



STRITCH SCHOOL
of MEDICINE

ACADEMIC POLICY MANUAL

APPLIES TO ALL MEDICAL STUDENTS ENROLLED
DURING THE 2024-25 ACADEMIC YEAR AND AFTER

Medical students who entered Stritch School of Medicine prior to August 2024 may be subject to the provisions of the Academic Policy Manual in effect at the time of their matriculation or as specified in official correspondence from the Office of the Dean.

Contact the Office of Student Affairs for more information.

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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.

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MISSION STATEMENT

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

INTRODUCTION

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

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

Accreditation

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

Student Responsibility

It is the responsibility of each student to acquire an active knowledge of all the policies and regulations set forth in this manual. 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 encouraged to contact the Office of Student Affairs.

Stritch faculty, administration, and staff communicate with students primarily via school email. Students have a responsibility to check their Stritch email frequently and not less than daily 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, specifically addresses the rights of students as they pertain to their education records. Education records are those records which directly relate to the individual student currently or formerly in attendance and are maintained by Loyola University Chicago (Loyola). The following information serves as Loyola's annual notification of the students' rights and provides links to valuable resources to help members of the Loyola community better understand their responsibilities under FERPA.

Important Notice:

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

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

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

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

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

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

- **Bursar's Office:** Student account files and institutional loan information.

- **Departments and Colleges:** Academic advising records, admission files, including MCAT, ACT, SAT and TOEFL scores, and high school and college transcripts and other scholastic records.
- **Financial Aid Office: Free Application for Federal Student Aid(FAFSA), Federal and State awards, need-based scholarships, and financial wellness.**
- **Intercollegiate Athletics:** Injury reports, scholarship contacts, performance records, height and weight information.
- **Registration and Records:** Permanent record of academic performance (grades, transcript, including supporting documents), course schedules, transfer credit articulation.
- **Residence Life:** Residential life and housing services files.
- **Student Life:** Student activity files, student disciplinary files, multi-cultural programs and services files, and intramural sports files.
- **Student Services:** Career planning and placement files, international program files, services files, and learning assistance services files.
- **Undergraduate Admission and other admission offices:** Admission files on prospective students.
- **University Library:** Circulation records.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Directory Information will never include the following:

- Race
- Gender
- Social Security Number (or a part thereof)

- Grades
- GPA
- Country of Citizenship
- Religion

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

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

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

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

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

Inquiries about the use of directory information or any other FERPA related matter should be directed to the Director of the Office of Registration and Records, Loyola University Chicago Stritch School of Medicine, by phone (708-216-3222) or by e-mail (ssomregrec@luc.edu).

ONLINE RESOURCES

- [Student Privacy Policy Office](#) (SPPO)
- [Eligible Student Guide to FERPA](#)
- [FERPA Regulations](#)
- [U.S. Department of Education](#)
- [FERPA Rights](#)
 - [The Right to Inspect One's Educational Records](#)
 - [The Right to Request an Amendment to One's Record](#)
 - [The Right to Consent to Release of One's Record](#)
 - [The Right to Refuse the Release of One's Directory Information](#)

- [The Right to File a Complaint with the U.S. Department of Education](#)
- [Frequently Asked Questions](#)

TECHNICAL STANDARDS

Essential Abilities and Characteristics Required for Completion of the MD Degree

Introduction

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

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

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

Technical Standards

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

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

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

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

V. BEHAVIORAL AND SOCIAL ATTRIBUTES: Candidates must demonstrate the maturity and emotional stability required for full use of their intellectual abilities. They must accept responsibility for learning, exercising good judgment, and promptly complete all responsibilities attendant to their curriculum and to the diagnosis and care of patients. Candidates must display characteristics of integrity, honesty, attendance and conscientiousness, empathy, a sense of altruism, and a spirit of cooperation and teamwork. They must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. Candidates must be able to interact with patients and their families, health care personnel, colleagues, faculty, staff, and all other individuals with whom they come in contact in a courteous, professional, and respectful manner. The candidate for the MD degree must accept responsibility for learning, and exercise good judgment. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Candidates must have the physical and emotional stamina and resilience to tolerate physically taxing workloads and function in a competent and professional manner under highly stressful situations, adapt to changing environments, display flexibility,

and manage the uncertainty inherent in the care of patients and the health care system. In accord with the Jesuit educational tradition of SSOM, students must be genuinely able to take into account the spiritual needs and faith tradition of patients and to call upon the resources of chaplains as members of the healthcare team.

