postsecondary institution in which the student seeks or intends to enroll, has applied for admission, or is currently enrolled, for purposes related to the student's enrollment or transfer.

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

Directory Information

Loyola University Chicago designates the following categories of student information as **Directory Information**, which may be released without the student's prior written consent unless the student has submitted a request to restrict such disclosure:

- Name
- Residency match information
- Address(es)
- Telephone number(s)
- University-issued email address
- Photograph
- Major and minor field(s) of study, including the college, division, department, institute, or program of enrollment
- Dates of attendance
- Academic level (e.g., M1, M2, M3, M4)
- Enrollment status (e.g., undergraduate or graduate; full-time or part-time)
- Date of graduation
- Degree(s) conferred
- Honors and awards received, including Dean's List and membership in honorary organizations
- Participation in officially recognized activities and intercollegiate athletics
- Height and weight of members of athletic teams

Non-Directory Information

The following categories of information are **not designated as Directory Information** and will not be disclosed without the student's prior written consent, except as otherwise permitted by law:

- Race
- Gender
- Social Security number (in whole or in part)
- Grades
- Grade point average (GPA)
- Country of citizenship
- Religion

Directory Information Hold (FERPA)

Students may request a Directory Information Hold by submitting the [Information Block Request Form](#) to the Office of Registration and Records. This request places a FERPA non-disclosure block on the student's record. The hold will remain in effect until the student submits written notification to the Office of Registration and Records requesting its removal.

Implications of a Directory Information Hold

Students should carefully consider the following consequences before placing a hold:

- The University receives requests for directory information from external parties, including friends, parents, relatives, prospective employers, media organizations, and honor societies. When a Directory Information Hold is in place, the University will not release any directory information to these parties.
- In response to inquiries, University officials will indicate that *"Loyola University Chicago Stritch School of Medicine has no record of the named individual being a student at this institution."* The non-disclosure hold applies to all directory information elements and cannot be applied selectively to individual data items.
- The University assumes no liability for honoring a student's request for non-disclosure and is not responsible for contacting the student for subsequent authorization to release information.

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

Contact Information

U.S. Department of Education
Student Privacy Policy Office 400
Maryland Avenue, SW Washington,
DC 20202-5901

Questions regarding directory information or FERPA should be directed to:

Director, Office of Registration and Records
Loyola University Chicago Stritch School of Medicine
Phone: 464-220-9315
Email: ssomregrec@luc.edu

ONLINE RESOURCES

- [Student Privacy Policy Office](#) (SPPO)
- [Eligible Student Guide to FERPA](#)
- [FERPA Regulations](#) (from FPCO)

- [U.S. Department of Education](#)
- [FERPA Rights](#)
 - [The Right to Inspect One's Educational Records](#)
 - [The Right to Request an Amendment to One's Record](#)
 - [The Right to Consent to Release of One's Record](#)
 - [The Right to Refuse the Release of One's Directory Information](#)
 - [The Right to File a Complaint with the U.S. Department of Education](#)
- [Frequently Asked Questions](#)

TECHNICAL STANDARDS

Essential Abilities and Characteristics Required for Completion of the MD Degree

Introduction

The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation can complete the entire course of study and participate fully in all aspects of medical training.

The Stritch School of Medicine (SSOM) intends for its graduates to become competent and compassionate physicians who enter residency training (graduate medical education) and meet all requirements for medical licensure. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full curriculum required by the faculty.

For purposes of this document, and unless otherwise defined, the term "candidate" means candidates for admission to medical school, as well as current SSOM medical students who are candidates for retention, promotion or graduation. SSOM's broad-based education draws upon the Jesuit tradition, which emphasizes the full development of students through rigorous academic programs and through opportunities for leadership in the service of others.

The School of Medicine has a societal responsibility to train competent healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Although students learn and work under the supervision of the faculty, students interact with patients throughout their medical school education. Patient safety and wellbeing are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of candidates for admission, promotion, and graduation.

The essential abilities and characteristics described herein are also referred to as technical standards. They are described below in several broad categories including the following: observation; communication; motor function; intellectual-conceptual, integrative, and quantitative abilities; and social and behavioral skills. Candidates must adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other professional activities. Individuals whose performance is impaired by use of alcohol or other substances are not suitable candidates for admission, retention, promotion or graduation.

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The following abilities and characteristics are defined as technical standards, are requirements for admission, retention, promotion, and graduation. Candidates and current students who have questions regarding the technical standards or who believe they may need to request reasonable accommodation(s) to meet the standards are encouraged to contact the Student Accessibility Center (SAC): [Disability Accommodations | Loyola University Chicago](#).

Technical Standards

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

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

III. MOTOR FUNCTION: Candidates must, after a reasonable period of training, perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care.

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

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

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

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

matriculation, or graduation. Students who have been accepted for admission to SSOM are required to acknowledge that they understand and can meet the minimum technical standards required to complete the curriculum with or without accommodations

Students may disclose a disability and request accommodations at any point in their degree program:

1. Pre-enrollment. In compliance with the ADA, SSOM makes no pre-admission inquiry regarding disability. Students with disabilities may self-identify before enrollment and begin the SAC registration process.
2. Post Matriculation. Students who wish to request reasonable accommodations post matriculation are expected to notify the Director of the Student Accessibility Center (SAC) regarding their requests to begin the Technical Standards evaluation process (see Appendix B). Candidates must be aware that approval for, and the provision of, reasonable accommodations at SSOM does not mean that similar accommodations would be granted elsewhere or by national licensing review boards.

Ability to Meet the Technical Standards

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

Equal Access to the SSOM Educational Program

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

Should a candidate's performance or behavior interfere with patient or peer safety or otherwise impede the ability to complete SSOM's undifferentiated UME program and advance to graduate, residency, training, or licensure, the candidate may be denied admission, or may be separated, discontinued, or dismissed from the program.

It is the responsibility of a candidate with a disability, or a candidate who develops a disability, who requires accommodations to meet these technical standards, to self-disclose to the SAC and request accommodations. Candidates must provide documentation of the disability and the specific functional limitations during the registration process with the SAC.

Students are held to their performance, with or without accommodation. Accommodations are not applied retroactively; therefore, students are encouraged to contact the SAC as early in their program as possible.

REGISTRATION

New Students

Newly admitted students are required to complete the following prior to matriculation:

- Submit all required forms, including biographical information, legal residency status, proof of U.S. citizenship or permanent residency, or documentation of a current two-year grant of Deferred Action for Childhood Arrivals (DACA) issued by U.S. Citizenship and Immigration Services at the time of application, as well as prior educational history
- Obtain a university-issued student identification card
- Complete a Criminal Background Investigation Consent Form through the American Medical College Application Service (AMCAS)
- Complete all matriculation and registration requirements

- Remit payment of tuition and applicable fees to the Bursar by the due date indicated on the electronic billing statement (e-bill)

Current Students

All enrolled students are responsible for maintaining accurate and current contact information with the University. Students who maintain DACA status must provide updated documentation of their renewed two-year grant, including a valid Employment Authorization Document.

Failure to maintain valid DACA status in a timely manner may affect eligibility for financial aid and residency classification.

Tuition and Fee Payment

All tuition, required fees, and hospitalization insurance payments are due and payable by the due date on the e-bill for all students. Failure to make payments or financial arrangements according to the above schedule will result in a late fee and may result in the student being denied participation in educational activities, including removal from enrollment in all courses and no credit for that period.

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

Bursar policies: <https://www.luc.edu/bursar/>

The full Office of Student Financial Aid policies are available as Appendix J in the back of this manual.

COMPLIANCE

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

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

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

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

GRADUATION REQUIREMENTS

General Requirements

A candidate for the degree of Doctor of Medicine must do the following:

- successfully complete at least four academic years as a regularly matriculated student;
- demonstrate to the Student Promotion and Advancement Committee successful fulfillment of all academic, clinical, and school requirements for the degree, including meeting all competency requirements as listed in Competency section of this policy manual;
- demonstrate professional and ethical behavior;
- post a passing score for United States Medical Licensing Examination (USMLE) Step 1 prior to progression to clerkships in Year 3;
- sit for Step 2CK by the start of the final semester of enrollment and post a passing score for USMLE Step 2CK no later than two months before the end of the student's Year 4 calendar to avoid delay of graduation and to ensure participation in the ceremony. (Exceptions can be made for off-schedule students graduating in the middle of the academic year);
- provide evidence that all elective weeks required to graduate are entered on their academic schedule no later than one month prior to graduation;
- all other graduation requirements must be met no later than one month prior to graduation to avoid delay of graduation and to ensure participation in the ceremony;
- comply with all the requirements and policies of the medical school and university;
- discharge all indebtedness to the university;
- be present at the conferring of the degree unless specifically excused by Senior Associate Dean of Student Affairs.

A student is required to graduate when their record clearly shows they can complete all graduation requirements by the end of the semester. Extensions will not be granted for purposes of continued student financial aid or to complete additional coursework beyond the minimum requirements.

Exceptions may be made for students who do not match into a residency or have a documented health issue, but, please note, that your eligibility for student financial aid may be affected, and a student might only be eligible for private loans.

Stritch students are expected to complete the medical school curriculum within 4 years of matriculation. Approved joint degree programs that enhance a student's medical education are encouraged and will not count towards the 4-year limit. In addition, due to academic difficulties (such as remediation) or personal difficulties, a student may require additional time, up to 6 years. All appeals for exceptions to the 6-year rule must be made to the Student Promotion and Advancement Committee (SPAC). Appeals are reviewed on an individual basis and there is no guarantee an appeal will be approved. The SPAC can decide to dismiss a student for lack of progress through the curriculum.

United States Medical Licensing Examinations (USMLE)

- USMLE is a national licensing exam that is administered in three parts or steps by the National Board of Medical Examiners (NBME). Step 1 is taken at the end of Year 2 and Step 2 usually is taken in Year 4. Complete information regarding these exams can be found on the USMLE website. Step 3 is taken during residency.
- Tests are administered at USMLE test centers contracted by the National Board of Medical Examiners. Students should consult USMLE publications regarding registration deadlines, fees, test administration procedures, score reporting procedures, and re-examination policies.

USMLE Step 1

First Attempt

1. Students are required to take USMLE Step 1 before the official orientation start date of the Year 3 calendar.

2. Students with incomplete or unremediated failing grades from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1.
3. **All students** will follow the 'Readiness for Progression to USMLE Step 1 Policy' which determines readiness to sit for Step 1 (APPENDIX L).
4. All students must take the Comprehensive Basic Science Examination and the Comprehensive Basic Science Self-Assessment (CBSE & CBSSA) during their M2 year at the date, time, and location established by the Office of Educational Affairs and ACE. These are standardized examinations covering material learned in the basic science curriculum and reflecting USMLE Step One Content. A student's inability to test on the CBSE dates may delay other planned curricular coursework and/or limit participation in co-curricular activities.
5. Students are required to meet SSOM established exam score benchmarks to progress to the clinical phase of the curriculum, including core clerkships.
6. Prior to the administration of the CBSE exams, the deans of Student Affairs and Education will communicate the established score cut-off benchmarks and exam dates to students.
7. A student who misses testing or does not meet the established score cut-off benchmarks, will remain in the USMLE Step One Readiness Pathway and will take the CBSE or CBSSA at the next offered opportunity.
8. A student who takes the USMLE Step One before completing the USMLE Step One Readiness Pathway will be referred to the Student Promotion and Advancement Committee (SPAC) for professionalism concerns.
9. Students who achieve the cut-off score on any of the exam attempts (CBSE or CBSSA) may still be identified by ACE and OSA for additional interventions if their level of performance during the curriculum is of concern. Their case will be reviewed and advice provided on a case-by-case basis to define an appropriate preparation plan and timing of their Step 1 exam that can result in a delay in entering their M3 clerkship track.
10. Students who are required to remediate Year 2 courses and do so successfully must take Step 1 no later than 45 days after the start date on the Year 3 calendar. Performance on CBSE and/or CBSSA self-assessment exams will be reviewed and advised provided on a case-by-case basis by the OSA in consultation with ACE to define an appropriate preparation plan and timing of their USMLE Step 1 exam.
 - a. Under no circumstances are students permitted to delay their Step 1 exam past their OSA-determined deadline without final approval by the senior associate dean or assistant dean for student affairs or designee.
 - b. Academic progress may be delayed allowing adequate Step 1 preparation time at the discretion of the Student Promotion and Advancement Committee (SPAC).
11. Any delays in the first attempt at Step 1 past July must be approved by the SPAC. These cases will be reviewed on an individual basis. If a student is approved to delay Step 1 beyond July, their original clerkship schedule will be removed, and the clerkship order reconstructed after the student has sat and passed the exam. Please note, the student must pass Step 1 to continue within the Year 3 clerkship schedule. This will cause one or more Year 3 core clerkships to be moved to the earliest opening available in the next academic year, prior to Year 4 clerkships, which can result in delay of graduation by six months to a year.
- 12. Students cannot begin or continue clerkships or clinical electives until they have sat and passed USMLE Step 1.**

Retake Attempts for USMLE Step 1

1. Students who fail USMLE Step 1 one or more times are subject to review by the Academic Review and Intervention Committee (ARIC) and the Student Promotion and Advancement Committee (SPAC).
2. Students who must retake USMLE Step 1 are subject to a change in their Year 3 clerkship schedule to provide a study block and are required to meet with OSA and ACE to establish a preparation plan for a second attempt. Normally, students begin their re-take preparation in the clerkship block following receipt of score results and need to sit and pass Step 1 by no later than December 31st of their M3 year or, per policy, will be dismissed. No clerkship or elective coursework is scheduled during the study

block, and they cannot return to their Year 3 clerkship track until they pass Step 1. Preparation for a **second attempt is typically no longer than six weeks**. If, due to extenuating circumstances, students wish to request an extension, they must petition the senior associate dean for student affairs or designee to review the request.

3. Students who are not successful on a second attempt are required to meet with ACE and OSA to determine a study plan for a third attempt. Preparation for a **third attempt is no longer than six months**. If, due to extenuating circumstances, students wish to request an extension, they must petition the SPAC for review. Students who have sat for their third attempt will not be eligible to register for new coursework until exam scores are received and they post a passing score.
4. Students who must prepare for a second or third attempt will most likely have to delay their graduation date and Match participation year. A new Year 4 schedule will be created by the Registrar after the student has sat and posted a passing score for Step 1.
5. Stritch limits students to three attempts to sit for Step 1. Failure of a third attempt on USMLE Step 1 results in an academic dismissal from SSOM.
6. Students are not permitted to begin Year 4 required courses and clerkships until they have completed all Year three core clerkships (clinical portion and exam) and passed USMLE Step 1

USMLE Step 2

- Students are required to take the Step 2CK (Clinical Knowledge) exam after successful completion of all required Year 3 coursework.
- Students with unremediated U or F grades are required to satisfactorily complete those courses prior to sitting for Step 2CK. Any exceptions must be approved by the Senior Associate Dean of Student Affairs (or designee).
- **Students must sit for Step 2CK by December 31st of Year 4 or prior to the start of their final semester and post a passing score for USMLE Step 2CK no later than two months prior to graduation to be eligible to participate in the commencement ceremonies.** Non-compliance with this timeline can result in delayed graduation and ineligibility to participate in the graduation ceremony.
- Students who are not successful on a first attempt at Step 2CK are required to meet with ACE and OSA to determine a study plan for the next attempt.
- Students who are not successful on a second attempt at Step 2CK are required to meet with ACE and OSA to determine a study plan for the next attempt.
- Preparation for a **third attempt is no longer than six months**. If, due to extenuating circumstances, students wish to request an extension, they must petition the Student Promotion and Advancement Committee for review.
- **Stritch limits students to three attempts to pass Step 2CK. Failure of a third attempt on USMLE Step 2CK results in an academic dismissal from SSOM.**

Length of Time to Complete Graduation Requirements

Students must complete a minimum of four academic years. Students are expected to graduate after four consecutive academic years of enrollment except for the following conditions:

- Granted an approved LOA due to documented health reasons or extenuating personal circumstances;
- Approved to pursue an educational or research experience outside of the standard four consecutive year medical school curriculum;
- Advised by the Office of Student Affairs, the Academic Review and Intervention Committee, or the Student Promotion Committee to alter their academic schedule;
- While a student may require additional time to complete all graduation requirements, up to 6 years, all appeals for exceptions to this 6-year rule must be made to the SPC. Appeals are reviewed on an individual basis and there is no guarantee an appeal will be approved. The SPAC can decide to dismiss a student for lack of progress through the curriculum.

CURRICULUM REQUIREMENTS

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

Year 1 and Year 2

Year 1 consists of two semesters of 20 calendar weeks, each including 19 weeks of classes. Year 2 consists of one semester of 20 calendar weeks with 19 weeks of classes, and one semester of 9 calendar weeks with 9 weeks of classes. Specific course information can be found on the [Loyola University Medical Education Network](#) (LUMEN) website.

Required Year 1 curriculum:

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

Required Year 2 curriculum:

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

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

Students who are away from the preclinical curriculum for an approved leave of absence, may be required to complete a PCM1 or PCM2 refresher course before reentering the curriculum. This will be determined by the PCM1 or PCM2 course director in collaboration with the senior associate dean of student affairs or designee.

Year 3 and Year 4

Year 3 includes 44 weeks of required clerkships, four weeks of research or clinical electives, and the didactic courses Patient-Centered Medicine 3 and Topics in Clinical Medicine 3.

Year 4 includes 12 weeks of required clerkships, the two-week Transition to Residency course, 32 weeks of available elective time, and a four-week (primarily asynchronous) Patient-Centered Medicine course. At

least 12 weeks of full-time required and/or elective coursework must be completed in the final five months/periods of enrollment. For May graduates, the final 5 months/periods of enrollment are 10C/Dec through 12A/April. This may not be reduced by elective credits accrued in earlier semesters of enrollment. Specific course information can be found on the [LUMEN](#) website.

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

Year 3 curriculum:

- Family Medicine Clerkship
- Medicine Clerkship

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

Year 4 curriculum:

- Clinical or research electives (*see Electives*)
- Critical Care Subinternship selective (Sub-I ICU)
- Emergency Medicine Clerkship
- Patient-Centered Medicine 4
- Ward Subinternship selective (Sub-I Wards)
- Transition to Residency Course (TTR)
- MS4 Medical Teaching Elective

Topics in Clinical Medicine – Vertically Integrated Courses

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

Acquisition of knowledge, skills, and professional attitudes and behaviors is evaluated as part of the course/clerkship examination(s) in which the material is presented and by a final comprehensive exam given after all of the individual components of a VIC are completed. Each VIC and the TCM is graded as Pass/Fail.

Attaining a Pass in TCM is required for graduation and to do so, a student must receive a Pass in each individual VIC. Failure on any component of an exam (or exams) necessitates taking and passing a make-up exam. Failure on a make-up examination requires remediation as deemed appropriate by the specific VIC Course Director.

Bioethics and Professionalism

Students are required to successfully complete the following components:

- attend four Ethics Grand Rounds
- submit an Ethics Case Analysis Paper due in the Spring of Year 3 and receive a passing grade.

Extramural Option for Sub-Internship Selectives

Students who desire to meet one of the Sub-Internship requirements in the Year 4 curriculum through an extramural elective sub-intern clerkship, may *apply* to do so by meeting the following requirements:

- A petition must be filed at least 60 days prior to the start date to have the external Sub-Internship fulfill the clinical portion of the SSOM Sub-Internship requirement;
- Only one of the two required Sub-Internship experiences may be completed externally;
- Only the clinical portion of the required Sub-Internship may be completed externally. The Stritch Sub-Internship orientation lectures and simulations, as well as the final examination and final OSCE must be completed at Loyola to meet the required curriculum requirement;
- Students will be responsible for the Sub-Internship online assignments and materials;
- All clerkship or site/service changes must be completed at a minimum of 45 days in advance of the

course start date.

Additional details can be found on myLUMEN. You may also contact the Sub-Internship course coordinator for details.

Electives

The current curriculum requires completion of a minimum of 20 weeks of electives, most of which must be completed within the 34 weeks available in the Year 3 and Year 4 curriculum.

- Part-time elective credit policy, Class of 2026 and later: Students are allowed to apply a maximum of two weeks of part-time elective credit from M1 and M2 years (combined) to fulfill elective requirements. Students are also limited to a maximum of four weeks of part-time elective credit from M3 and M4 year (combined) to apply towards graduation requirement totals. Thus, the maximum part-time elective credit allowed is six weeks (up to two weeks from M1/M2 years and up to four weeks from M3/M4 years).
- Class of 2028 and later: one week of elective credit from the Personal and Professional Development (PPD) Vertically Integrated Curriculum (VIC) requirement will be applied to the overall elective requirements. Maximum of two weeks part-time elective credit from M1 and M2 years (combined) to apply towards graduation requirements still apply as listed above.
- Electives taken in Years 1-2-3 must be intramural.
- Year 4 electives may be intramural or extramural, but the maximum number of extramural weeks permitted to be applied toward the MD degree is 12 weeks.
- All students must complete a minimum of 12 weeks of clinical electives in Year 4. (Please note required courses, such as Emergency Medicine and the Sub-Internship selectives, *do not* count towards this total.)
- Students must be enrolled in at least 12 weeks of *full-time* required and/or elective clerkships in the final the final five months/periods of enrollment before graduation. For May graduates, the final 5 months/periods of enrollment are 10C/Dec through 12A/April.
- Students are limited to eight weeks of credit in internationally based global health electives and individually designed electives (i.e., an elective not listed in Stritch's or another U.S. allopathic medical school's elective catalog).
- Students are limited to a maximum of 12 weeks of research elective time but no more than 8 weeks will count for credit towards graduation.

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

The Office of Registration and Records will add all confirmed external rotations to a student's academic schedule. Students are responsible for submitting all required information related to confirmed external rotations to the Office of Registration and Records to ensure accurate and complete documentation.

In conferring the MD degree, Loyola University Chicago is obligated by various licensing agencies to certify that students meet certain program requirements, including the very important one of 'time' spent in specific clerkships, which are necessary requirements for residency and some state boards. Such certification is also 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.

Students must comply with the teaching site's standards, rules, regulations, administrative practices, and policies. Electives must be registered and cancelled in accordance with the policies and procedures outlined in

COMPETENCY REQUIREMENTS

Competencies

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

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

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

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

Competency Evaluation and Assessment Review Committee

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

Academic Review and Intervention Committee

The Academic Review and Intervention Committee (ARIC) is charged with the responsibility of systematically monitoring medical student performance in both academic achievement and professional conduct, and of identifying any student who demonstrates difficulty in meeting established program requirements that can adversely affect their academic progression.

The committee collaborates closely with the deans of the Office of Student Affairs, the Academic Center for Excellence, the Student Promotion and Advancement Committee, course and clerkship directors, and the Office of Educational Affairs to ensure that appropriate interventions and support mechanisms are implemented, and that all necessary steps are undertaken to facilitate each student's successful and timely fulfillment of the academic and professional requirements for graduation.

Student Promotion Advancement Committee

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

The SPAC reviews student academic performance and competency status after each semester and after USMLE Step 1 and Step 2 examinations. In addition, the committee review will determine students' academic status as they progress through the curriculum and approve them for advancement and eventually graduation.

The committee makes recommendations regarding the following:

- Promotion, advancement*, probation, repeating coursework, suspension, withdrawal, or termination of a student for academic or professional concerns,
- Determination of satisfactory progress; returning to a status of “in good standing”
- Determination if a student is on “Heightened Monitoring”
- Monitoring and advising on required remediation programs as developed by OSA or the course/clerkship directors concerning SSOM competencies and academic progress; and
- Determination of whether a student has fully satisfied the requirements for a medical degree.

** Promotion refers to advancement to the next academic year or graduation. Advancement decisions may involve progression within the current phase of the curriculum (e.g., progressing to the next clerkship or elective) or may require a student to address existing deficiencies through remediation before further progression.*

The committee’s decisions are guided by the Academic Policy Manual. Using its best judgement, SPAC seeks to support and develop students’ academic and professional competence and strengthen the overall academic environment toward successful degree completion.

See Appendix E.

ACADEMIC CALENDARS AND SCHEDULES

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

Examinations

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

It is expected that the student arrives prepared to start each exam on time. Failure to do so may lead to a score of zero on the exam. In addition, a professionalism report will be submitted for the incident and automatically forwarded to the Academic Review and Intervention Committee (ARIC) for review, monitoring, and intervention.

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

- serious illness, which must be documented by a note addressed to the senior associate dean of student affairs (or designee) from Loyola’s Student Wellness Center;
- emergency situation, which must be reported to the senior associate dean of student affairs (or designee), who approves the absence in consultation with the Course/Clerkship Director if provided evidence for granting an authorized absence.

The senior associate dean of student affairs or designee and the course/clerkship director (or coordinator) will determine the date and time of the rescheduled exam. The senior associate dean of student affairs has final

authority on setting the new date. Exams must be rescheduled immediately upon the student's return to class in cases of sudden illness or emergency situations. The student will get an email from the course/clerkship coordinator confirming date and time of the rescheduled exam. The student is required to respond to the coordinator within 24 hours of this email.

Multiple exam rescheduling may lead to the notation of a professionalism concern, as well as the student being referred to the Student Promotion and Advancement Committee for review.

- **Please note that exams cannot be rescheduled simply because a student does not feel prepared to sit on the designated date.**
- **If a student has a combination of two failed or pending exams in clerkships, they will not be allowed to progress into another clerkship until those exams have been remediated.**
- **This delay may impact the student's schedule, progression towards graduation, and eligibility for financial aid.**

Changes in exam schedule for other personal reasons, except as noted above, are not normally made. For further details on the SSOM attendance policy, see Attendance section.

PERMANENT RECORDS

Permanent Student Record

The Office of Registration and Records maintains a permanent academic record for each student. The permanent file includes, but is not limited to, the following documents:

- Admission application materials
- Registration records
- Official Stritch School of Medicine transcript (final version added upon graduation)
- Official transcripts from all post-secondary institutions from which a degree was conferred or that verify completion of prerequisite coursework required for admission
- Academic grades and written evaluations, including competency assessments and narrative feedback
- United States Medical Licensing Examination (USMLE) score reports (maintained in electronic format only)
- Official records of academic honors and awards
- Documentation of status changes and legal name changes
- Significant official correspondence to the student
- Medical School Performance Evaluation (MSPE), also known as the Dean's Letter

FERPA Compliance

Letters of recommendation, including those sent as part of the application for admission to Stritch and those submitted to support the residency application process, are not kept in the student's permanent file.

Disclosure of the student's permanent academic records to anyone other than recognized school officials with a legitimate need to know must have prior written consent of the student. Requests for information and letters of consent to release these records from the student are maintained in accord with FERPA guidelines.

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

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

Transcript of Academic Record

The Office of Registration and Records issues official transcripts in accordance with procedures designed to protect student privacy.

- Transcripts are issued only upon written request by the student.
- Only official transcripts are released by the Office of Registration and Records.
- The official transcript reflects only coursework completed and grades earned while enrolled at Loyola University Chicago Stritch School of Medicine.
- United States Medical Licensing Examination (USMLE) scores and numerical class rank are not included on the official transcript.
- Original records and documents submitted in support of admission, including transcripts from other institutions, are not included in the official transcript and will not be released or reproduced.

Use of Anonymous Student Data

The faculty and administration of the Loyola University Chicago Stritch School of Medicine are committed to the continuous evaluation and improvement of the curriculum and overall student experience. As part of this effort, student educational data may be analyzed to assess academic processes and outcomes.

When student records are used for these purposes, all data are de-identified and coded to ensure that individual students cannot be identified, thereby protecting student privacy and confidentiality.

Data used in these analyses may include, but are not limited to:

- Demographic information
- Admissions application materials
- Academic performance data, including assessments and evaluations
- Educational outcomes and program-related metrics

Findings from these analyses may be shared with faculty and administrators as part of quality improvement initiatives and may also be used in scholarly presentations or publications.

Questions regarding the privacy or confidentiality of student records should be directed to the Office of Registration and Records.

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 rising M3 and rising M4 students.

Departments may also conduct lotteries that determine a student's teaching site assignment. All required clerkships must be taken at Loyola University Medical Center, or a site designated by Stritch. Students must comply with the assigned teaching site's standards, rules, regulations, administrative practices, and policies. Please note, some sites (i.e., Hines VA) may require additional onboarding for a student to rotate and their facilities. The student will be required to complete all onboarding requirements prior to the start of the rotation.

Workweek

Clinical and educational work hours **do not include reading/studying time spent away from the clinical site**, on any required clerkship or elective at Loyola University Medical Center or affiliated site. The intent of these guidelines is to ensure that the student arrives at their clinical site adequately rested, ready to participate in the care of patients that demonstrates their responsiveness to patient needs that supersedes self-interest. Clinical Educational activities must follow these guidelines.

- Students are limited to no more than 80 hours/week, including all call activities averaged over a four-week period, including scheduled educational activities.
- At least one day (24 hours in duration) in seven are free of all clinical and educational activities, when averaged over four weeks.
- Students should have eight hours off between scheduled clinical work and education periods and students must have at least a 14-hours free of clinical work and education after 24 hours of in-house call to enable adequate time for rest, personal activities, and study.

Student well-being includes the opportunity for students to access medical and dental care, including mental health care, at times that are appropriate to their individual circumstances. Students must formally submit a request to the Clerkship Director and designee and the Office of Student Affairs and be provided with time away from their clerkship as needed to access care, including appointments scheduled during their working hours. Students are not obligated to disclose the nature of the health care visit. Please note the student will be required to make up any lost clinical time, at the discretion of the course or clerkship director. Please contact the Office of Student Affairs if you have any questions or concerns.

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

On-Call

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

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

Transportation Voucher Post-Call

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

GRADES

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

Latin Honors at Graduation

SSOM awards the following Latin Honors to students at graduation: ***cum laude*** (with honor), ***magna cum laude*** (with high honor), and ***summa cum laude*** (with highest honor). A final class ranking will be calculated prior to graduation using grades earned in required courses and clerkships through Period 11B (February of Year 4) for the purpose of determining Latin Honors. If a student has repeated a required course, both attempts will be included in the class ranking calculation by the Office of Registration and Records. Elective courses are not included in the calculation. .

Calculation Method

Latin Honors are based on the student's weighted average score in required courses and clerkships, calculated as follows:

(Numerical weighted course score_course1 * credit points for course_course1) + (Numerical weighted course score_course2 * credit points for course_course2) ... /

Total credit points for all courses for which the student has been graded

Only required courses and clerkships for which a grade has been assigned are included in the calculation.

Stritch awards Latin Honors on the following scale.

- *Summa Cum Laude* – students academically ranked in the top 5% of their graduating class
- *Magna Cum Laude* – students academically ranked in the top 6-10% of their graduating class
- *Cum Laude* – students academically ranked in the top 11-20% of their graduating class

Students' academic rank will be calculated based on the sum of the final numerical course scores that the student receives for each required course and clerkship, weighted by the number of clock hours assigned to the course or clerkship.

Due to the lack of standardized grading and numerical scores for electives, elective grades will not factor into the Latin Honors calculation.

Grading System

H	Honors
HP	High Pass
P	Pass
P++	Pass (Pass/Fail courses only)
P^	Pass in a COVID-affected course (typically graded H/HP/P, but converted to Pass/Fail only due to COVID-necessitated curricular changes)
P*	Remediated Pass

U	Unsatisfactory
F	Failure
INC	Incomplete
WD	Withdrawn (this grade can only be given prior to final exams when a student has officially withdrawn or been granted a leave of absence)

Grade Reporting

- Year 1 and Year 2 grades are reported to the Office of Registration and Records within 30 days of the final examination or end of scheduled class session.
- Year 3 and Year 4 grades are reported to the Office of Registration and Records within 30 days of the final examination or end of scheduled class session.
- Final grades for degree candidates must be submitted to the Office of Registration and Records no later than one week prior to Commencement to ensure the timely conferral of degrees and distribution of diplomas.
- All grades earned in properly registered courses are recorded on the student's official transcript.
- Written evaluations that accompany a letter grade documenting overall performance become part of a student's permanent record. **Students are expected to review these evaluations on myLUMEN.**
- **Please Note: if a student is assigned a U for a grade, they can receive no higher than a P as a final grade.**
- **In addition, if a student goes on a leave of absence or withdraws from the medical school after receiving an F grade in a course, the grade will remain an F if the course is never remediated.**

Class Rank

The Stritch School of Medicine does not calculate or publish a grade point average (GPA) or numerical class rank. Instead, students are grouped into three categories—upper, middle, and lower thirds—based on academic performance.

Class rank categories are determined following the completion of Year 3, after all grades have been recorded, and are typically released in July of Year 4. A final class ranking is recalculated prior to graduation using grades earned through Period 11B (February of Year 4) for the purpose of determining Latin Honors.

The following policies apply to class rank:

- Class rank category (upper, middle, or lower third) may be released only with the student's written authorization
- Transfer students are ranked based solely on academic performance completed at the Stritch School of Medicine.
- Class rank is considered, along with other assessments, in the preparation of the Medical School Performance Evaluation (MSPE), also known as the Dean's Letter.
- Class rank is used, in conjunction with additional criteria, in the selection of students for Alpha Omega Alpha (AOA) Honor Medical Society.
- A student's class rank is based on the cohort with which the student graduates.

Conflict of Interest

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

Likewise, any family member or relative (including non-blood relations) of the student cannot serve as the evaluative supervisor of a student in a course or clerkship. It is the responsibility of both the faculty member (and the student) to contact the course or clerkship director to request a different faculty member be assigned to that student as their supervisor.

Petition for Review of Grade Assigned

A student who wishes to request review of the final grade received in a course/clerkship/elective may do so by submitting a written petition to the course/clerkship/elective director with a copy to the senior associate dean for student affairs. Petitions must specifically state the reason for requesting a review and must be submitted within 60 days of the date the grade was posted.

A student who is dissatisfied that the response did not address the concerns stated may request a review of their appeal to the associate dean for biomedical and translational science or to the department chair of the clerkship/elective (Year 3 and Year 4) within 30 days of receipt of the original response to the petition. In Years 3 and 4, a final petition to the vice dean for medical education must be limited to concerns relating to the violation of school policy, course's stated grading procedure, or that an unjust decision was rendered. Petitions filed longer than 60 days following posting of the grade in question are not heard.

NOTICE AND PROBATION

Any student who is no longer in good standing shall be placed on academic Notice or Probation for a specified period recommended by Academic Review and Intervention Committee (ARIC) to the Student Promotion Advancement Committee (SPAC). The student will be notified in writing of the Notice or Probationary status, both when it starts and when it ends. **Probationary status will not be removed until improvement has been demonstrated by the student, as determined by SPAC. A student placed on Notice status remains on Notice, unless their status changes to Probation status.**

Academic Notice

The designation of Notice signifies that the student is presently encountering a temporary challenge that the school anticipates will be resolved within a reasonable period. Accordingly, the student will retain the status "in good standing." However, this status is conditional. Should the failure/lapse which led to a Notice persist unresolved, or if the student fails to demonstrate satisfactory progress to correct it as determined by ARIC or SPAC, the student can be placed on probation.

A STUDENT RECEIVING A NOTICE OF CONCERN:

The following guidelines apply to Notice. A student is put on notice when the following outcomes occur:

- Failure of a course, clerkship, or elective;
- Failure to achieve required competency levels during one course, clerkship, or elective;
- Failure to maintain acceptable academic, ethics or professional behavior; or
- Failure of USMLE Step1 or Step 2CK.

Academic Probation

Academic Probation is a formal designation indicating that a student is not meeting established academic or professional standards. The student remains enrolled; however, this status signifies that good standing has been lost, and that regaining good standing is contingent upon meeting clearly defined expectations for improvement within a specified timeframe. Progress will be closely monitored and evaluated by ARIC and/or SPAC. If the identified deficiencies are not satisfactorily addressed or the student does not demonstrate timely progress, additional academic actions, including suspension or dismissal, can be imposed regardless of the challenges underlying the situation. The student is further expected to demonstrate progress consistent with the school's academic standards and to adhere to established timelines for graduation.

The following guidelines apply to academic Probation. A student is placed on Probation with:

- Failure of two or more courses, clerkships, or electives
- Repeated failure to achieve required competency levels for a course after a remediation attempt.
- Failing to correct, demonstrate, or maintain acceptable academic, ethics or professional behavior while on Notice;
- Failing USMLE Step 1 or 2CK more than once

OR

Two or more failures of any combination of a course, clerkship, competency level, elective, USMLE Step 1 or 2CK; or persistent professionalism issues

OR

Committing an egregious professional breach requiring immediate assignment of Probation.

NOTE:

1. Rarely, two failures of any combination as mentioned above, can occur in a similar period such that the student does not first receive a Notice of Concern prior to being recommended to SPAC for Probation.
2. *Remediated failures/lapses are still considered and included in the determination of probation status when additional failures or lapses occur.*

Notification of potential adverse action, delay in advancement in curriculum, and/or graduation

- The SSOM Academic Policy Manual (APM) provides medical students with the academic and professionalism requirements for advancement through the curriculum and for graduation. The APM is readily available to all SSOM students. Students are informed at orientation to medical school that the APM is a reference for them, and they are to be familiar with its content and any annual or ad hoc changes.
 - The APM specifically provides information on the process of going on “Notice” or “Probation,” and outlines the potential grounds for delays in graduation or advancement through the curriculum, suspension, or dismissal.
 - In addition to that information provided and outlined in the APM, advanced notification to the student of a forthcoming discussion by SPAC about possibly being placed on probation, includes one or more of the following:
 - a. The student initially receives a “Notice of Concern” by ARIC informing them in advance that any further failures or lapses in professionalism beyond the first failure/lapse can result in the status of academic probation. The student has the opportunity to respond to the Notice of Concern within 2 weeks.
 - b. Prior to the student being discussed by SPAC for possible probationary status, the student is again contacted by ARIC and/or the Associate Dean of Student Affairs or designee. They are notified that they are being referred to SPAC for consideration of probationary status. Only in rare instances of a more urgent nature, SPAC can have a discussion prior to OSA or ARIC contacting the student. The student is informed that they can submit a written response to SPAC through the deans of OSA prior to the meeting, particularly if they believe there are compelling reasons SPAC should not place them on probation under the provisions of the APM.

See Appendix E “Process for Notice, Probation, and Heightened Monitoring”

Process of Notification for delays in graduation and/or advancement in the curriculum

- The Associate Dean of Student Affairs, or designee, are in active communication with any students

who fail courses or clerkships or experience any other event that will delay the student's usual and expected advancement through the curriculum to graduation.

- Discussions can include delays to successfully complete academic requirements and/or to provide time for a leave of absence to address student wellness.
- Students are specifically advised to meet with OSA after a Notice of Concern, before a discussion by SPAC about potential probation, and again after a student is placed on probation.
- The Associate Dean of Student Affairs, or designee, will also continue to be in communication with any student who is known to be at risk for dismissal or suspension.