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

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

1. Pre-enrollment. In compliance with the ADA, SSOM makes no pre-admission inquiry regarding disability. In general, students with disabilities are identified or self-identify before enrollment in order to qualify for the possibility of accommodation(s). Once identified, students must submit documentation requesting any reasonable accommodation and submit to an evaluation process (see Appendix A) to determine whether and which accommodations are deemed reasonable and consistent with the technical standards of SSOM.
2. Post Matriculation. Students who wish to request reasonable accommodations post matriculation are expected to notify the Director of the Academic Center for Excellence and Accessibility regarding their requests in order to begin the Technical Standards evaluation process (see Appendix B). Candidates must be aware that approval for, and the provision of, reasonable accommodations at SSOM does not mean that similar accommodations would be granted elsewhere or by national licensing review boards.

Ability to Meet the Technical Standards

SSOM intends for its students and graduates to become competent and compassionate physicians through an undifferentiated medical degree and who are capable of entering residency training (graduate medical education) while meeting all requirements for medical licensure. Criminal background checks and drug testing may be conducted as part of the process of admission, participation, promotion, and/or graduation.

Equal Access to the SSOM Educational Program

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

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

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

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

REGISTRATION

New students must:

- complete forms that include biographical information, legal residency, proof of U.S. citizenship or permanent residency or a current two-year grant of ***Deferred Action for Childhood Arrivals (DACA)*** from the U.S. Citizenship and Immigration Services at the time of application, and education history
- obtain a student identification card
- complete a Criminal Background Investigation Consent Form through the American Medical College Application Service (AMCAS)
- complete the matriculation and registration process
- provide payment of tuition and fees to the Bursar by the due date on e-bill

Current students are required to keep their contact information up to date with the university. Current students who have renewed their two-year grant of DACA must present their updated Employment Authorization Document. Failure to renew DACA status in a timely manner can affect eligibility for financial aid and residency.

The registration and cancellation of specific elective courses must be in accordance with the policies and procedures outlined in the Elective Course Catalog.

Tuition and Fee Payment

All tuition, required fees, and hospitalization insurance payments are due and payable by the 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 in order to be eligible for graduation.

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

The full Financial Aid Office 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:

- successfully complete at least four academic years as a regularly matriculated student;
- demonstrate to the Student Promotion 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 Year 4;
- 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 or have a documented health issue, but, please note, 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 Committee (SPC). Appeals are reviewed on an individual basis and there is no guarantee an appeal will be approved.

United States Medical Licensing Examinations (USMLE)

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

Step 1

First Attempt

- Students are required to take USMLE Step 1 before the official orientation start date of the Year 3 calendar.
- Students with incomplete or unremediated failing grades from Year 2 are required to satisfactorily complete those courses prior to sitting for Step 1.
- Students' readiness to sit for USMLE Step 1 will be evaluated by the Academic Center for Excellence and Accessibility (ACE) and the Office of Student Affairs (OSA) based upon performance in courses and the mandatory NBME practice exam(s) provided (or approved) by SSOM. Practice exams are required in January (with the entire M2 class) and again one-to-two weeks before a student sits for the actual USMLE Step exam. Failure to sit for the two mandatory practice exams will result in a professionalism competency concern on your record.