FAILURES AND REMEDIATION

Through a specific process outlined in Appendix E:

A student who has a first failure of any course, clerkship/elective competency, or board exam, can be placed on Notice by the Academic Review and Intervention Committee (ARIC).

A student who has failed any combination of two or more courses, clerkships, competency levels, electives, or board exams, can be placed on Academic Probation by the Student Promotion and Advancement Committee (SPAC).

The student is required to engage in an academic advisement process through the Office of Student Affairs (OSA) and the Academic Center for Excellence (ACE) in collaboration with the course/clerkship/elective director when appropriate, to plan next steps and be successful in remediation within a specified timeline.

The student shall also meet with Director of Financial Aid and Scholarships, or their designee, if applicable to their funding situation.

PROCESS TO RETURN TO "IN GOOD STANDING"

SPAC will consider recommendations from ARIC and/or the Office of Student Affairs to remove a student from probation once they have remediated all the failures and lapses that resulted in the probation and do not appear to be at substantial risk for returning to probation. If there are professionalism issues, SPAC can request that a student first demonstrate competency in professionalism by avoiding any further lapses for a designated period of time, and when successful, can then be taken off probation. Students who SPAC determines can be taken off probation will be transitioned into the status of Heightened Monitoring unless SPAC determines otherwise.

Heightened Monitoring

Heightened Monitoring is a transitional designation assigned to a student who has demonstrated sufficient improvement to be removed from probation, but for whom continued oversight is warranted to ensure sustained progress. While the student is returned to good standing, this status reflects a period of continued accountability during which performance, professionalism, and adherence to academic expectations are closely reviewed. The student is expected to maintain consistent progress, meet established standards, and comply with any outlined conditions or recommendations. Failure to demonstrate ongoing satisfactory performance during this period can result in reconsideration of academic standing, including a return to probation or other academic action.

A student can be released from heightened monitoring upon clearly demonstrating the capacity to consistently meet academic and professional standards, and when there is no significant indication of risk for returning to probationary status.

In cases where a student returns to probationary status due to additional deficiencies or lapses, an extended

probationary period can be appropriate, even following remediation. This allows sufficient time to clearly demonstrate the ability to sustain consistent, timely progress without further shortcomings. Inability to maintain this standard of performance can prompt a reassessment of academic standing, which could result in the implementation of additional academic measures.

Academic Transcript and Designations of Notice, Probation, and Heightened Monitoring

Notice, Probation, or Heightened Monitoring designations are not placed on a student's academic transcript. However, an exception occurs when a student is placed on Academic Probation after their residency match, particularly for professional reasons, e.g. academic dishonesty; this is placed in their academic record and the program director of the residency to which they matched will be notified as per National Resident Matching Program (NRMP) requirements.

Additional Financial Affairs Information

Students receiving federal financial aid must meet both federal and institutional [Satisfactory Academic Progress \(SAP\)](#) standards. To remain eligible, students must maintain good academic standing, successfully complete at least two-thirds of all attempted credits, and be on track to finish their program within a maximum of six years. SAP is evaluated at the end of each academic year. Students who do not meet these standards will be notified and informed of their appeal options. Academic probation can affect financial aid eligibility. For questions about SAP requirements or financial aid eligibility, students may contact the financial aid office.

Raising Concerns Regarding SPAC Procedures

Students, faculty, and administration can raise concerns regarding SPAC procedure to the Senior Associate Dean for Student Affairs or the Vice Dean for Education.

Procedures For Appealing Decisions Of The Committee On Student Promotions

All decisions by the committee can be petitioned for appeal by the student through the Student Appeal Board. See the Academic Policy Manual regarding appeals.

Year 1 and Year 2

Remediation of a Single Failure in Year 1 or 2

Students with one final course grade of F must attempt to pass a make-up examination offered by the course prior to the start of the next academic year, but not before the conclusion of all Year 1 courses. The Course Director, in consultation with the senior associate dean for education, is responsible for producing an examination that is rigorous enough to assure that the student has achieved competency in the material. The remediation examination schedule is determined by OSA and ACE in consultation with the Course Director according to the timelines shown below. **A student with a failing grade below 60% will be denied the opportunity to remediate the failure by an end-of-year exam and will instead be required to repeat the course.**

- Year 1 remediation exams are scheduled as soon as possible after the conclusion of the academic year. The student will be allowed a study period, and the exam must be taken according to the date specified by Stritch. **Under no circumstances will any remediation exams be scheduled any later than one week prior to the start of the next academic year.**
- Year 2 remediation exams are scheduled as soon as possible after the conclusion of the academic year. The student will be allowed a study period, and the exam must be taken according to the date specified by Stritch. Students with unremediated F or INC grade(s) from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1 and starting the M3 year.

Students needing to remediate a course should expect to alter their summer schedules based on input from the course director, OSA, and ACE. Please note, it is the student's responsibility to notify any Stritch summer programs in which the student was previously approved for participation that they are remediating.

Prior to sitting for a remediation examination, a student should engage in a review period under the direction of the course director and ACE. **Remediation exams are not offered mid-year due to their potential disruption of focus on courses in progress during the next semester.**

The following remediation conditions apply.

- An F grade successfully remediated by passing a make-up examination can only be converted to a P* grade. The P* grade is defined on the Stritch transcript key as a Remediated Pass.
- A student must have earned a P++ or P* in every course attempted to be eligible for promotion to the next curricular level.
- A single F grade not successfully remediated by passing a make-up examination requires repetition of the entire course, causing the student to not be promoted to the next academic year.
- **A student with a failing grade below 60% will be denied the opportunity to remediate the course and will instead be required to repeat the course, causing the student to not be promoted to the next academic year.**
- A student required to repeat a course must do so at Stritch and is not eligible to participate in any courses offered at the next level while repeating a course.
- While a course repeat normally takes place during the next academic year, the student may request, or Stritch may require, that the student take a leave of absence to seek learning or personal assistance, or engage in remedial work, prior to attempting to repeat the failed course.
- **Stritch strongly recommends that a student repeating a course also audit other courses for which a P* or marginal Passing grade was received in order to sustain readiness for taking the USMLE Step 1.**
- **The transcript of a student who must repeat a course will permanently show the original F grade.**
- A student who fails the same course a second time is dismissed without the opportunity for remediation by administrative action of the Stritch School of Medicine.
- A student is not allowed more than one repeat year. After repeating any portion of the M1 year, a student is not allowed to repeat any portion of the M2 year. In such a situation, the student will be dismissed from Stritch.

Remediation of Multiple Failures in Year 1 or 2

A student who fails four or more courses in any one academic year during Year 1 or Year 2 of the curriculum is not permitted to remediate any of these failures and the student is terminated from enrollment. Grades of U and INC are not counted under this rule. **Please note, the Student Promotion and Advancement Committee reviews academic performance and competency status and progress after each semester and may make recommendations regarding remediation and/or promotion to the following semester.**

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

A student with three or fewer final course grades of F in a given year **MUST** attempt to pass remediation examinations offered by the course prior to the start of the next academic year. An exception is a student with a failing grade below 60%, who will be denied the opportunity to remediate the failure by an end-of-year exam and will instead be required to repeat the course.

The remediation examination dates are determined by the OSA and the ACE in consultation with the course director according to the timelines shown below.

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

study period prior to each exam and the exams must be taken according to the date specified by Stritch.

- Year 2 remediation exams for failed courses are scheduled prior to the start of the M3 academic year to allow sufficient time for the student to prepare to take the USMLE Step 1 no later than six weeks from the start date on the Year 3 calendar. Please note, remediation for failed M2 courses cannot be done before the end of the spring semester of the M2 year.
- Students with unremediated F or INC grades from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1.

Students needing to remediate courses should expect to alter their summer schedules based on input from the course director, OSA, and ACE. **Please note, it is the student's responsibility to notify any Stritch summer programs in which the student was previously approved for participation that they are remediating.**

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

The following remediation conditions apply.

- A student must have earned a P++ or P* in every course attempted to be eligible for promotion by the Student Promotion and Advancement Committee to the next curriculum level.
- F grades successfully remediated by passing a remediation examination can only be converted to P* grades.
- The P* grade is defined on the Stritch transcript key as Remediated Pass.
- If a student does not successfully remediate one - and no more than one - course by remediation exam, then the student will be given the opportunity to repeat the failed course in the following academic year. Failing more than one course remediation during summer remediation will lead to automatic dismissal from the SSOM.
- A student with a failing grade below 60%, who will be denied the opportunity to remediate the failure by an end-of-year exam and will instead be required to repeat the course, **MUST** pass all other exams being remediated at the end of the academic year. Failure to pass all the exams is an automatic dismissal.
- A student will not be allowed to repeat more than one unsuccessfully remediated course in a repeat year.
- A student who must repeat a course must do so at Stritch and is not eligible to take any courses offered at the next level while repeating a course.
- While this repeat normally takes place during the next academic year, the student may request or Stritch may require that the student take a leave of absence to seek learning or personal assistance or engage in remedial work prior to attempting to repeat the failed course.
- Stritch strongly recommends that a student repeating a course also audit courses for which a P* or marginal passing grade was received to sustain readiness for taking the USMLE.
- The transcript of a student who must repeat a course permanently shows the original F grade.
- **A student who fails the same course a second time is automatically dismissed by administrative action of the Stritch School of Medicine.**

Assignment of an Incomplete Grade in Year 1 or 2

- An INC grade is only given prior to a final exam upon recommendation of the Course Director and approval of the Senior Associate Dean for Student Affairs, usually in cases of illness, emergency, or personal tragedy.
- INC grades should be removed within a month from the end of the course or in accordance with an alternate plan approved by the course director and senior associate dean for education.
- A student without an approved alternate plan who has not cleared the INC grade before the start of the next academic year will have the INC grade converted to an F grade.

Assignment of a U Grade in Year 1 or 2

A U grade may be reported if a student fails a competency component other than medical knowledge. The student has **one opportunity** to remediate this grade. The remediation is appropriate to the failed component(s) of the course as follows:

- unsatisfactory performance in required assignments or small groups;
- unsatisfactory performance of those responsibilities assigned to the student with respect to patient care (clinical performance);
- not meeting expected competencies;
- behavior that is judged by the student's immediate supervisory faculty to be inappropriate, disruptive, or, in any way, deleterious to the learning environment;
- documentation by supervisory faculty of inappropriate behavior to the course/elective director, who then notifies the student in writing and meets with the student regarding the assignment of the U grade in the course/elective.

Remediation of a U Grade in Year 1 or 2

- The U grade should be remediated within the time frame identified by the course/elective director in consultation with ARIC. Upon prior written petition from the student or the senior associate dean for education, additional time may be granted to remove the U to avoid conflict with another upcoming exam or course in progress, or other serious reason.
- The U grade can only be converted to a P++ or F grade. The department may recommend or require additional remedial work prior to offering the student an opportunity for clearing the U grade. No academic credit is given for remedial work.
- **Only one remediation opportunity** is offered to remove a U grade. The remediation should be appropriate to the portion of the coursework in which the student's performance was unsatisfactory. A student will automatically be dismissed if he does not successfully remediate the portion of the course.
- A U grade in a course requires evaluation of the student's progress by ARIC, which may lead to action by the Student Promotion and Advancement Committee, including placing the student on Academic Probation.

Assignment and Remediation of *Meets with Concern* Competency Evaluation in Year 1 or 2

Students who receive a *Meets with Concern* assessment in one or more competencies in one or more courses are subject to review by ACE 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 in Year 1 or 2

A *Does Not Meet* assessment in any course competency other than medical knowledge WILL result in a U grade for that course. (A *Does Not Meet* assessment for the medical knowledge competency results in an F grade.) A plan to address these deficiencies is determined by ARIC and SPAC with input from the appropriate Course Director(s) to determine the form and format of the remediation.

Unsatisfactory Performance or Academic Failure in Year 1 or 2 Elective

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

Assignment of a U Grade in Year 1 or 2 Elective

A U grade is reported if a student receives an overall fail on the performance or competency components evaluated. The remediation is appropriate to the failed component(s) of the course for the following reasons:

- unsatisfactory performance in examinations or other required assignments;

- not meeting expected competencies;
- documentation by supervisory faculty of inappropriate behavior to the Elective Director, who then notifies the student in writing and meets with the student regarding the assignment of the U grade in the clerkship/elective.

Remediation of a U Grade in Year 1 or 2 Elective

- If elective performance was satisfactory, but other components were failed, the student is expected to remediate the relevant components. The elective director and/or the Student Promotion and Advancement Committee may require or recommend additional remedial work. The remediation should be appropriate to the portion of the coursework in which the student's performance was unsatisfactory.
- If elective performance was unsatisfactory, the student must repeat no less than half and, in some cases, the entire elective, including exams, papers, and projects even if these components were originally passed. **Only one remediation opportunity is offered to remove a U grade due to failed clinical performance.** Unsuccessful remediation is an automatic dismissal.
- The U grade should be remediated within three months from the date the U grade was posted. Upon prior written petition from the student or the senior associate dean for student affairs, additional time may be granted to remove the U to avoid conflict with another upcoming exam or course in progress, or other serious reason.
- The U grade can only be converted to a P or F grade. The department may recommend or require additional remedial work prior to offering the student an opportunity for clearing the U grade.
- A U grade in a year 1 or year 2 elective requires evaluation of the student's progress by ARIC, which may lead to action by SPAC, including placing the student on Academic Probation.
- Two U grades in Years 1 or 2 will necessitate interruption in elective progression until ALL remediation is complete.
- No academic credit is given for remedial work.

Assignment of an F Grade in Year 1 or 2 elective

- An F grade is reported if a student fails the remediation attempt.
- An F grade is reported if a student is terminated from the elective for severely poor clinical performance.
- Termination of elective performance automatically results in an F grade for the entire elective and is referred to SPAC for appropriate action according to the Academic Policy Manual.
- An F grade is reported for failure of the Patient Centered Medicine or Topics in Clinical Medicine courses.

Remediation of an F Grade in Year 1 or 2 Elective

In all instances of a failure, the student is required to complete the remediation under the supervision of faculty designated by the elective director. In the case of a failed extramural elective, the senior associate dean for education, in consultation with the appropriate medical school department, determines a suitable remedial experience. Remediation of a failed clinical elective may result in delayed graduation and/or modification of the remainder of the student's academic program.

If the student successfully remediates, the elective director reports a grade change from F to P* (passed by remediation) for exam remediation and other components of the elective. If the student does not successfully remediate, an F grade is reported, and the student is dismissed due to academic failure by administrative action of the Stritch School of Medicine.

Assignment and Remediation of *Meets with Concern* Competency Evaluation in Year 1 or 2 Elective

Students who receive a *Meets with Concern* assessment in one or more competencies in one or more electives are subject to review by ARIC and the Student Promotion and Advancement Committee with input from the appropriate elective director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet Competency Evaluation in Year 1 or 2 Elective*

A Does Not Meet assessment in any elective or any competency WILL result in a U or F grade for that course. A plan to address these deficiencies is determined by ARIC and SPAC with input from the appropriate elective director(s) to determine the form and format of the remediation.

Year 3 and Year 4

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

Unsatisfactory Performance or Academic Failure in Year 3 or 4

If a student's performance on exams, papers, projects, Objective Structured Clinical Exams (OSCE) or clinical performance is unsatisfactory, the clerkship director will report a U or F grade depending on the severity of the deficiency.

Assignment of a U Grade in Year 3 or 4

A U grade is reported if a student receives an overall fail on the performance or competency components evaluated. The remediation is appropriate to the failed component(s) of the course for the following reasons:

- unsatisfactory performance in examinations or other required assignments;
- unsatisfactory performance of those responsibilities assigned to the student with respect to patient care (clinical performance);
- not meeting expected competencies;
- behavior that is judged by the student's immediate supervisory faculty to be inappropriate, disruptive, or, in any way, deleterious to the delivery of proper and humane medical care;
- documentation by supervisory faculty of inappropriate behavior to the clerkship/elective director, who then notifies the student in writing and meets with the student regarding the assignment of the U grade in the clerkship/elective.

Remediation of a U Grade in Year 3 or 4

- If clinical performance was satisfactory, but other components were failed, the student is expected to remediate the relevant components. The clerkship/elective director and/or the Student Promotion and Advancement Committee may require or recommend additional remedial work. The remediation should be appropriate to the portion of the coursework in which the student's performance was unsatisfactory.
- If clinical performance was unsatisfactory, the student must repeat no less than half and, in some cases, the entire clerkship/elective, including exams, papers, and projects even if these components were originally passed. **Only one remediation opportunity is offered to remove a U grade due to failed clinical performance.** Unsuccessful remediation is an automatic dismissal.
- The U grade should be remediated within three months from the date the U grade was posted. Upon prior written petition from the student or the senior associate dean for student affairs, additional time may be granted to remove the U to avoid conflict with another upcoming exam or course in progress, or other serious reason.
- The U grade can only be converted to a P or F grade. The department may recommend or require additional remedial work prior to offering the student an opportunity for clearing the U grade.
- A U grade in a course or clerkship requires evaluation of the student's progress by ARIC, which may lead to action by the Student Promotion and Advancement Committee, including placing the student on academic Probation.
- Two U grades in Years 3 or 4 will necessitate interruption in clerkship progression until ALL remediation is complete.

- No academic credit is given for remedial work.

Assignment of an F Grade in Year 3 or 4

- An F grade is reported if a student fails the remediation attempt.
- An F grade is reported if a student is terminated from the clerkship for severely poor clinical performance.
- Termination of clinical performance automatically results in an F grade for the entire clerkship/elective and is referred to the Student Promotion and Advancement Committee for appropriate action according to the Academic Policy Manual.
- An F grade is reported for failure of the Patient Centered Medicine or Topics in Clinical Medicine courses.

Remediation of an F Grade in Year 3 or 4

In all instances of a failure, the student is required to complete the remediation under the supervision of faculty designated by the clerkship/elective director. The senior associate dean for student affairs or designee in consultation with the appropriate clinical department, determines a suitable remedial experience. Before the third remediation attempt (usually due to exam failures), the student must repeat no less than half of the clerkship/elective. The student is expected to perform at the pass level or risk failing a component of the course they had previously passed. In some cases, the entire clerkship/elective, including exams, papers, and projects (even if these components were originally passed) must be completed.

Remediation of a failed clinical course/clerkship/elective may result in delayed graduation and/or modification of the remainder of the student's academic program.

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

Assignment and Remediation of *Meets with Concern* Competency Evaluation in Year 3 or 4

Students who receive a *Meets with Concern* assessment in one or more competencies in one or more courses/clerkships/electives are subject to review by ARIC and the SPAC with input from the appropriate course/clerkship/elective director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet* Competency Evaluation in Year 3 or 4

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

ATTENDANCE

Year 1 and Year 2

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

Attendance is mandatory in all Patient Centered Medicine courses, clinical courses, and any other course or course component for which attendance is announced as required, such as small group sessions and Objective Structured Clinical Examinations (OSCE).

Unexpected/Emergency Absences from Required Activities

Examinations or other required academic activities missed due to illness or other legitimate, serious, extenuating reasons may be made up only if the assistant director for student affairs, course director, and course coordinator have received notice of the absence, in advance if non-emergent or as soon as possible if emergent, and granted permission for an excused absence. Absence due to illness requires written documentation from the Wellness Center submitted to the Office of Student Affairs. Any illness must be reported to the Wellness Center and clearance to return to work must be granted by the Wellness Center. If a healthcare professional is seen outside of the Wellness Center, you must submit documentation to the Wellness Center before clearance is granted.

Non-Emergent Absences from Required Activities

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

Non-emergency absences not requested at least thirty days in advance of the event may not be able to be accommodated and can be denied. **Please note, with missed required activities in a course/clerkship/elective, students should know that the activity/event may no longer be available/reproduced upon the student's return. It is up to the course director to decide if a make-up or an alternate activity is required.**

Year 3 and Year 4

Attendance is mandatory at M3 Orientation/Clinical Skills Week, in Patient Centered Medicine courses, clerkships, electives, and any other course/clerkship/elective components where attendance is announced as required (*see No Class Days and Absences*).

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

Absences

Any length of absence from any required activity or course/clerkship/elective component may need to be made up at the discretion of the course/clerkship/elective director according to the form and/or format specified by the department. To receive credit for clinical electives, a student may not miss any more than one day per week, averaged over the length of the elective. **Any absence must be approved in advance from the Office of Student Affairs and the elective director** and should be expected to be a rare occurrence with illness, interviews, and healthcare appointments being the primary categories.

Unexpected/Emergency Absences

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

Examinations or other required academic activities that are missed may be made up only if the senior associate dean for student affairs or designee has granted permission for the absence. **Please note: Illness or injury requires written documentation from the Wellness Center, which includes an excused absence and clearance to return.**

Employment

Please note, due to the difficulty of the medical school curriculum and the time commitment medical school demands, Stritch students are very strongly advised not to be employed. If a student still chooses to be employed, specific schedule adjustments will not be considered (as stated above). In addition, employment will not be considered a legitimate excuse if a student has academic difficulties that lead to dismissal from Stritch. Students are strongly advised to work with the Office of Student Financial Aid to alleviate any financial challenges.

Non-Emergent Absences

Petitions for approved absences for non-emergent reasons are reviewed by the course/clerkship/elective director and/or coordinator, and a decision is made to approve the request or not. In some cases, the senior associate dean for student affairs or designee may be consulted before a decision is made. The student must have a serious reason for an excused absence in Year 3 and Year 4. A student will not be granted more than two consecutive weekday absences per course/clerkship/elective. Excused absences for weekends depends on the scheduling of the clerkship and the decision of the clerkship director. Please note: if the request is to present at a conference, a student will not be excused for more than one conference per clerkship. Should a student have a serious reason for requesting to be absent for one to two days, **a written petition must be submitted at least 30 days prior to the start of the course/clerkship/elective in which the absence would occur.**

The petition detailing the nature of the conflict should be sent to both the course/clerkship/elective director and the coordinator. Supporting documentation should be attached (e.g., copy of a jury summons) to the petition, which **requires review and is not automatically approved simply by submission.** By notifying the relevant school offices at least 30 days in advance of the **start** of the rotation, the student's clerkship specialty service and call schedule is considered and adjusted to minimize the effect of any days excused.

The student is notified of the decision by the course/clerkship/elective director or the course coordinator.

Non-emergency absences not requested at least 30 days in advance of the start of the clinical course cannot be accommodated.

For fourth-year electives, students may not be absent more than one day per week averaged over the length of the rotation for residency interviews. If more time is required, students should take Discretionary Time and **cancel** the elective rotation.

No Class Days

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

- Martin Luther King Day observance
- Match Day (M4 students only)
- Good Friday* through Easter Sunday inclusive
- Memorial Day*

- Juneteenth observance
- July 4th Independence Day* or recognized holiday
- Labor Day*
- Thanksgiving Day through the Sunday inclusive (clinical students are not on-call the day before Thanksgiving but are expected to be on duty)

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

On-Call During No Class Days

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

Special Notes

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

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

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

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

LEAVE OF ABSENCE

General Policies and Procedures

All leave of absence (LOA) requests must be submitted in writing to the senior associate dean for student affairs or designee and normally approved in advance of the proposed starting date.

Requests for a leave of absence not covered by the various leave categories described below are considered on an individual basis by the senior associate dean for student affairs or designee and may be reviewed by the Student Promotion and Advancement Committee.

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

- granted an approved LOA due to documented health problems or personal tragedy;
- approved to pursue an educational experience outside of the standard four consecutive year medical school curriculum;
- approved to pursue a research experience outside of the standard four consecutive year medical school curriculum;
- approved for Parental leave (additional coordination may be required for M3/M4 year);
- to engage in a Stritch approved remediation study plan for course, clerkship, elective, or USMLE remediation.

Please note, a student is not eligible for financial aid when on a leave of absence. In addition, the student should contact the Office of Student Affairs at least two months prior to their expected return to school

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

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

Health-Related Leave

LOA requests for illness must be submitted in writing to the senior associate dean for student affairs or designee together with a letter from a physician caregiver that:

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

Additional supporting documentation may be required depending on the circumstances.

A LOA for health-related reasons may be approved for periods up to one year. Only the Student Promotion and Advancement Committee, in consultation with the senior associate dean for student affairs or designee, may extend a health LOA in unusual circumstances upon written request of the student.

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

In some cases, a student, upon their return, may be required to meet with the Wellness Center.

Special Academic Programs

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

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

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

Step 1 and Step 2 - Students petitioning for LOA between Year 2 and Year 3 are required to sit for USMLE Step 1 prior to the start of the requested leave time. Students petitioning for LOA between Year 3 and Year 4 are required to sit for USMLE Step 2CK prior to the start of the requested leave time.

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

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

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

Other Absences

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

- pursuit of a non-medically related program or unstructured activity
- employment
- preparation for the first time taking of USMLE exams (pending performance on a required NBME self-assessment exam provided by SSOM near the end of the academic year which might require that the date be changed)
- self-study
- time off solely to consider alternative career options
- residency interview travel
- other activities not related to the completion of the MD degree requirements

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

Please note, to be compliant with U.S. Department of Education regulations on enrollment and federal aid eligibility, a student must be enrolled in a minimum status of part-time and enrolled for the entire length of the payment period (academic term).

Discretionary Time

Discretionary time is defined as follows.

- any period of non-enrollment (not including leaves of absences)
- eligible to participate in clinicals but not enrolled for an approved period of time within an academic term
- discretionary time does not count towards degree completion

The Office of Student Affairs and the Office of Registration and Records will ensure that student enrollment is updated in a timely manner and is reported to the Office of Student Financial Aid so that the award can be reviewed and adjusted accordingly.

A student approved for discretionary time at any point during the academic term may have their financial aid adjusted (reduced).

- If a student begins an academic term on discretionary time, all federal aid will be held until actual enrollment is established. Additionally, federal aid will be adjusted (reduced) to account for any weeks of non-enrollment. Students may only receive federal aid for the weeks of actual enrollment.
- If a student is approved for discretionary time once the academic term has begun and does not reestablish additional enrollment **after fifteen (15) continuous days** during the academic term in which the discretionary time was approved, they are subject to a [Return of Title IV](#) review. Students may only receive federal aid for the weeks of actual enrollment.

Employment

Please note, due to the difficulty of the medical school curriculum and the time commitment medical school demands, Stritch students are very strongly advised not to be employed. If a student still chooses to be employed, specific schedule adjustments will not be considered (as stated above). In addition, employment will not be considered a legitimate excuse if a student has academic difficulties that lead to dismissal from Stritch. Students are strongly advised to work with the Office of Student Financial Aid to alleviate any financial challenges.

VOLUNTARY WITHDRAWAL, DISMISSAL, AND APPEAL PROCEDURES

Voluntary Withdrawal

Withdrawal from the Stritch School of Medicine requires the student to secure permission from the senior associate dean for student affairs or designee. The student is responsible for executing the withdrawal form, financial aid exit interview, meeting all financial obligations to the university and Stritch, and return of all university and school property, including keys, library materials, parking hang tag, equipment, and photo identification badge. Students also must vacate their assigned locker and mailbox. If these procedures are not followed, the student is not in good standing nor eligible for a tuition refund, if any.

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

Please note: In the event that a student refuses to communicate with the Office of Student Affairs for any prolonged period of time, Stritch holds the right to administratively withdraw a student from the school. Stritch is under no obligation to consider a readmission application for students who are administratively withdrawn.

Dismissal

Students who do not satisfactorily fulfill the requirements for promotion and graduation contained in the Academic Policy Manual may be subject to temporary suspension or dismissal. A student who is dismissed has the right to appeal the action to dismiss or otherwise change enrollment status. PLEASE NOTE: A dismissed student is required to immediately return his or her student ID badge(s) to the SSOM Office of Student Affairs. Also, a student is strongly advised to meet with the bursar and to the financial aid office.

Appeal Procedures

Students have the right to appeal an action to dismiss or otherwise change enrollment status. The student's petition must be submitted to the vice dean for medical education or senior associate dean for student affairs or designee in writing within 30 days of receipt of the letter of dismissal or enrollment status change. The Student Appeal Board (SAB), an ad hoc committee, normally convenes within a month to hear a petition received.

- All voting members have no prior exposure to the student and express no other **conflict of interest**.
- All materials received by members of the SAB committee are considered confidential and are destroyed after the meeting.
- The action of the committee and any discussion of the student's appeal are also confidential and are not to be discussed outside of the meeting or with other individuals.

The composition of the SAB consists of 3 to 5 voting members who are faculty drawn from the clinical and non-clinical members of SSOM. In case of a tie vote, the committee chair breaks all ties. Non-voting members are present to provide information or clarity regarding specific educational or administrative issues that may arise and to facilitate informed voting. Recognizing that the School of Medicine serves an academic community, non-voting members may include the following administrators.

- the senior associate dean and assistant dean for Student Affairs and other Office of Student Affairs (OSA) staff
- the director, Academic Center for Excellence and Accessibility (ACE) and other ACE staff
- a dean from the Office of Diversity Equity and Inclusion
- the associate dean for admission
- the associate dean for Biomedical and Translational Science
- the vice dean for education has a non-voting role but chair's the meeting.

The student is informed in writing of the date, time, and place of the hearing. The student may represent themselves and/or ask members of their peer group and/or a Loyola faculty member - any ally - to accompany them to the meeting. Allies may speak on behalf of the student if the student wishes. Legal counsel is not present at the hearing; and no photography, videotape, or audiotape recording is permitted.

The Student Appeal Board considers student appeals on a case-by-case basis.

- The specific format of the SAB meeting, detailed below, is emailed to the student by the senior associate dean for student affairs in advance of the meeting.
- The SAB meets via Zoom to review the student's petition and prior to entry of the student, provides voting members an opportunity to ask the non-voting members for any clarification regarding the students' academic records or their formal petition. As the student's status was determined by the Academic Policy Manual, it is not the subject of review or revision.
- The student (and ally if available) connects to the Zoom meeting and placed into a virtual waiting room until the meeting begins. The zoom meeting is not recorded or transcribed.
- The student (and ally if available) are invited into the SAB meeting and the opportunity to review their petition and/or justification for reconsideration of their dismissal or change in enrollment status. Those in attendance can ask the student (and ally if available) any further questions or clarification of their request to reconsider their enrollment or dismissal status.
- The student (and ally if available) will then leave the session and allow the members to further discuss the student's appeal and arrive at a decision to either uphold or accept the student's appeal. A final decision to accept or not the student's appeal is only made by the voting members.
- If the appeal is accepted, the circumstances or requirements for it to be overturned are decided upon by the voting members and formalized by the senior associate dean for student affairs in a document that defines any specific requirements or actions by the student to which the student must accept. This document and its recommendation(s) are forwarded to the dean who can either approve or overturn the SAB decision.
- After the dean's review, the senior associate dean for student affairs will prepare the formal document and contact the student, by telephone and email, as to the dean's decision and provide them with a copy of the document. This action usually occurs within two to three days after the SAB meeting, and if the decision is made to overturn a student's dismissal or change their enrollment status the student must agree and sign the document. There is no revision of the document or change in

requirements.

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 provost. This appeal petition must be in writing and received by the Provost within 30 days of notification by the dean. The provost or designee reviews the appeal. Under Loyola University Chicago's due process norms, a student's appeal to the provost must be limited to concerns relating to the violation of an official University or medical school policy or procedure or that an unjust decision was rendered.

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

PROFESSIONAL BEHAVIOR

Expectations for Medical Students

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

Our students are assumed to be of high moral character, expected to conduct themselves in a professional manner, and behave as socially responsible citizens in keeping with the professional norms of medicine. Students also are expected to maintain high ethical standards and practice academic honesty in all of their educational endeavors. These actions are echoed in our competencies - eight areas of performance and behavior that students must successfully meet 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 including but not limited to the following:

- accepting assistance from or giving assistance to another student during an exam or in the preparation of any graded material;
- plagiarism;
- inappropriate access to, misuse of, or theft of academic related information or records;
- inappropriate access to, misuse of, or theft of medical information or records, including electronic medical records;
- sabotaging another student's laboratory experiment;
- misusing another person's signature;
- falsifying academic grades or clinical evaluations, research data and/or results;
- physical and verbal intimidation, bullying, or harassment;
- lying, cheating, and fabricating information;
- harassment (both sexual and non-sexual), patterns of sexual innuendo, obscenity, and defamation;
- discriminatory actions based on race, gender, ethnicity, sexual orientation, and religion or other status protected by law.

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

- conducting oneself in a manner that is appropriate for the learning and patient care environments

- with suitable dress and grooming;
- practicing academic honesty in all examinations, course, clerkship, and elective assignments;
- being 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;
- telling 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;
- behaving in a collegial way that enhances the ability of others to learn or care for patients; verbal or physical abuse of other students, employees, faculty, and healthcare professionals; sexual harassment; a pattern of offensive comments; and other improper and disruptive behaviors are unprofessional and unacceptable
- using the highest standards of professional, ethical, and moral conduct and conscientiously caring for patients under all circumstances associated with their illnesses;
- relating in a proper and professional manner to patient families, especially under the always emotional and often tragic circumstances of a patient’s illness
- refraining from any action or conduct that may be considered unprofessional or unethical or embarrassing or detracting in any manner from the reputation of our school, faculty, and students;
- These professionalisms expectations are relevant to both students and student organizations.

Expectations for the Use of Artificial Intelligence (AI) Tools in Education and Training (see Appendix F)

A student’s presentation of academic work, in whole or part from any source (e.g., published literature, web resources, generative AI, third parties such as ghostwriters) as their own (whether paraphrased or copied in verbatim) is unacceptable and constitutes an academic integrity violation.

Failure to disclose the unapproved use of AI is a violation of our professional standards. The Student Promotion and Advancement Committee will review those violations for further intervention.

When permissible by the faculty of a course/clerkship or elective, students can use generative AI tools to complete their assignments.

Health Insurance Portability and Accountability Act of 1996

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

“...information, including demographic data, that relates to the individual’s past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual.”

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

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

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

Conduct Procedures for Academic Dishonesty

All allegations of academic dishonesty must be documented and submitted to the senior associate dean for student affairs within a reasonable period of time after the alleged incident. The senior associate dean for student affairs will take the following actions:

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

Upon receipt of all pertinent materials, the associate or assistant dean for student affairs notifies the chair of the Student Promotion and Advancement Committee, relevant course/clerkship/elective director(s), and relevant teaching department(s) of the allegations and provides all the submitted information. The chair of the Student Promotion and Advancement Committee determines if there appears to be sufficient substance to the allegations and that academic dishonesty may have occurred.

The following actions will be taken.

- The chair convenes a meeting of the Student Promotion and Advancement Committee to discuss the allegations;
- The SPAC will make a judgment as to what actions will be taken;
- The student is notified in writing by the chair of the SPAC as to the decision of the committee, within 45 days of the student being notified of the allegation.

The student(s) has the right to an appeal of the decision to the Student Appeal Board (SAB) within 30 days of the notification. A student who is dissatisfied with the action of the SAB may submit a petition for a single appeal to Loyola University Chicago through the Provost within 30 days of the SAB's recommendation. All decisions of the Student Promotion and Advancement Committee, Student Appeal Board, and the provost are documented in the student's official academic file. In the event allegations are dismissed, no actions are recorded in a student's official academic file. PLEASE NOTE: Stritch reserves the right to seize a student's ID badge(s) due to academic dishonesty until the school deems it appropriate to return the item(s) to the student.

Student Wellness

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

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

Students will not participate in patient care or school related activities when physical, mental, or emotional lack of fitness could interfere with the quality of that care or disrupt the school community. It is a student's own responsibility that if such a situation occurs to notify her or his clerkship (or elective) director or the Assistant Dean of the third or fourth year so that the student can leave those clinical responsibilities and an appropriate,

but confidential intervention can occur. The misuse of any potentially addictive, abusive, or illicit drugs is strictly forbidden, regardless of year of training, and is incompatible with safe clinical performance. If such a problem is identified, the student will be removed from clinical (or curricular) activities and an appropriate, confidential referral made to help her or him to address and effectively manage this illness. Finally, students must not use alcohol or other drugs when they are expected to be participating in patient care, patient settings or curricular-related activities.

Any student who considers themselves too tired or fatigued to drive home safely and is unable to obtain other alternative transportation should call a taxi or ride share. Reimbursement for a round trip between the clerkship site and student's local address and back to the clerkship site for the next clerkship day is provided through Stritch. The student should promptly submit the original fare receipt to the vice dean for medical education's office at Stritch for processing a reimbursement.

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

Student Mistreatment and Harassment

Loyola University Chicago Stritch School of Medicine is committed to maintaining a learning environment characterized by respect and professionalism. If a student has either been the recipient of or witnessed mistreatment from a faculty member, resident or other healthcare provider, then it should be reported. The university takes reports seriously and works to protect confidentiality as possible given the nature of the event. SSOM is committed to a policy that supports the timely disclosure of these concerns and prohibits retaliation against any student who reports such concerns. If a student has concerns regarding confidentiality in reporting, they can contact the Office of Student Affairs.

Reporting Gender-based, Sexist/Sexual, and Ethnic-based Unprofessional Behavior

Reporting Online: If the behavior a student witnessed or experienced involved unwanted sexual advances, offensive sexist, racist, ethnic, or gender based remarks then these need to be acted upon as soon as possible. These behaviors fall under Gender-Based Misconduct and Title IX of the Educational Amendments Act and can be reported using [Ethics Reporting Hotline Web Site](#). Reporting by phone: These reports can also be filed by telephone via the University's Ethicsline at (855) 603-6988.

Reporting Other Mistreatment

If the behavior or mistreatment witnessed or experienced by a student involves, for example, public embarrassment, harassment, humiliation or other behaviors of faculty, residents or staff that contributed to an unsafe learning environment, they can be reported using the [Professionalism Concern Reporting Form](#).

Other Channels for Reporting Unprofessional Behavior

The Office of Student Affairs is well positioned to receive reports of unprofessional behavior. Contact information for three deans is below.

- Senior Associate Dean, James Mendez, PhD (jamendez@luc.edu or at 464/220-9329)
- Associate Dean, Colleen Fitzgerald, MD (cfitzgerald@luc.edu or at 464/220-7235)
- Assistant Dean, Lupe Zarco, MA (gzarco@luc.edu or at 464/220-9328)

In addition, a student can informally discuss their concerns with HSD Ministry, course clerkship directors, immediate faculty supervisors, Pastoral Care chaplains, or personal counseling services. In addition, a student may seek confidential consultation through the Confidential Loyola Sexual Assault Advocates: Available during certain hours via the Advocacy Line at (773) 494-3810; visit <https://tinyurl.com/loyolaadvocacy> for more

information.