- Students identified by ACE and OSA who do not meet the recommended level of performance will be reviewed and advised on a case-by-case basis to define an appropriate preparation plan and timing of their Step 1 exam. *Scoring guidelines are distributed by ACE.*
- 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 (pending performance on a required self-assessment exam) in order to be promoted to Year 3.
- Students not achieving recommended scores on the required self-assessment exam will be reviewed and advised on a case-by-case basis by the OSA in consultation with ACE to define an appropriate preparation plan and timing of their USMLE Step 1 exam.
- **Under no circumstances are students permitted to delay their Step 1 exam past the OSA-determined deadline without approval by an OSA dean.**
- Academic progress may be delayed to allow adequate Step 1 preparation time at the discretion of the the Student Promotion Committee (SPC).
- Any delays in first attempt at Step 1 longer than 60 days beyond M3 Orientation must be approved by the SPC. These cases will be reviewed on an individual basis. If a student is approved to delay Step 1 beyond 60 days, the clerkship schedule will be removed, and the clerkship order reconstructed after the student has sat for the exam. This may cause one or more core clerkships to be moved to the earliest opening available in the next academic year, prior to Year 4 clerkships, which may result in delay of graduation by six months to a year.
- **Students cannot begin clerkships or clinical electives until they have sat for USMLE Step 1.**

Retake Attempts

- Students who fail USMLE one or more times are subject to review by the Academic Review and Intervention Committee (ARIC).
- Students who must retake USMLE Step 1 are subject to a change in their Year 3 schedule to provide a study block and are required to meet with 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 no later than December 31st of their M3 year. No clerkship or coursework is scheduled during the study block. 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 or designee to review the request.
- 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 Student Promotion Committee for review. Students who have sat for their third attempt will not be eligible to register for new coursework until exam scores are received.
- Students who must prepare for a second or third attempt will most likely have to delay their graduation date and Match participation year.
- 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.
- Students who do not pass Step 1 by the end of their scheduled Year 3 curriculum are not permitted to begin Year 4 required courses and clerkships.
- Students who have not passed Step 1 by the end of their scheduled Year 3 curriculum, and have not scheduled a Step 1 re-test date through NBME by the end of their scheduled Year 3 spring semester, will have their Year 4 required course and clerkship schedule removed. A new Year 4 schedule will be created by the Registrar after the student has sat for their exam attempt.

Step 2

- Students should take the Step 2CK (Clinical Knowledge) exam after successful completion of all required Year 3 courses.
- Students with unremediated U or F grades are normally required to satisfactorily complete those courses prior to sitting for Step 2CK.
- SSOM provided NBME practice exams and consultation with ACE and OSA may help students assess readiness to sit for Step 2CK.
- 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 in order to be eligible to participate in the commencement ceremonies. Non-compliance with this timeline may result in delayed graduation and ineligibility to participate in the graduation ceremony.
- 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 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 Student Promotion 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 when a student is:

- 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; or
- advised by the Office of Student Affairs, Academic Review and Intervention Committee, or Student Promotion Committee to alter their academic schedule.

CURRICULUM REQUIREMENTS

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

Year 1 and Year 2

Year 1 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 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 Associate Dean for Student Affairs or designate.

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 and Topics in Clinical Medicine.

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 Patient-Centered Medicine course. At least 12 weeks of full-time required and/or elective coursework must be completed in the final semester of enrollment. This may not be reduced by elective credits accrued in earlier semesters of enrollment. Specific course information can be found on the [LUMEN](#) website.

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

Year 3 curriculum:

- Family Medicine Clerkship
- Medicine Clerkship
- 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)

Topics in Clinical Medicine – Vertically Integrated Courses

Certain topics (e.g., point-of-care ultrasound, radiology, end-of-life care) are taught throughout the first three years of the curriculum in multiple courses and clerkships. Each topic is designated a Vertically Integrated Course (VIC) and is reported on the Stritch transcript under one required course heading: Topics in Clinical Medicine (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 22 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 2025: Students are allowed to apply a maximum of four 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 eight weeks (up to four weeks from M1/M2 years and up to four weeks from M3/M4 years).
- 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 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 semester of enrollment before graduation.
- 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 US allopathic medical school's elective catalog).
- Students are limited to a maximum of 12 weeks of research elective credit.

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

In conferring the MD degree, Loyola University Chicago is obligated by various licensing agencies to certify that students meet certain program requirements, including the very important one of 'time' 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 the Elective Course Catalog.