<http://www.luc.edu/ethicsline>

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

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

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

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

DRESS CODE, APPEARANCE, AND SCRUB ATTIRE

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

General Dress Standards

Preclinical

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

Clinical

- Students are expected to maintain a professional appearance in the clinical settings. Clothing should be business-like; necklines and hemlines should be conservative.
- Students should wear clean, pressed, well-fitting personal attire, and undergarments should be worn.
- Daily hygiene must include clean body, teeth, and clothes. Heavily scented fragrances should be avoided. [Perfume, cologne or aftershave, may not be used in those cases where it causes adverse physiological symptoms for others in the work environment.]
- Hair should be clean, well-groomed and tied back when engaging in patient care activities or operating machinery and should not obstruct vision or limit eye contact.
- Well-groomed beards, sideburns, mustaches are allowed, but may not interfere with personal protective face gear. If a student needs to wear facial hair for religious reasons, they may be required to provide documentation from clergy. [Nothing in this Policy is intended to prevent a hair or facial hairstyle that is consistent with cultural, ethnic, or racial heritage or identity, except for safety reasons that cannot be reasonably accommodated.]
- All cosmetic products, including make-up and lotions, must be fragrance free. Make-up must be applied conservatively and in a manner that does not detract from the professionalism.

- Fingernails will be clean and well-manicured. Nail length should not interfere with clinical activities and polish color, if worn, should be conservative. Per hospital policy due to bacterial colonization concerns, artificial nails and overlays (including, but not limited to, acrylics, overlays, wraps, tips, gels, or bonding) are not permitted.
- Body piercing must be small and minimal. Jewelry should be discreet and is not permitted in operating rooms. Any tattoos that may be offensive to others must always be covered.
- Shoes should be clean and in good condition with closed toes per OSHA requirements (flip flops are not allowed).
- T-shirts, cropped tops, very short skirts, spaghetti strap tops, flip flops, jeans, shorts, sweat shirts, and sweat pants are not acceptable. Appropriate underclothing is required. Patterned and colored underclothing is not permitted when visible through clothing.
- **Buttons, pins, ribbons, stickers, or any items that are not part of an authorized uniform or that alter the professional image are not permitted. Outside of approved messaging, no other logos or writing may be displayed on any clothing item, mask, or lanyard.**

Identification Badges

Students must wear a Loyola photo ID badge along with the Stritch student nametag on the vest pocket of their white coat. ID badges issued at other clinical teaching sites should be worn in addition to the Loyola ID when at the other clinical site. Students must always wear the “medical Student” ID badge hanger, provided by the Office of Medical Education during orientation.

PLEASE NOTE: Stritch reserves the right to deactivate or seize a student’s ID badge(s) due to academic dishonesty and/or unprofessional behavior until the school deems it appropriate to reactivate or return the item(s) to the student. A dismissed student is required to immediately return their student ID badge(s) to the SSOM Office of Registration and Records.

White Coat

Students should wear a clean, pressed, **short** white coat in clinical areas. Coats should be plain, white, with an official LUMC patch sewn on the sleeve. A **long** white coat **must** be worn in lieu of a short coat at LUMC whenever surgical scrub attire also is worn (*see Scrub Attire section*). No buttons or pins should be attached to the white coat.

All M3 and M4 students on clinical rotations must wear a short white coat with the exception of students wearing misty green surgical scrubs needing to wear a long white coat.

Scrub Attire

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

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

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

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

AWARDS AND HONOR SOCIETIES

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

Loyola Honors Programs

Bioethics & Professionalism Honors Program

Achieved by students enrolled in the three-year portfolio-based Honors Program, including academic and service activities and presentation of capstone research.

Global Health Honors Program

Achieved by students who successfully complete the four-year community and global health curriculum, including local and international field experience, didactic global health seminars, and the development of a scholarly project

Research Honors Program

Achieved by students who have successfully completed a specialized advanced research curriculum, including submission of a peer-reviewed manuscript at the completion of their project.

Loyola Awards

Award for Excellence in the Basic Sciences

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

Award for Excellence in the Clinical Sciences

For academic excellence in the clinical sciences curriculum

Award for Outstanding Performance in a Third Year Clerkship

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

This award is designated for each of the seven third year clerkships (Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery) at the end of each academic year.

Dr. John R. Tobin Outstanding Leadership Award

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

Father Fahey Outstanding Service Scholarship

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

Geoffrey Gunnar Memorial Scholarship

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

Gissur Brynjolfsson, MD, Scholarship

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

Margaret Raiford Hano Memorial Nephrology Award

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

President's Medallion

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

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

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

St. Ignatius Award for Outstanding Contribution to Teaching Peers

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

Dr. and Mrs. Thomas Stamm Ophthalmology Award

For outstanding fourth-year medical student(s) planning to specialize in Ophthalmology. The recipient of the award will show excellence during clinical rotations in ophthalmology

Other Awards

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

Honor Societies**Alpha Omega Alpha Honor Medical Society**

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

the total number expected to graduate in that class.

Alpha Sigma Nu Jesuit Honor Society

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

Gold Humanism Honor Society

The criteria for induction into Stritch's Gold Humanism Honor Society (GHHS) Chapter is a student doctor who embraces the humanistic values reflected in the GHHS mission and empowers the Jesuit values of service, caring for the whole person, human dignity and social justice. The total number of students inducted from the third-year medical class shall not exceed 15% of the total number expected to graduate in that class.

POLICY ON DIVERSITY AND INCLUSION

First effective on: April 1, 2013

Last reviewed: July 15, 2026, revised document.

Next review date due before: July 2028.

Accountable for revision: Office of the SSOM Dean.

Mission Commitment

The Stritch School of Medicine (SSOM) is committed to building a diverse and inclusive community that upholds access, equity, and excellence as core values. We believe diversity and inclusion are essential to fulfilling our mission of *transformative education, innovative discovery, and service to others*.

Our Jesuit tradition calls all faculty, students, and staff to intentionally honor the dignity of all persons—regardless of social, cultural, religious, or political background or affiliation—and to promote social justice.

In accordance with Loyola policy, Stritch School of Medicine strictly prohibits harassment, discrimination, and mistreatment of any kind. These behaviors are unacceptable, inconsistent with the University's mission, and incompatible with the vocation of medical professionals. Members of the Stritch Community are expected to act in service of others, maintain dignity and respect for all, and continually strive to promote a healthier, more just, caring, and thriving world.

Scope

This policy document enshrines Loyola–Stritch School of Medicine's mission commitment to recognize, recruit, and actively realize the educational benefits of diversity as an institution wholly dedicated to the pursuit of health equity and the provision of excellent, culturally responsive patient care.

The remaining sections of this document help define the scope of our school's commitments, which unequivocally includes *all* members (students, faculty, trainees, senior/administrative staff) of the Stritch School of Medicine. Considered as a set of guidelines, we recognize 3 primary dimensions for this work.

1. fostering an inclusive culture of transformative learning and belonging in service of Loyola's Jesuit, Catholic mission and values, e.g., *cura personalis*
2. fulfilling our institutional responsibilities to recruit and prepare a diverse physician workforce: reflective of, and responsive to, the evolving needs of our patients and communities
3. maintaining accountability for the responsible stewardship of Stritch's evolving community

Foundational Definitions

The definitions articulated below are not intended to be comprehensive or finite; but rather to help establish common language and ground for understanding how diversity, equity, and inclusion may inform the everyday, fundamental practices of Stritch administration, medical students, faculty, staff, and trainees.

As articulated, and subsequently presented or paraphrased below, the Association of American Medical Colleges (2024)¹, SSOM considers:

Diversity:

- Diversity is a way to describe all aspects of humanity – including our individual differences, characteristics, and experiences. Diversity includes everyone.
- Diversity refers to all aspects of human differences including, but not limited to, socioeconomic status, race, ethnicity, geography (including rural and highly rural areas), language, nationality, sex, gender identity, sexual orientation, religion, disability, and age.

Equity:

- Equity recognizes that we do not all start from the same place because resources are unevenly distributed. Equity considers the specific needs or circumstances of a person or group and provides the resources needed to be successful.
- **Equity is not the same as equality.** While equality means providing the same to all, equity requires recognizing that we do not all start from the same place.

Inclusion:

- Inclusion provides the opportunity and environment where everyone has a meaningful experience in and contribution toward our medical schools and health systems and discourages feelings of being unwelcome, left out, or out of place. Programs focused on inclusion ensure that everyone has a sense of belonging in medical school regardless of their parents' income, profession, or status in society. With inclusion, everyone has a seat at the table.
- Inclusion means adding the experiences of patients from diverse backgrounds in the medical curriculum to ensure future doctors are aware of and can better address their health care needs. For example, including people from rural backgrounds, lower socioeconomic status, and a wide variety of cultures and ethnicities is critical to being prepared to care for all.
- Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the institution's climate and culture through professional development, education, policy, and practice. The objective is to create a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.

1 Direct excerpt. "What Do We Mean by Diversity, Equity, and Inclusion?" <https://www.aamc.org/about-us/mission-areas/medical-education/my-story-matters>

Procedures

Stritch maintains institutional funding support for the operations, administrative personnel, programs, and activities that support the recruitment, retention, and success of a diverse community of medical students, faculty, trainees, and administrative staff. The following sections briefly summarize aspects of Stritch's approach to fostering a diverse, equitable, and inclusive environment for the study and practice of academic medicine:

Cultural Education and Professional Formation

In accordance with the Association of American Medical Colleges (AAMC), the Stritch administration "views the educational benefits of diversity as including its contributions to improving both the cultural competence of the physicians our schools educate and improving access to care for underserved populations" (AAMC, n.d.). To that end, we strive to value the contributions of all individuals and cultivate a dynamic learning environment that

educates, inspires, and empowers a cadre of talented people to become leaders in science and medicine for the betterment of our world.

Stritch's Office of Diversity, Equity and Inclusion (ODEI) will continue to reassess gaps in the curriculum as related to social justice and health inequity and, where necessary, the ODEI is committed to supporting and providing educational programming in the form of lectures, certificate programs, conference sponsorship and hosting, affinity group program support, research, and core curriculum that upholds our mission of transformative education.

Pathways/Pipelines, Outreach & Recruitment

Loyola is a university driven by its Jesuit mission, values, and commitment to transforming the world through community-engaged research and education. As a medical school, Stritch pursues this mission by working in partnership with local and global communities to address health inequity. One of the core aspects of our overall strategy is to erode the disparity between the diversity of our communities and the diversity of the current U.S. physician workforce. We strive to promote more equitable access to the medical field and other healthcare professions by operating several "pathway" or "pipeline" programs, which serve as key channels of outreach, recruitment, and advancement for aspiring physicians from diverse backgrounds.

Holistic Admissions

The SSOM admissions team is dedicated to enrolling students who share our Jesuit values. These values include a commitment to caring for the whole person, using education to promote social justice, and showing reverence and respect for the community. Rather than looking solely at MCAT scores as predictors of success, the admissions committee gives special consideration to all attributes and characteristics of an applicant that are indicators of success and will enhance the learning environment, including, but not limited to, leadership activities, community service, unique/diverse background, military service, and experiences working with marginalized populations.

Faculty and Staff Hiring Protocol

A diverse search committee will offer a broader range of perspectives, experiences, and ideas that will help attract a more expansive applicant pool. Enhanced diversity on search committees can be achieved by including women and underrepresented minority faculty, but diversity can also be achieved by including graduate students, diversity advocates, and faculty from other academic units. In accordance with Loyola University policy, Stritch faculty and staff search committees and hiring processes adhere to protocols established by the Office of the Provost. When requested, the Stritch School of Medicine DEI Advocates may serve in the function of recruiting, interviewing, and onboarding new faculty to Loyola University Stritch School of Medicine.

Community-Diversity Monitoring and Reporting

With the assistance and support of medical school administration, Stritch departments track and collect demographic data on appointments, promotions, and departures to report annually to the dean and chief diversity officer. The ODEI also serves as a data steward with a specific focus on the experiences of URiM students, faculty, and housestaff. This work facilitates advancements in diversity, identifies areas of success, and detects areas in need of improvement.

Key Resources

Office of Diversity, Equity and Inclusion (ODEI)

Stritch's Office of Diversity, Equity and Inclusion was created to foster the optimal learning environment and help achieve Stritch's overall mission as stated above. The dean serves as the chief diversity officer and is supported by the assistant deans of DEI. The ODEI ensures that all students, staff, and faculty are made aware of the school's Policy on Diversity and Inclusion. The Liaison Committee on Medical Education standards regarding

diversity and inclusion serve as a minimum standard for our efforts. Members of the ODEI sit on multiple committees, including admissions, curricular, wellness, and administrative/leadership committees, in service of SSOM community-diversity mission commitments.

- **DEI Advocates Program.** Launched in AY2021-22 by SSOM's dean/chief diversity officer and Office of Diversity, Equity, and Inclusion, the "DEI Advocates" Program establishes an appointed faculty advocate leader within 23 clinical and basic science departments to foster various diversity initiatives throughout Loyola, gather data for each department, participate in data-driven departmental planning to improve diversity, create yearly reports, and share best practices. Altogether, the vision of the DEI Advocates Program is to advance a stronger, more diverse, equitable, and inclusive SSOM.
- **Housestaff Diversity Council.** The Housestaff Diversity Council serves as a space for programming, support, education, and mentorship for all Loyola Housestaff. It helps bridge relationships with all Loyola faculty. The council chair is an Assistant Dean of ODEI, and the co-chair is a resident or fellow.
- **Health Equity in the Curriculum Committee.** The Health Equity in the Curriculum Committee (HECC) develops, implements, and maintains processes to minimize bias in the Stritch curriculum. The committee meets regularly with student participation to review, advise, and establish specific guidelines; this committee reports to the SSOM Central Curricular Authority (CCA)
- **Student Support.** ODEI serves as a high touchpoint area for student engagement and support within the Stritch School of Medicine. The office offers programmatic and logistical support for student-run affinity group programming. The office serves as a bridge between students and housestaff (residents and fellows), attending physicians, and alumni that prove supportive of the myriad student groups and backgrounds here at Loyola. ODEI ensures that students develop leadership skills within their respective organizations. Moreover, ODEI helps students create activities and programs that support an inclusive learning experience, allowing the whole of our health science campus to be exposed to varied cultural experiences from within our community. ODEI supports student research, activism, volunteerism, and community engagement. ODEI also fully supports students who participate in the myriad pathway programs sponsored by ODEI. ODEI also maintains a strong presence in the academic progression of the students, supporting an objective but critical eye to ensuring an unbiased process of student review and student progression. The office serves to connect students with opportunities for sponsorship, mentorship, and fellowship as they progress through their training.

More information about the SSOM–Office of Diversity, Equity & Inclusion's mission, strategic drivers, programs and initiatives can be found by emailing ssom-diversity@luc.edu.

Related Policies

[University Nondiscrimination Policy](#)

[Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#)

[Equal Opportunity, Affirmative Action, and Nondiscrimination Policy](#) [Loyola Faculty Diversity Hiring Toolkit](#)

[Loyola New Faculty Hiring Protocol and Documents](#) [Loyola Preferred Name Policy](#)

[Loyola Calendar of Religious Observances](#)[https://www.aamc.org/about-us/mission-areas/medical-education/my-story-](https://www.aamc.org/about-us/mission-areas/medical-education/my-story-matters)

<https://www.luc.edu/academicaffairs/facultyaffairs/diversity/facultydiversityequityandinclusionliaisondeilprogram/http://www.ssom.luc.edu/diversitymailto:ssom-diversity@luc.edumailto:ssom-diversity@luc.edu>

<https://www.luc.edu/equity/policyprocedure/universitynondiscriminationpolicy>[https://www.luc.edu/media/lucedu/equity/pdfs/comprehensivepolicy/LUC Comprehensive Policy 2023-2024.pdf](https://www.luc.edu/media/lucedu/equity/pdfs/comprehensivepolicy/LUC%20Comprehensive%20Policy%202023-2024.pdf)

https://www.luc.edu/hr/policies/policy_equalopp[https://www.luc.edu/academicaffairs/facultyaffairs/facultyhiring/newfacultyhiringpro](https://www.luc.edu/academicaffairs/facultyaffairs/facultyhiring/facultydiversityhiringtoolkit)

[thprograms/interfaith/religiousobservances/](https://www.luc.edu/dos/services/preferrednamepolicy/https://www.luc.edu/campusministry/fai)

APPENDICES

APPENDIX A

Students must apply and meet with a Health Science Campus (HSC) Student Accessibility Center (SAC) staff member to discuss the impact of their disability and their request for accommodations before any accommodations can be approved. Students may register with the SAC at any time during their academic career; however, it is strongly recommended that they start the process as early as possible, since accommodations are not applied retroactively.

To Register with the SAC Students Must Complete the Following Steps:

Step 1: Complete the SAC online application [here](#).

Step 2: Provide the SAC with appropriate disability documentation — such as medical, psychological, or other diagnostic reports — that explains the related functional limitations for which accommodations are requested. Students may upload digital copies of this documentation as part of their application.

Student Accessibility Center Documentation Guidelines:

<https://www.luc.edu/sac/applywithsac/documentationguidelines/>

Step 3: Following submission of the application and documentation, the student will need to meet with a staff member in the HSC SAC to discuss appropriate and reasonable accommodations. Students will receive an email with instructions for scheduling a meeting with an HSC SAC staff member after submitting an application for accommodations.

Step 4: Once accommodation requests are reviewed, students will be notified of the decision.

APPENDIX B

Guidelines on Disability Documentation followed by Stritch

Students should be able to discuss their disability, how their disability impacts academics, and any accommodations that have been successful in the past. Student input is a valuable source of information in determining reasonable accommodations. However, students must also submit documentation of their disability as part of the accommodations process.

Acceptable documentation should meet the following requirements:

- Contain a diagnosis of a disability
- Verify the nature and extent of the disability's impact
- Support the need for a specific accommodation request
- Describe the recent impact of the disability conditions
- Contain a signature from an appropriate licensed professional unrelated to the student
- Contain the professional's license number
- Be typed on letterhead
- Be un-editable

The SAC may request additional documentation at any point in a student's accommodation request process including accommodation modification requests for students already registered with the SAC.

There are multiple sources and types of documentation that can be useful. Examples of documentation include,

- educational records or letters from educators (IEP/504 Plans, etc.),
- diagnostic reports, including psychological evaluations, letters from healthcare providers, records of past accommodation from testing agencies,

- letters of accommodation from employers, or letters or records from Federal, state, and local agencies (including SSDJ determinations, DRS, and Veterans' Affairs)

Students may contact SAC staff if they have questions about documentation.

Link to SAC Forms and Policies: <https://www.luc.edu/sac/formsandpoliciesprocedures/>

APPENDIX C

Appeals and Grievance Procedures for Students with Disabilities

If a student determines that their accommodation request has been unfairly denied by an Accessibility Specialist, they may request a reconsideration of the decision from the Director of the Student Accessibility Center. If the student still feels as if they were unfairly denied they may submit a formal appeal to the Assistant Vice President for Student Academic Services. Students are allotted one opportunity for an appeal of a decision from the Director of the SAC. Note: Appealing an accommodation-related decision is different from submitting a grievance or complaint. If a student feels they have been discriminated against by any member of the Loyola community, they should submit a report to the Office of Equity and Compliance. The goal of an appeal is to determine the reasonableness and appropriateness of a particular accommodation request for a particular student based on their narrative, records, and documentation.

Requesting reconsideration of a decision

By requesting a reconsideration, the following process will ensue:

1. The student will contact the Director of the SAC to notify them that they would like them to reconsider an accommodation request.
2. The Director will discuss the accommodation-related decision with the student's Accessibility Specialist and review the student's Accommodate file to gather information regarding the student's request.
3. The student may meet with the Director to discuss their reconsideration.
4. The Director will notify the student and the student's Accessibility Specialist of their decision within 15 business days.

SAC Grievance Procedures: <https://www.luc.edu/sac/formsandpoliciesprocedures/>

If a student has a dispute with an SSOM administrator, faculty member, staff member or other employee relating to disability services, including any complaint that the student has been discriminated against because of their disability, the student may avail themselves of the formal grievance process through the Office of Equity and Compliance (OEC). Please visit this site to learn more: <https://www.luc.edu/equity/>.

Students may always contact the following regarding allegations of disability discrimination in violation of Section 504 of the Rehabilitation Act of 1973:

U.S. Department of Education Office for Civil Rights

Chicago Office

John C. Kluczynski Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604

Telephone: 312-730-1560

FAX: 312-730-1576; TDD: 800-877-8339

Email: OCR.Chicago@ed.gov

Students may always contact the following regarding allegations of disability discrimination in violation of the Americans with Disabilities Act (ADA):

US Department of Justice Civil Rights Division Disability Rights Section

950 Pennsylvania Avenue, NW Washington, D.C. 20530

To learn more about filing an ADA complaint, visit www.ada.gov/filing_complaint.htm.

Students may also file a complaint online at www.ada.gov/complaint/. For questions about filing an ADA complaint, please call: ADA Information Line: 800-514-0301 (voice) or 800-514-0383 (TTY).

REVIEW

First effective on:

Last reviewed/Revised on: [June 12, 2026](#) ☐ *No Revisions*

Next review date due on or before: [July 2028](#)

Department and title of individual who is accountable for revision: [Central Curricular Authority](#)

APPROVAL SIGNATURES

Approving Agent – Office of the Dean

Print Name: [Sam Marzo, MD](#)

Title: [Dean, Stritch School of Medicine](#)

Date: [June 12, 2026](#)

Approving Agent – Dean, SSOM Admissions

Print Name: [Darell Nabers, MS](#)

Title: [Assistant dean, SSOM Admissions](#)

Date: [June 12, 2026](#)

Approving Agent – Chair, SSOM Admissions Committee

Print Name: [Laura Ozark, MD](#)

Title: [Assistant dean, Clinical Transformation](#)

Date: [June 12, 2026](#)

Approving Agent – Office of Medical Education

Print Name: [Gregory Gruener, MD, MBA, MHPE](#)

Title: [Vice dean for Education](#)

Date: [June 12, 2026](#)

Approving Agent – Student Accessibility Center, Health Science Campus

Print Name: [Aggie McGrane, JD](#)

Title: [Senior Associate Director, Health Science Campus](#)

Date: [June 12, 2026](#)

APPENDIX D

Drug Screening Policy

Last reviewed: August 4, 2025, revised document

Accountable for revision:

Office of Student Affairs: Catherine Jardien, MA, Director, Student Life

Office of Student Affairs: James Mendez, PhD; Senior Associate Dean, Student Affairs

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

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

No student is to report to class, clerkship or attend any university activity while impaired by any substance or impaired by drugs or alcohol. Violation of these policies by a student will be reason for evaluation/treatment for a drug/alcohol disorder and possible suspension or termination. Students may be required to submit to random drug screens (DS) at the request of the senior associate dean for student affairs or the Student Promotion and Advancement Committee. If a screen is required, the student will be sent to **Castle Branch™**. *Castle Branch™* is a third-party administrator contracted with the SSOM to register students for drug screenings. Following registration, the student will have to go to a Quest Diagnostics Center to have the drug screening performed. Results will upload automatically to the students' CastleBranch account.

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

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

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

Procedure

Prior to the start of the M3-year, all rising M3 students will be notified to visit the *CastleBranch* website to begin their registration process.

- Students visiting the site (www.castlebranch.com) will be asked to register with a Package Code that will be supplied. Students will review contents of the package and review costs. The student will then be asked to read and approve the agreement, authorize the tests, and grant permission to *Castle Branch™* to share information with the appropriate parties at Stritch.

- The student will then be asked to enter personal information such as name, address, social security number (necessary for future Criminal Background checks), and their 11-digit (including leading zeroes) Loyola ID number that is available on their LOCUS account, email address and so on. Students will be asked to create a password (your e-mail address is your login name) and select a security image.
- The student will then select the drug test link and will be directed to a location close to them. Payment for this initial DS test is the responsibility of the student and is expected at that time. The site accepts credit cards, money orders and electronic payments (credit card payments can be paid in full or split into three separate payments).

Successfully passing the drug screening protocol is required before a student may begin the clinical portion of the third year. It is strongly advised that students register and begin testing prior to March 15th.

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

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

Management of Screening Results

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

Failure to adhere to this procedure requires that a positive test result be recorded for that student.

Students whose DS assay containing drugs of abuse or report of a positive assay will be required to undergo evaluation by a substance abuse professional through a third-party organization or company. The student must provide written proof of their successful and continued participation in a substance abuse program. **P**

Appeals by a student and/or request from SSOM for follow up drug testing of a student following all treatment and follow up recommendations will be handled by the senior associate dean for student affairs or designee.

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

Confidentiality

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

APPENDIX E

STRITCH SCHOOL OF MEDICINE STUDENT PROMOTION AND ADVANCEMENT COMMITTEE GUIDELINES

Last reviewed: July 12, 2026, revised document

Accountable for revision:

Office of Education Affairs: *Mary Boyle, MD; Assistant Dean for Clinical Formation*

Office of Educational Affairs: *Gregory Gruener, MD, MBA, MHPE; Vice Dean for Education*

The Stritch School of Medicine (SSOM) **Student Promotion and Advancement Committee (SPAC)** is charged by the dean to monitor and assess all students' progression and achievement of the school's academic and professional standards. The SPAC reviews all students' academic performance throughout each phase of the curriculum and after their United States Medical Licensing Examinations (USMLE). The committee's processes allow the review and assessment of all students' academic status, approves their advancement within the curriculum, and endorses their completion of the curriculum and graduation.

Upon review by the SPAC, students **"in good standing"** with satisfactory grades and evaluation reports will advance to the next phase of instruction. For students who are not in good standing, the SPAC will determine when a specific plan or intervention, to address an identified academic deficiency or professionalism issue, is necessary. The approach of the SPAC is supportive in nature and aimed at initiating a timely intervention to assist students' successful advancement.

However, while the SPAC is supportive of students, ultimately it is the responsibility of the SPAC to reasonably ensure students graduating from SSOM meet all our academic, ethical, and professional standards. Therefore, the committee also considers the holistic preparation of the student for their eventual independent practice of medicine and the status of any student, at any time, can be reviewed, even when a student's academic record may appear satisfactory. Each student must be able to meet and demonstrate their achievement of the academic performance standards defined by the competency-based goals of the curriculum and their responsibilities and expectations as defined in the SSOM Academic Policy Manual.

While the evaluation of a student's performance takes into account their fund of knowledge, ability to organize and logically present information, and test-taking skills, it includes their skills at communication in and outside of a clinical setting, inter-professional or team-based abilities and their demonstration of professional and ethical behavior.

Depending on the exact nature and significance of the circumstances, the SPAC (after careful review) can vote to dismiss a student, require the student to repeat a year, require the student to repeat a course/clerkship, or remediate a course/clerkship to the satisfaction of those supervising faculty. These decision(s) of the SPAC will follow the processes, rules or mechanisms as defined in the SSOM Academic Policy Manual.

POLICY ON NORMAL ACADEMIC PROGRESS

Normal progression through the curriculum will result in a student's graduation and receipt of their M.D. degree from the Stritch School of Medicine in four (4) years. However, in some cases the SPAC can determine that a student needs to repeat an entire year or some part thereof in order to ensure their continued satisfactory progress. SPAC decisions on a student's academic progress or delays follow the rules and mechanisms as described in the Academic Policy Manual.

COMMITTEE CHAIR, QUORUM, AND VOTING

The Dean of SSOM appoints the chair. It is the responsibility of the SPAC chair to communicate in a clear and timely manner the meeting time, place, and agenda and to provide the committee with pertinent information

concerning the students to be discussed.

Decisions by the committee, including decisions for promotion, repeating an academic year, or placement on Probation, can be passed by simple majority of the voting members of the committee present at the meeting. A minimum of five voting members of the committee shall be present to proceed with a vote. The chair will cast a vote, absent any conflict of interest, in the case of a tie.

As a standing committee, the SPAC chair reports to Dean of Stritch School of Medicine.

COMMITTEE MEMBERSHIP

The composition of the Student Promotion and Advancement Committee (SPAC) consists of voting members who are both clinical and non-clinical faculty members of Stritch, who volunteered to serve on the committee. This includes the SPAC chair, who only votes to break ties. Non-voting members of the committee are present to provide information or clarity regarding specific educational or administrative issues involving students that may arise and to facilitate informed voting. Non-voting members include the following faculty and administrators.

- Associate and Assistant Deans of Student Affairs and other Office of Student Affairs (OSA) staff
- Director, Academic Center for Excellence (ACE), and other ACE staff
- Chair of the Academic Review and Intervention Committee (ARIC)
- Assistant Dean from the Office of Diversity, Equity, and Inclusion (ODEI)

CONFLICT OF INTEREST

All SPAC members attest to the following:

“A voting member of the Student Promotion and Advancement Committee must recuse themselves from voting on a particular student’s academic status if that member has a conflict of interest such that they feel their professional judgement may be compromised in their role as a voting member, i.e., if they may have a bias, pro or contra, for a particular student based upon another role they may have or had with that student. They shall also recuse themselves from participating in the discussion about that student.”

TIME AND PURPOSE OF MEETINGS

The SPAC convenes monthly. Special meetings can be called at the discretion of the Chair.

The SPAC meets for the purpose of officially promoting and advancing each class of students based on academic performance, and to develop and approve a specific intervention for those students who fail to demonstrate academic progression or where ethical or professional concerns have been identified. Any student of any class year can be discussed at any meeting throughout the year.

Minutes will be taken at all SPAC meetings and confidentially distributed and reviewed at subsequent meetings by the committee.

REQUIREMENTS FOR THE GRANTING OF A DEGREE IN MEDICINE

GENERAL PRINCIPLES

- A. The SPAC chair is responsible for scheduling and developing the agenda for each meeting. The senior associate dean or assistant dean for student affairs secures and maintains the confidentiality of each student’s academic records and provides the necessary reports and documents to the SPAC members, at the time of the meetings or prior to meetings, to ensure the committee can review each student’s academic records in determining their academic progression.
- B. A student who is identified as someone whose situation merits review by the SPAC due to academic performance, behavioral, or professional issues resulting in failure to progress through the curriculum and/or not being in “good standing” will be notified by the Academic Review and Intervention

Committee (ARIC) and then meet with the Associate Dean, or the designee, of the Office of Student Affairs, prior to the SPAC meeting at which they will be discussed. The purpose of such a meeting is to gather information directly from the student about any additional extenuating circumstances that may exist. That information will be presented to the SPAC to inform its deliberations and final actions to ensure the student's successful progression through the curriculum or consider a student's dismissal if appropriate. The student at that time during discussions with the Associate dean of OSA or designee will be made aware, that a decision by SPAC can include probation or another adverse action. The decision can include specific recommendations, interventions, and/or other stipulations for the student to regain the designation of "in good standing."

- C. The student is informed that they can submit a written response to SPAC through the deans of OSA prior to the meeting, particularly if they believe there are compelling reasons the SPAC should not place them on probation under the provisions of the APM.
- D. A student in good standing must:
 - Obtain a minimum grade of Pass in all courses and clerkships;
 - Demonstrate successful achievement of all SSOM curricular competency goals;
 - Obtain a Pass on all required United States Medical Licensing Examinations;
 - Demonstrate and maintain appropriate academic, ethical, and professional behavior.
- E. Decisions concerning remediation and promotion will be defined by the Academic Policy Manual and can include recommendations by the Office of Student Affairs deans, the Academic Review and Intervention Committee (ARIC), and the SPAC.
- F. The SPAC can require one or more of the following courses of action for a student demonstrating unacceptable ethical or professional behavior, for a student who receives a failing grade, or for a student who fails to demonstrate acceptable competency.
 - Referral of student directly to the Academic Review and Intervention Committee (ARIC) for a learning plan
 - Repetition of a regular course, clerkship, or elective (as specified in the SSOM Academic Policy Manual)
 - Repetition of the entire year (including courses already passed when the overall level of performance does not meet accepted standards of the faculty of SSOM)
 - Enrollment in a special and/or designated outside course or program
 - Placement of a student on probationary status
 - Suspension from school
- G. Other possible actions by SPAC can include:
 - Recommend, approve, or extend a leave of absence
 - Offer the student an opportunity to withdraw instead of being dismissed in circumstances in which the student has serious difficulties in progressing adequately through the curriculum or is at high risk for failure and automatic dismissal.
 - The SPAC can, for reasons including but not limited to improper conduct, recommend a student be dismissed from the SSOM.
- H. Students will not be allowed to plead their case directly to the SPAC nor to any one individual SPAC member outside the committee meeting.
- I. Students will be formally notified in writing by the SPAC chair of a decision made by the committee. Advancement or promotion to the next phase or to graduation of all students of a particular class who meet the requirements does not require individual notification of SPAC's review and decision if they are advancing as expected.
- J. A student who is on Probation will have the designation of Probation removed when the committee decides the student has met the requirements of the learning plan, intervention, or recommendations. The SPAC chair will notify the student of the decision to remove the designation of Probation.
- K. A student who was taken off Probation can be returned to Probation status if they do not remain in good standing.

- L. SPAC can place a student onto Heightened Monitoring when coming off probation in which ARIC will continue to closely monitor their academic and professional progress.

PROCESS FOR NOTICE, PROBATION, HEIGHTENED MONITORING

Stritch School of Medicine Process for Notice, Probation, Heightened Monitoring

Purpose

- Student Promotion and Advancement Committee (SPAC) is charged by the dean to monitor and assess all students' progression and achievement of the school's academic and professional standards. The SPAC reviews all students' academic performance throughout each phase of the curriculum and after their United States Medical Licensing Examinations (USMLE). The committee's processes allow the review and assessment of all students' academic status, approves their advancement within the curriculum, and endorses their completion of the curriculum and graduation.
- This process is designed to ensure compliance with:

LCME Standard 9.9, Student Advancement and Appeal Process - A medical school ensures that the medical education program has a single set of core standards for the advancement and graduation of all medical students across all locations. A subset of medical students may have academic requirements in addition to the core standards if they are enrolled in a parallel curriculum. A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, and an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

STUDENTS PLACED ON NOTICE and STUDENT NOTIFICATION

The Academic Review and Intervention Committee (ARIC) regularly reviews student progress and will notify the student with a letter of being placed on Notice as needed.

- A. Students are first identified by ARIC if they have any course, clerkship or clerkship competency failure, USMLE failure, professionalism issues (usually >1/multiple), or failure to progress as expected.
- B. These students will receive a "Notice of Concern" letter.

Students will receive details with this Notice of Concern that include:

- i. Information of what prompted the Notice of Concern
- ii. Expectations of the student receiving the Notice of Concern. Expectations include a preliminary meeting with each of the people below:
- iii. student should meet with the Associate Dean of the Office of Student Affairs (OSA) or designee in a timely manner, to discern if there are circumstances that led to the failure and need to be addressed, such as learning disabilities, anxieties, or social circumstances, etc. The student schedules this meeting to take place within 1 week of the Notice.
- iv. In the event of academic failures, students must meet with the course or clerkship director (CD) within 2 weeks of the Notice. (In pre-clerkship years, there should be at least one other meeting at the end of the academic year, i.e., at the *beginning* of the remediation exam study period.)
- v. The student should meet with the Academic Center for Excellence (**ACE**) to determine a plan for success within 1-2 weeks of the Notice.
- vi. The student should also meet with the Director of Financial Aid and Scholarships, or their designee, if applicable to their funding situation.
- vii. The student has the opportunity to respond and provide feedback to the suggested plan.

In each of the above cases, verification of the meetings and plan must be provided to the ARIC, and this information will be entered into a tracking system.

- viii. Possible adverse actions to the student can occur if the issues placing the student on Notice are not resolved in a timely manner and/or the student has additional or ongoing difficulties in progressing, lapses, or failures. Students are informed that any of these situations can lead to probationary status.
- ix. Reference to the Academic Policy Manual (APM).
- x. Students are to be aware that failures can lead to being held back a year and possible delays in graduation.
- xi. The student must have a different course of action to petition the failure itself and being held back and consequences of being held back. This is currently through the SAB.

REMEDIATION AFTER AN INITIAL “NOTICE OF CONCERN”

Once a student remediates the failure/lapse that led to a Notice of Concern, the history of the failure/lapse is still retained as it is still considered in the criteria for recommending a student to SPAC for probation if there are any additional failures or lapses.

PROCESS FOR STUDENTS MEETING CRITERIA FOR PROBATION:

Refers to students with a second failure, ongoing professional issues, etc.

STEP 1. ARIC NOTIFIES STUDENT *PRIOR* TO SPAC REVIEW/DECISION

STEP 2. SPAC DISCUSSES AND DETERMINES IF STUDENT IS PLACED ON PROBATION

STEP 1. ARIC NOTIFIES STUDENT *PRIOR* TO SPAC REVIEW/DECISION

The student receives a **second** message from ARIC, informing the student of the specific lapses for which they will be recommended to SPAC for review. ARIC will include a summary of what SPAC typically discerns, i.e., that SPAC will review the students’ academic history and pertinent information. SPAC can decide whether the student can advance within their current year to other courses or clerkships and/or next phase, can set specific expectations or timeline for progress within the curriculum, or can advise that the student withdraw or be dismissed. An APM link will be included in this communication with the students.

The student shall again meet with, or update, the director of the failed course or clerkship, ACE, the director of Financial Aid, and with the Associate Dean of OSA or designee.

The student shall be informed they have the option to provide a written response and information to the SPAC.

Note: SPAC should be provided the information in adequate time to process/share/ review the material as needed, i.e., ideally at least one week prior to their meeting for it to be considered.

Additional details the student should provide to OSA and subsequently to SPAC:

- A list of key meetings completed since placed on Notice:
When a student receives a letter from ARIC, included is a simple template for them to complete and provide to OSA prior to the next SPAC meeting. Students will list with whom they met and state if a plan was made. This information will be added to the ARIC tracking system.
- An optional **written response** explaining to SPAC any extenuating circumstances a student may have had. Students are informed by OSA about the nature and purpose of this written response. Though it may or may not alter a probation decision based on academics, it may alter recommendations, a learning plan, or decisions regarding “failure to progress.” The usefulness of this process is that it can allow SSOM to identify issues affecting a student and where the school can intervene sooner rather than later.

STEP 2. SPAC DISCUSSES AND DETERMINES IF STUDENT IS PLACED ON PROBATION (OR DECIDES/ ADVISES OTHER STATUS PROBATION, LOA, WITHDRAWAL, DISMISSAL)

SPAC will use the information from ARIC, OSA, and the student, if applicable, to determine if the student will move to “probation” status. SPAC follows the APM.

Students will receive a message from the Chair of SPC notifying them of the probation status.