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

Student Promotion Committee

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

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

The committee makes recommendations regarding:

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

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

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, place, and format of all announced exams.** Students are obligated to take examinations on the days and times specified on the course/clerkship schedule and by the course/clerkship administration.

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.

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

- serious illness, which must be documented by a note addressed to the Associate Dean for Student Affairs (or designate) from Loyola's Student Wellness Center

- emergency situation, which must be reported to the Associate Dean for Student Affairs (or designate), who approves the absence in consultation with the Course/Clerkship Director if provided evidence for granting an authorized absence

The Associate or Assistant Dean for Student Affairs (or designate) and the Course/Clerkship Director (or Coordinator) will determine the date and time of the rescheduled exam. The Associate Dean or Assistant Dean for 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. Unauthorized absence from an examination generally results in a score of zero for which the consequence is normally failure of the course.

Multiple exam rescheduling may lead to the notation of a professionalism concern, as well as the student being sent to the Student Promotion 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, they will not be allowed to progress in clerkships until those exams have been taken and/or remediated. Please note this delay may impact the student's schedule, progression 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 File Contents

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

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

FERPA Compliance

Letters of recommendation, including those sent as part of the application for admission to Stritch and those submitted to support the residency application process, are not kept in the student's permanent file. Disclosure of the student's permanent academic records to anyone other than recognized school officials with a legitimate need to know must have prior written consent of the student. Requests for information and letters of consent to release these records from the student are maintained in accord with FERPA guidelines.

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

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

Transcript of Grades

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

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

Use of Anonymous Student Data

The Faculty and Administration of Loyola Stritch School of Medicine strive to continuously improve the curriculum and student experience. As such, we study the educational process and outcomes of students. When medical student records are used to improve the curriculum or other student programs, they are coded so that students are not identified and therefore students are protected from the loss of privacy and confidentiality. Information used to assess an educational process or outcome include demographic information, application materials, educational assessments and evaluations and other outcomes. Results of these analyses may be shared with faculty and administrators during improvement processes, scholarly presentations or publications. Any questions regarding privacy or confidentiality of student records may be made to the registrar.

CLINICAL SCHEDULING

Clerkship Track

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

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

Workweek

Clinical and educational work hours **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 free of all clinical and educational activities, when averaged over four weeks.
- At least a 14-hour time period between all daily duty periods and after in-house call to allow adequate time for rest, personal activities, and study.

Student well-being includes the opportunity for students to access medical and dental care, including mental health care, at times that are appropriate to their individual circumstances. Students must formally submit a request to the Clerkship Director or 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. 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). Latin Honors are determined based on student grades in required courses and clerkships through the end of March of the student's final year. SSOM 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 28 days (excluding official holidays) of the final examination or scheduled class session.
- Year 3 and Year 4 grades are reported to the Office of Registration and Records within 30 days (excluding official holidays) of the final examination or scheduled class session.
- All grades earned in properly registered courses are recorded on the student's official transcript.
- Written evaluations that accompany a letter grade documenting overall performance become part of a student's permanent record. **Students are expected to review these evaluations on myLUMEN.**
- If a student is assigned a U for a grade, they can receive no higher than a P as a final grade.

Class Rank

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

- Class rank category (upper, middle, or lower third) may only be released by the school with the written authorization of the student.
- Transfer students receive a class ranking based only on their work at Stritch.
- Class rank is used, with other assessments, to determine final categories for the Medical School Performance Evaluation (MSPE or Dean's Letter).
- Class rank is also used, with other variables, to determine Alpha Omega Alpha (ΑΩΑ) status.

Conflict of Interest

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

Likewise, any family member or relative (including non-blood relations) of the student cannot serve as the evaluative supervisor of a student on a required clerkship or elective. It is the primary responsibility of that

faculty member (and student) to contact the clerkship director to request a different faculty member be assigned to that student as their clinical clerkship supervisor.

Petition for Review of Grade Assigned

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

PROBATION AND NOTICE

Any student who is no longer in good standing shall be placed on academic Notice or Probation for a specified period recommended by ARIC to the Student Promotion Committee. The student will be notified in writing of the Notice or Probationary status, both when it starts and when it ends. Probation status will not be removed until improvement has been demonstrated by the student.