To ensure students are progressing, following their plan, remediating as anticipated, and have the opportunity to address any additional difficulties, once the student has been given the designation of “Probation” by SPAC, they shall again be reminded of expectations to meet, or continue meeting, the individuals/groups listed below: **

- a. Associate Dean of OSA or designee
- b. ACE and/or a designated person regarding professionalism
- c. Director of Financial Aid and Scholarships, or their designee
- d. Course or clerkship directors if they have not passed the course(s) or clerkship(s) within the expected time.

When students are first notified of a probation status by SPAC, they shall note that progression is an expectation, and as noted in the APM, any student on probation can be reviewed at any subsequent SPAC meetings.

Some academic or professional issues can be of such a nature that students will be brought directly to SPAC for discussion without a stepwise process of a “Notice of Concern” first by ARIC or by OSA. Students shall still be given the opportunity to respond to this notification from ARIC.

In the most egregious matters, as noted in the APM, students can be dismissed outright by academic policy.

**This letter is from SPAC, and requirements listed will mirror the 2nd letter from ARIC that notified them they will be discussed by SPAC.

INITIAL AND CONTINUOUS MONITORING:

ARIC shall continuously monitor students who have been placed on either Notice, Probation, or Heightened Monitoring to ensure that they are meeting their learning plans and, if necessary, bring students to the attention of SPAC again.

ARIC initiates, reviews, and approves plans. Information can then be forwarded onto SPAC if another event occurs.

The components of the ARIC plan would include verification that

- 1) OSA is meeting with the student, and any non-academic issues are being identified and addressed.
- 2) The student has met with the relevant course or clerkship director to review test performance, highlight areas of content deficiency, and provide any other helpful feedback to the student.
- 3) There is a review in place by ACE of relevant support (e.g., tutors) or other support for student learning.
- 4) A timeline for preparation and a date to sit for remediation exam(s) is in place.
- 5) If applicable, a meeting with Financial Aid is arranged, as there may be financial implications.

*Students should continue to provide updates on meetings with OSA, CDs, ACE, and Financial Aid.

Similar processes by ARIC for the student will continue until graduation as needed.

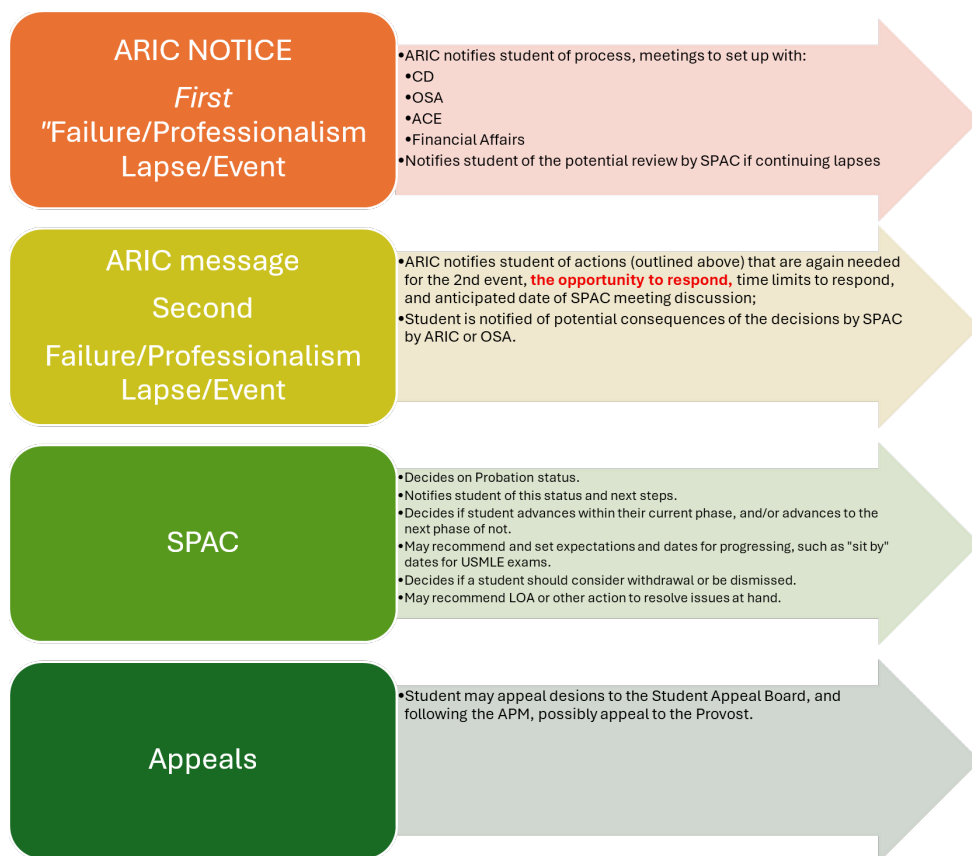
SPAC will monitor students at meetings through ongoing updates provided by ARIC/OSA.

PROCESS TO COME OFF “PROBATION”

A student cannot graduate while on academic Probation. When the student passes all academic failures/remediates lapses, SPAC, upon review or with the recommendation by ARIC, can decide that a student can be removed from Probation status. The student can then be placed on “Heightened Monitoring” during which ARIC will continue to monitor their progress.

If there were professionalism issues, SPAC can request a student first demonstrate competency in professionalism by avoiding any further lapses for a designated period of time and upon being successful can then be taken off probation.

SPAC can release a student from Heightened Monitoring upon the student clearly demonstrating the capacity to consistently meet academic and professional standards, and when there is no significant indication of risk for returning to probationary status.



APPENDIX F

POLICY ON ARTIFICIAL INTELLIGENCE TOOLS IN EDUCATION AND TRAINING

First effective on: July 1, 2023

Last reviewed: July 1, 2026, revised document

Accountable for revision:

Office of Student Affairs: *James Mendez, PhD; Senior Associate dean, Student Affairs*

Office of Educational Affairs: *Gregory Gruener, MD, MBA, MHPE; Vice dean for Education*

TO WHOM THIS POLICY APPLIES

Medical students

WHO NEEDS TO KNOW THIS POLICY

Medical students, faculty, staff

PURPOSE/BACKGROUND

The integration of artificial intelligence (AI) and specific tools or techniques to access it, such as natural processing (NLP), machine learning (ML) and generative pre-trained transformers (GPT) have the potential to

transform admissions, curriculum, assessment and evaluation. As technology continues to advance, we encourage students and faculty to explore how generative Artificial Intelligence (“generative AI”) tools may create, analyze, and evaluate new concepts and ideas that inspire them to generate their own academic work. In advance of this exploration, students and faculty should recognize that some contemporary AI-generated content may be specifically designed to appear plausible and persuasive.

- But it is not a substitute for your own critical thinking and writing skills.
- Suggestions provided by generative AI tools (e.g. ChatGPT, Google Bard, Microsoft Bing, DALL-E, LaMDA, etc.) should be used as a guide and not a replacement for your own ideas and writing.
- It is important to carefully review and edit the text generated by AI tools and to ensure that all sources are properly cited – and are even real sources, as generative AI may create its own sources, leading to disinformation. How to Cite Chat-in, APA style; OpenAI. (Year). ChatGPT (Month Day version) [Large language model]. URL; <https://apastyle.apa.org/blog/how-to-cite-chatgpt>, accessed on May 4, 2025).
- Individual assessments and exams may have additional, specific requirements related to original work that should be clearly defined by the faculty in the course/clerkship/elective syllabus.

POLICY

The acquisition of academic work in whole or in part from any source (from textbooks and journal articles to web resources to generative AI to third parties such as ghost writers) and the subsequent presentation of those materials as the student's own work (whether that material is paraphrased or copied in verbatim or near-verbatim form, including answers used to complete an assessment or exam) constitutes an academic integrity violation, unless otherwise allowed by the faculty and/or course/clerkship/elective director.

The Stritch School of Medicine (SSOM) will ask students to disclose if assignments were completed, in part or all, through generative AI tools. Failure to disclose the use of generative AI tools will be a Student Code of Conduct violation and result in review by that course/clerkship/elective director and the SSOM Student Promotion and Advancement Committee.

Academic Integrity

SSOM assumes that work submitted by students will be generated by the students themselves, working individually or in groups. This means that the following are violations of academic integrity and the SSOM Student Code of Conduct:

- if a student has another person/entity do any substantive portion of an assignment or assessment for them, which includes hiring a person or a company to write essays and drafts and/or other assignments and assessments, research-based or otherwise, and using artificial intelligence tools (e.g. ChatGPT, Google Bard, etc.).

Admissions Applicant Integrity in an Era of Artificial Intelligence

SSOM assumes that work submitted by applicants and matriculants, is generated by the applicants or matriculants themselves. The admissions application process will ask applicants to attest that they did not use generative Artificial Intelligence or hire a person or a company to write essays and drafts and/or complete admissions assessments. If SSOM determines that an applicant has engaged other tools or services to complete an application, this demonstrates they do not meet the Essential Qualifications and/or the competencies the school is seeking in the admissions process. As per the Admissions policies of SSOM, applicants can be deemed by the Admissions Committee as no longer suitable to consider in the admissions process.

DEFINITIONS

Artificial Intelligence (AI): Artificial intelligence refers to the simulation of human intelligence in machines that are programmed to think and learn like humans.

Generative pre-trained transformers (GPT): Generative pre-trained transformers are a type of AI model that uses deep learning to generate human-like text based on large amounts of pre-existing data.

Machine Learning (ML): Machine learning is a subfield of AI that involves developing algorithms and models that enable computers to learn and make predictions or decisions based on data without being explicitly programmed.

Natural Language Processing (NLP): Natural language processing is a subfield of AI that focuses on the interaction between computers and humans using natural language.

APPENDIX G

STRITCH SCHOOL OF MEDICINE PARENT SUPPORT POLICY

Approved Oct 4, 2018,

Reviewed July 1, , 2026 Accountable for revision:

Office of Student Affairs: *James Mendez, PhD; Senior Associate Dean, Student Affairs*

Office of Educational Affairs: *Gregory Gruener, MD, MBA, MHPE; Vice Dean for Education*

A. PURPOSE AND SCOPE

As a Jesuit, Catholic medical school, we seek to support families. This policy is a supplement to Loyola University Chicago's Student Pregnancy and Parenting Policy. Should any items contradict, this policy shall be primary. This policy offers medical students who are or who become parents while enrolled at the Stritch School of Medicine various options for requesting planned absences from school and accommodations for pregnancy and parenting related responsibilities. The policy applies to all full time, registered medical students.

II. DEFINITIONS

Parent shall be defined as having full time custody of a biological child, adopted child, stepchild, or foster child. In some instances it may apply to parents with part-time custody.

III. POLICY FOR BIRTH OR ADOPTION OF A CHILD

Planned absences should be requested as soon as possible, with at least a 30-day notice. In the instance of an anticipated future absence whose date is only approximate (i.e. due date) students should notify the Office of Student Affairs (OSA) of the impending event immediately. Student Affairs will develop a plan to include contingencies for when the birth/adoption occurs that will adapt for the unknown timing.

Medical students in years 1 and 2 may request permission to be excused from mandatory sessions. The student must communicate the need for a planned absence at least 30 days in advance with OSA. The student must make up all required work as determined by the course directors and/or OSA deans.

Medical students in years 3 and 4 may request an accommodation in their schedule to take parental absence. The planned absence must be requested at least 30 days in advance and coordinated with Student Affairs. Planned absences may vary in length from 1 day to 6 months. Clerkships may allow up to 3 days of excused absence time during a clerkship, provided there are no other absences. Clerkships have the right to limit or extend excused absences based on individual student learning objectives & performance. A prolonged absence may require a formal leave of absence. Students are expected to be in communication with OSA to coordinate their impending absences.

If the birth or adoption happens during a clerkship, the student may take an immediate planned absence with the understanding that if completion requirements are not met credit will not be given.

In all cases, specific provisions of the planned absence will vary based on the student's situation and the

student's requests. Stritch will make every possible effort to accommodate requested absence, but there may be circumstances where absence may incur delays in educational progress that are unavoidable. Students will be advised of the ramifications of their planned absence requests, including the impact on financial aid. Students taking planned absences may be asked to sign an acknowledgment of the terms of the absence. Students taking formal leave (more than 6 months) will follow the protocol for a leave of absence. Please refer to the Academic Policy Manual for further details on leaves.

During parental absences, the student may continue to use university facilities including the fitness center. The student will continue to have access to libraries and all online resources per usual enrollment. The SSOM Office of Student Financial Aid and/or the SSOM Bursar Office will advise the student of financial aid, tuition and fee, and health insurance ramifications of their planned absence.

IV. POLICY FOR PARENTAL SICK TIME

Students who need to be absent to care for a sick child should notify the Office of Student Affairs immediately. Students are required to make up any coursework or time lost at the discretion of the course or clerkship director. Students urgently needing to care for a sick child may be accommodated for attendance using alternate means (video conferencing, for example), if approved by an OSA dean and/or a

course director. Students may not take parental absence on exam days unless circumstances are incredibly extenuating. If a student needs to take a parental absence on an exam day for an emergency, they must make every effort to notify OSA prior to the start of the exam.

Students are allowed excused absences to care for a sick child. These absences must be coordinated with OSA. Absences taken to care for a sick child count toward total missed clerkship/instruction time and are subject to attendance guidelines. The Office of Student Affairs reserves the right to ask for a doctor's note documenting the child's illness. Missed time without notice, even with appropriate reason, may result in professionalism concerns and review by the Student Promotion and Advancement Committee (SPAC).

Any student needing additional time to care for a sick child should contact OSA immediately so that appropriate adjustments can be made with minimal disruption to educational progress. Students requesting additional break time for lactation during exams should notify the SSOM Academic Center for Excellence (ACE).

V. POLICY FOR LACTATION

Students who are lactating may request an accommodation for adequate break time as M3 and M4 students (and as applicable during M1 and M2). Request for accommodation should be made to OSA at least 30 days in advance. Lactation time must be planned in advance in order to limit disruption to educational objectives for the student. In general, accommodations should be similar to breaks given during an 8-hour workday (around 60 minutes total for every 8 hours). Students may request additional secure storage space for lactation equipment if necessary. Students have a right to utilize clean, private space with adequate electricity, sanitation and lighting for lactation at their clerkship or education site.

Bathrooms are not acceptable as a provision for lactation. If proper lactation accommodations are not being met, students should notify OSA immediately. If students take lactation time without appropriate notification and arrangements with their current supervisor, it may result in professionalism concerns.

Personal Wellness Rooms in Cuneo are #440 and at the CTRE are #139, #240, #340, #440 and #540.

Additional information regarding the Illinois Nursing Mothers in the Workplace Act, please visit the [Illinois General Assembly](#):

<https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2429&ChapterID=68#:~:text=An%20employer%20shall%20provide%20reasonable,already%20provided%20to%20the%20employee.>

VI. POLICY FOR CHILDREN IN EDUCATIONAL SETTINGS

As a general rule, students may not bring children to classes, clerkships, small groups, or academic co-curricular activities (such as lectures or conferences). Children are permitted at social events (where allowed by the venue) and must be supervised at all times. Students are expected to exercise their judgment in determining if a school

social event is appropriate for children.

VII. POLICY FOR CLERKSHIP SCHEDULING

For M3 and M4 clerkship scheduling there are 3 categories under which a student may qualify for a scheduling accommodation: 1) students who are parents as defined in this policy, 2) students serving in the military, 3) students with declared disabilities currently under accommodation. Students will receive a lottery assignment and should go through the scheduling process as usual. Accommodations/alterations will be handled on a case-by-case basis by OSA. Students may be asked to provide documentation for their request as appropriate.

VIII. POLICY FOR ACCOMMODATIONS FOR PREGNANT STUDENTS

The School of Medicine complies with the **Federal Pregnancy Discrimination Act (PL95-555)** which has as its basic principle that **pregnancy and related conditions must be treated the same as any other disability or medical condition**. The school accepts the responsibility for alterations in the academic program, if necessary, to protect the health of the pregnant student and their fetus. Academic standards will not be altered and if course work, either pre-clinical or clinical, is missed because of any disability, arrangements will be made to permit the student to make up the deficiency.

Exposures to any hazardous materials or compounds are no different than those of other professionals working full time in the hospital or school environment, so a normal pregnancy in a healthy medical student would require no alteration of the academic program. If the medical student has another health problem or a complicated pregnancy, alteration of the academic program would be individualized based on the student's physician's recommendations. The pregnant medical student will be permitted class or clerkship release time for regular supervision by their physician, provided relevant supervisors and deans are notified in advance per the aforementioned absence policies.

The responsibilities of the pregnant medical student include the following:

1. seeking medical care as early in pregnancy as possible and meeting all recommended appointments;
2. taking appropriate precautions:
 - a. in radiology areas, wearing protective shielding
 - b. in clerkships, avoiding contact with identified patients who have cytomegalovirus, varicella-zoster and herpes simplex infections. The student should know their rubella immune status as required for matriculation in the School of Medicine
3. reporting pregnancy and confirming that they are receiving medical care to the Office of Student Affairs
4. arranging leave time in accordance with this policy with the Office of Student Affairs, which will notify department(s)
5. notifying the Office of Student Affairs of date of return to school duties.
6. If this is less than or greater than six weeks postpartum, documentation of approval from the student's physician may be required.

APPENDIX H RELIGIOUS OBSERVATION SCHEDULING

Approved Jan 5, 2023

Reviewed/Updated: July 1, 2026 Accountable

for revision:

Office of Registration and Records: Jason Celiz, MBA, Director, Office of Registration and Records

Office of Student Affairs: James Mendez, PhD; Senior Associate Dean, Student Affairs Office of

Educational Affairs: Gregory Gruener, MD, MBA, MHPE; Vice Dean for Education

As a faith-based institution in the Jesuit Catholic tradition, we welcome, respect, and work to support religious belief and practice. Observance of religious holidays and daily practices such as prayer may affect a student's academic schedule of clinical rotations, assessments, and other curricular components of their education. SSOM

policy is to support religious practices, including students who wish to observe religious holidays that are not also official university holidays. This policy is designed to support students' religious practices while minimizing both disruption to their academic progression and delivery of patient care.

Policy

A. Preclinical Courses

Students within the pre-clinical courses need to request an absence to observe a religious holiday from both the Office of Student Affairs and the course director. Details of the absence will be worked out directly between the student, Office of Student Affairs and the course director on an individual basis. Modifications to schedules (including breaks for prayer), will be supported as long as these requests do not alter the requirements of the course or require substantial program modification.

Students may need to use allotted non-course days to allow for schedule adjustments or to make up missed time that results from religious holidays or other religious-related absences. Students need to make such requests at least 30 days before the expected absence. The course director will make a reasonable attempt to accommodate student needs in the case of serious incompatibility between a student's religious creed and a scheduled assessment activity. Arrangements for an alternative assessment date will be worked out directly and on an individual basis between the student, Office of Student Affairs and the course director involved. It may not be possible to reschedule some assessments, such as practical examinations and standardized patient exams.

Students or faculty with questions about how to implement this policy may contact the SSOM senior associate dean for student affairs. If a mutually agreeable testing solution or attendance cannot be worked out between the course director, the student, and the senior associate dean for student affairs, then the default position is that the student must take the assessment on the assigned date and/or participate in the scheduled activity.

B. Clinical Rotations

Students on clinical rotations need to request an absence to observe a religious holiday from their clerkship director. Details of the absence will be worked out directly between the student and the clerkship director on an individual basis. Modifications to schedules (including breaks for prayer), will be supported as long as these requests do not alter the fundamental requirements of the clinical rotation, require substantial program modification, or pose safety risks to patients.

Allotted non-work days may need to be used to allow for schedule adjustments or to make up missed time that results from religious holidays or other religious-related absences. Students should make such requests of the clinical rotations director at least 30 days before the student's clinical rotation begins. The clerkship director will make a reasonable attempt to accommodate student needs in the case of serious incompatibility between a student's religious creed and a scheduled assessment activity. Arrangements for an alternative assessment date will be worked out directly and on an individual basis between the student and the involved clerkship director. It may not be possible to reschedule some assessments including but not limited to practical examinations and standardized patient exams.

The clerkship director (or site director) is responsible for communicating the agreed-upon accommodation(s) to the relevant clinical attending/team, to ensure that the clinical attending/team understands the policy and that the student has done due diligence in working out the accommodation(s) with the course leadership. This arrangement will be communicated to the Office of Student Affairs.

Students or faculty with questions about how to implement this policy may contact the senior associate dean for student affairs. If a mutually agreeable testing solution or attendance in a clinical rotation cannot be worked out between the clerkship director, the student, and the senior associate dean for student affairs, then the student must take the assessment on the assigned date and/or participate in scheduled clinical activities.

APPENDIX I

Grievance Procedures for Students with Disabilities

SSOM is committed to ensuring its programs and services are accessible and inclusive. The following procedures apply to students with disabilities who believe they were denied equal access in the form of appropriate accommodations, modifications, auxiliary aids or effective communication or who believe they have experienced discrimination as per Section 504 of the Rehabilitation Act or the Americans with Disabilities Act (ADA). These procedures were adopted to facilitate the resolution of concerns and complaints by students with disabilities quickly and effectively. Students are encouraged, but not required, to work with SSOM to resolve their concerns informally. Students who attempt to resolve concerns informally, may still opt to use formal procedures at any time.

If a concern arises regarding the delivery of accommodations or other issues of access, students are encouraged to immediately reach out in writing, with clear and detailed information, to the director of the Academic Center for Excellence and Accessibility (ACE) for resolution. The director of ACE will review the grievance within 14 business days and provide the student with a written summary of their findings and plan to ensure accessibility. In cases where the director of ACE determines that no issue of access exists, the student can petition the SSOM Student Appeal Board (SAB).

- The student's petition must be submitted to the vice dean for medical education in writing within 30 days of receipt of the decision letter from the director of ACE. The Student Appeal Board (SAB) normally convenes within a month to hear a petition received. The student is informed in writing of the date, time, and place of the hearing. The student may represent themselves and/or ask members of their peer group and/or a Loyola faculty member - any ally - to accompany them to the meeting. Allies may speak on behalf of the student if the student wishes. Legal counsel is not present at the hearing; and no photography, videotape, or audiotape recording is permitted. The Student Appeal Board considers student appeals on a case-by-case basis. The recommendation of the SAB is forwarded to the Dean for review and approval. The dean or designee notifies the student in writing of the final decision by email.
- 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 Provost. This appeal petition must be in writing and received by the provost within 30 days of notification by the dean. The provost or designee reviews the appeal. Under Loyola University Chicago's due process norms, a student's appeal to the provost must be limited to concerns relating to the violation of an official University or medical school policy or procedure or that an unjust decision was rendered. The provost or designee informs the student in writing of the appeal procedure and outcome of the appeal. Students are not entitled to any additional appeals within the University.

Students who opt not to reach an informal resolution, or who have a dispute with the director of ACE, can request a review of their disability concern by the Student Appeal Board.

If a student disagrees with an accommodation determination of the Technical Standards Review (TSR) Committee, the student should reach out in writing to the director of ACE within 7 business days of receipt of the TSR Committee formal letter and request a reconsideration by the Committee. If, following reconsideration, the student is still not satisfied with the decision of the TSR Committee, the student may request a formal review by the Student Appeal Board.

If a student has a dispute with an SSOM administrator, faculty member, staff member or other employee relating to disability services, including any complaint that the student has been discriminated against because of their disability, the student may avail themselves of the formal grievance process through the Office of Equity and Compliance (OEC). Please visit this site to learn more: <https://www.luc.edu/equity/>.

Students may always contact the following regarding allegations of disability discrimination in violation of Section 504 of the Rehabilitation Act of 1973:

**U.S. Department of Education
Office for Civil Rights
Chicago Office**

John C. Kluczynski Federal Building 230
S. Dearborn Street, 37th Floor Chicago,
IL 60604

Telephone: 312-730-1560
FAX: 312-730-1576; TDD: 800-877-8339
Email: OCR.Chicago@ed.gov

Students may always contact the following regarding allegations of disability discrimination in violation of the Americans with Disabilities Act (ADA):

**US Department of Justice Civil
Rights Division Disability
Rights Section**

950 Pennsylvania Avenue, NW
Washington, D.C. 20530

To learn more about filing an ADA complaint, visit www.ada.gov/filing_complaint.htm.

Students may also file a complaint online at www.ada.gov/complaint/. For questions about filing an ADA complaint, please call:
ADA Information Line: 800-514-0301 (voice) or 800-514-0383 (TTY).

**APPENDIX J
SSOM Financial Aid Eligibility**

Reviewed/Updated: July 1, 20265, revised document Accountable for revision:

SSOM Office of Student Financial Aid: Julia Jenkins

LUC Office of Student Financial Aid: Tobyn Friar

Introduction

This document clarifies federal financial aid eligibility requirements for all Stritch School of Medicine (SSOM) students.

Federal financial aid eligibility, in general terms, follows the Academic Policy Manual for student progression and graduation. The information below provides general guidance and is not inclusive of all student related circumstances.

This policy may change without notice to ensure ongoing compliance with Title IV regulations.

Federal Aid Eligibility Requirements

The Financial Aid Office (FAO) uses enrollment information as reported by the SSOM Registration and Records office in the university system each term. Students enrolled in LOCUS are assumed to be taking eligible courses towards degree completion.

Students must be enrolled at least half-time to be eligible for a disbursement of federal loan funding. Additionally, students are expected to complete all course work during the reported terms of enrollment. A student will not be eligible for a disbursement of federal loan assistance if they are not enrolled and actively participating in coursework at the start of the term. Aid may be awarded once the student is enrolled at least half-time in required, eligible coursework as confirmed by Registration and Records.

Per federal regulations, the FAO is required to recalculate financial aid eligibility, called a Return to Title IV calculation, or R2T4, for recipients of federal student aid who cease attendance for any reason after the start of the term but before 60% of the term has elapsed. More information can be found at <https://www.luc.edu/stritch/admissions/financialaid/financialaidbasics/studentresponsibilities/>.

“Study time” or “discretionary time” does not carry credit and is not considered required coursework, and therefore students in that status are not eligible for federal aid. Students who are enrolled but are later approved to be on “Study time” or “discretionary time”, and are no longer enrolled in any other coursework are subject to a Return of Title IV review.

All students are required to meet the requirements for [Satisfactory Academic Progress \(SAP\)](#). Failure to meet the terms of Satisfactory Academic Progress will result in suspension of a student’s aid eligibility until an appeal is approved or until the student returns to good standing without the use of federal aid. Students can review the full policy for SAP at

<https://www.luc.edu/stritch/admissions/financialaid/financialaidbasics/policies/satisfactoryacademicprogresspolicy/>.

<https://www.luc.edu/stritch/admissions/financialaid/financialaidbasics/studentresponsibilities/><https://www.luc.edu/media/lucedu/financialaid/forms/2025-2026forms/2025-2026pdfs/Satisfactory Academic Progress Policy for Stritch School of Medicine.pdf><https://www.luc.edu/stritch/admissions/financialaid/financialaidbasics/policies/satisfactoryacademicprogresspolicy/>

APPENDIX K

Clock to Credit Hour Conversion Policy

Approved April 2025

Reviewed July 1, 2026 Accountable for revision:

Office of Registration and Records: Jason Celiz, Registrar

Office of Student Affairs: James Mendez, PhD; Senior Associate Dean, Student Affairs

Office of Educational Affairs: Gregory Gruener, MD, MBA, MHPE; Vice Dean for Education

Enrollment for students in the Stritch School of Medicine is tracked within both the Medical School’s enrollment system STARRS and the University’s official system of record, LOCUS. Loyola University officially tracks and reports enrollment based on credit hours. Because the STARRS system assigns clock hours to the courses within that system, Loyola University converts the unofficial clock hours to official credit hours when setting up the classes within LOCUS each year. The credit hours are then used to establish enrollment levels and financial aid eligibility. This policy defines Loyola University’s method for converting clock hours to credit hours the courses within the Stritch School of Medicine’s MD program, in compliance with updated federal regulations effective July 1, 2022.

Policy:

Pursuant to the revised federal regulations governing clock-to-credit hour conversion, Loyola University will calculate credit hours for SSOM classes using the updated conversion rate of **30 clock hours = 1 credit hour**. As a result, the following formula will be applied:

- **A semester or trimester credit hour must include at least 30 in-class clock hours of instruction.**

All academic departments and administrative offices responsible for curriculum development and credit hour assignments must ensure that this standard is applied consistently across the medical school program.

Implementation & Compliance:

The Registrar's Office, in collaboration with the Medical School Administration and the Office of Financial Aid, oversee the implementation of this conversion policy to ensure compliance with federal regulations. Regular audits and reviews will be conducted to verify adherence to this policy.

Review & Revision:

This policy will be reviewed periodically and updated as necessary to remain compliant with any future regulatory changes.

For questions regarding this policy, please contact the Office of Registration and Records.

APPENDIX L

Readiness for Progression to USMLE Step One

Purpose

- Medical students must meet the required educational benchmarks that lead to successful medical licensures. Although designed for the purpose of licensing physicians, performance on the United States Medical Licensing Examination (USMLE) Step One and Step Two is used by graduate medical education programs in decisions to interview and rank medical students for residency positions. Passing Step One is also an SSOM curricular progression and graduation requirement. Therefore, it is necessary for SSOM to establish a policy using established educational metrics and educational performance on standardized NBME exams to determine whether and when, a student should be allowed to sit for the USMLE Step One examination.

Scope of Work

- This policy and the metrics used to establish student preparedness to sit for Step One will have final approval by the Dean of SSOM. While informed by SSOM student performance, it will also fulfill those respective Liaison Committee for Medical Education (LCME) elements and specifically:
 - LCME ELEMENT 8.4. Evaluation of Educational Program Outcomes.
A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving medical education program objectives and to enhance the quality of the medical education program as a whole. These data are collected during program enrollment and after program completion.
 - LCME ELEMENT 10.3. Policies Regarding Student Selection/Progress and Their Dissemination.
The faculty of a medical school establish criteria for student selection and develop and implement effective policies and procedures regarding, and make decisions about, medical student application, selection, admission, assessment, promotion, graduation, and any disciplinary action. The medical school makes available to all interested parties its criteria, standards, policies, and procedures regarding these matters.

Committee Roles and Responsibilities

- This Readiness for Progression to USMLE Step One policy will be developed through the collaboration of the *Offices of Educational and Student Affairs, Academic Center for Excellence (ACE), Student Promotion and Advancement Committee (SPAC) and the Academic Review and Intervention Committee (ARIC).*

- The policy and its metrics will be reviewed annually, and any necessary revisions or updates will be recommended to the SSOM dean.

Committee Membership

- Senior administrative/faculty from the Offices of Educational and Student Affairs, ACE, SPAC and ARIC.

Authority

- The policy and its metrics/guidelines will be periodically reviewed by the committee, and any updates or revisions presented to all appropriate groups. The final policy recommendations will be presented by this committee to the SSOM Dean, before implementation and incorporation into that year's SSOM Academic Policy Manual.

Reporting Structure

- The final policy recommendation is reported by this committee directly to the SSOM Dean.

Timeline or Duration

- The policy and metrics will remain in place until their next review but is no less than every 2 or more than 3 years.

Resources and Support

- The Dean of SSOM provides all the necessary support and resources to maintain and implement the policy as the work is already aligned with each group's responsibilities.

Deliverables

- Any updated policy will be communicated to the respective groups that include:
 - Academic Center for Excellence (ACE)
 - Academic Review and Intervention Committee (ARIC)
 - Office of Educational Affairs
 - Office of Student Affairs
 - SSOM Administrative Council (SAC)
 - Student Promotion and Advancement Committee (SPAC)
 - Incorporated into each year's Academic Policy Manual and reviewed with the student cohorts during their scheduled class orientations and available online for their information.

Meeting Schedule and Expectations

- The policy and metrics will be reviewed by July 30th of that year to allow time to incorporate any changes into an updated Academic Policy Manual.

Evaluation or Accountability

- The final policy recommendation from the committee membership is as a report to the dean who can comment on its merit, need for revision prior to final approval.
- The SSOM Dean can also decide upon this committee's effectiveness and any change in membership necessary to achieve the LCME Element outcomes.
- The readiness pathway and process are further described and summarized within the flowchart that follows and within the Academic Policy Manual.
- **READINESS PATHWAY**
 - All students must take the Comprehensive Basic Science Examination and the Comprehensive Basic Science Self-Assessment (CBSE & CBSSA) during their M2 year at the date, time, and location established by the Office of Educational Affairs and ACE. These are standardized examinations covering material learned in the basic science curriculum and reflecting USMLE Step One Content. A student's inability to test on the CBSE dates may delay other planned curricular coursework and/or limit participation in co-curricular activities.
 - Students are required to meet SSOM established exam score benchmarks to progress to the clinical phase of the curriculum, including core clerkships.
 - Prior to the administration of the CBSE exams, the deans of Student Affairs and Education will communicate the

- established score cut-off benchmarks and exam dates to students.
- A student who misses testing or does not meet the established score cut-off benchmarks, will remain in the USMLE Step One Readiness Pathway and will take the CBSE or CBSSA at the next offered opportunity.
- A student who takes the USMLE Step One before completing the USMLE Step One Readiness Pathway will be referred to the *Student Promotion and Advancement Committee (SPAC)* for professionalism concerns.

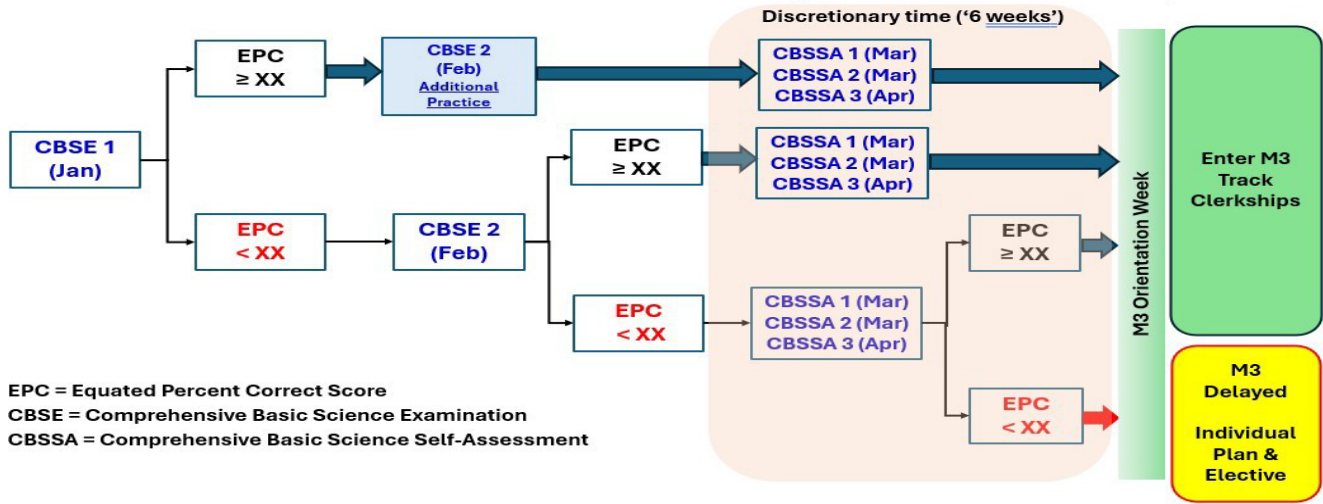
On the initial school administered CBSE exam in January and February:

- **All students** will need to sit for the CBSE exam in January. Those who meet or exceed the CBSE score cut-off benchmark in January will also sit for the CBSE exam in February for additional practice.
- Students who meet or exceed the CBSE score benchmark on either the January or February administration **should be able to meet the recommended equated percent correct (EPC) cut-off score on the subsequent school provided CBSSA exam(s) and take USMLE Step One prior to the start of Year 3.**
- Students who score below the benchmark after the January or February administration will remain in the Readiness for Progression to USMLE Step One pathway **until they demonstrate a score that equals or exceeds the subsequent school provided CBSSA exam(s) EPC cut-off score.**
- **All students will need to sit and take USMLE Step One before July 1st regardless of their practice exam performance.**
- **A passing USMLE Step One score is required by December 31st.** Any extensions require approval by the *Student Promotion and Advancement Committee (SPAC)*.

On subsequent school provided CBSSA exams in March and April:

- Students who meet or exceed the CBSSA score benchmarks may proceed to sit and take USMLE Step One, proceed into their clerkships, clinical electives and/or participate in co-curricular activities.
- Students who do not meet or exceed a score that equals or exceeds the equated percent correct score on the **final school provided CBSSA exam in April**, are required to develop an individualized preparation plan that requires approval from the Director of ACE and the Office of Student Affairs and will be enrolled in the 'Step Prep' elective (provided in May and June).
 - This individual preparation plan and program will include self-assessments to ensure readiness and include a delay in transition into Phase 3 (M3 year) until the USMLE Step One exam is taken, no later than July 1st.
 - **Students are required to take USMLE Step One (no later than July 1st), prior to entering clerkships, clinical electives or participate in co-curricular activities.**
 - Students who remain in the Readiness for Progression to USMLE Step One pathway and delay taking USMLE Step One can experience a delay in graduation.
 - **All students remain subject to the timelines for taking and passing the USMLE Step One exam as outlined in the SSOM Academic Policy Manual and may be impacted by the availability of USMLE Testing dates.**
- *While test benchmarks are not foolproof, they are a good indication of preparation and future success. The Academic Center for Excellence (ACE) will provide each student with guidance, in some cases required meetings, but will need everyone to report on their CBSSA exam performance to confirm achievement and guide decisions regarding exam readiness.*

Stritch School of Medicine - Readiness for Progression to USMLE Step One



REVIEW

First effective on: [May 10, 2024](#)

Last reviewed and approved on: [July 1, 2026](#) ☐ No Revisions

Next review date due on or before: [June 2028](#)

Department and title of individual who is accountable for revision: [Chair, Student Advancement and Promotion Committee](#)

APPROVAL SIGNATURES

Approving Agent – Office of the Dean

Print Name: [Sam Marzo, MD](#)

Title: [Dean, Stritch School of Medicine](#)

Date: [July 1, 2026](#)

Approving Agent – Chair, Student Promotion and Advancement Committee (SPAC)

Print Name: [Mary Boyle, MD](#)

Title: [Assistant dean, Clinical formation](#)

Date: [July 1, 2026](#)

Approving Agent – Office of Medical Education

Print Name: [Gregory Gruener, MD, MBA, MHPE](#)

Title: [Vice dean for Education](#)

Date: [July 1, 2026](#)

Approving Agent – Office of Student Affairs

Print Name: [James Mendez, PhD](#)

Title: [Senior Associate dean, Student Affairs](#)

Date: [July 1, 2026](#)

Approving Agent – Director, Academic Center for Excellence

Print Name: [Vera Schalansky, JD](#)

Title: [Director, ACE](#)

Date: [July 1, 2026](#)