Notice

The following guidelines apply to academic Notice. A student is put on notice by:

- failing a course, clerkship, or elective;
- failing to achieve required competency levels during one course, clerkship or elective;
- failing to maintain acceptable academic, ethics or professional behavior; or
- failing USMLE Step 1 or 2CK.

Probation

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

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

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

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

Notice or Probation status are not placed on a student's academic transcript.

FAILURES AND REMEDIATION

A student who has failed a combination of two or more course, clerkship, elective, or board exam, will be placed on academic Probation by the Student Promotion Committee. The student is required to engage in an academic advisement process through the Office of Student Affairs and the Academic Center for Excellence and Accessibility in collaboration with the student advisor and/or Course/Clerkship/Elective Director when appropriate. Such a process also might be suggested by the Academic Review and Intervention Committee.

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

Year 1 and Year 2

Remediation of a Single Failure 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. The Course Director, in consultation with the Associate Dean for Education, is responsible for producing an examination that is rigorous enough to assure that the student has achieved competency in the material. The remediation examination schedule is determined by the Office of Student Affairs and the Academic Center for Excellence and Accessibility in consultation with the Course Director according to the timelines shown below. A student with a failing grade below 60% may be denied the opportunity to remediate the failure by an end-of-year exam and may instead be required to repeat the course. The Course Director may make recommendations to the Student Promotion Committee, who will review the request and decide whether or not summer remediation is an option.

- 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 an 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, Office of Student Affairs, and Academic Center for Excellence and Accessibility.

Prior to sitting for a remediation examination, a student should engage in a review period under the direction of the Course Director and the Academic Center for Excellence and Accessibility. **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.
- 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.
- A student with a failing remediation score below 60% may be denied the opportunity to repeat the course the next academic year even if it is the only un-remediated course after summer makeup exams.
- A student required to repeat a course must do so at Loyola and is not eligible to participate in any courses offered at the next level while repeating a course.
- While a course repeat normally takes place during the next academic year, the student may request, or Stritch may require, that the student take a leave of absence to seek learning or personal assistance, or engage in remedial work, prior to attempting to repeat the failed course.
- **Stritch strongly recommends that a student repeating a course also audit other courses for which a P* or marginal Passing grade was received in order to sustain readiness for taking the USMLE.**
- The transcript of a student who must repeat a course will permanently show the original F grade.
- 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 Committee (SPC) 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 make-up examinations offered by the course prior to the start of the next academic year. The Course Director is responsible for producing an examination that is rigorous enough to assure that the student has achieved competency in the material.

The remediation examination dates are determined by the Office of Student Affairs and the Academic Center for Excellence and Accessibility 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 in order 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, Office of Student Affairs, and Academic Center for Excellence and Accessibility.

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

The following remediation conditions apply:

- A student must have earned a P++ or P* in every course attempted to be eligible for promotion by the Student Promotion Committee to the next curriculum level.
- F grades successfully remediated by passing a make-up examination can only be converted to P* grades.
- The P* grade is defined on the Stritch transcript key as Remediated Pass.
- 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 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 Loyola and is not eligible to take any courses offered at the next level while repeating a course.
- While this repeat normally takes place during the next academic year, the student may request or Stritch may require that the student take a leave of absence to seek learning or personal assistance or engage in remedial work prior to attempting to repeat the failed course.

- Stritch strongly recommends that a student repeating a course also audit courses for which a P* or marginal passing grade was received in order 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 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 accord with an alternate plan approved by the Course Director and Associate Dean for Student Affairs.
- A student without an approved alternate plan who has not cleared the INC grade before the start of the next academic year will have the INC grade converted to an F grade.

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 the ARIC. Upon prior written petition from the student or the Associate Dean for Student Affairs, additional time may be granted to remove the U to avoid conflict with another upcoming exam or course in progress, or other serious reason.
- The U grade can only be converted to a P++ or F grade. The department may recommend or require additional remedial work prior to offering the student an opportunity for clearing the U grade. No academic credit is given for remedial work.
- **Only one remediation opportunity** is offered to remove a U grade. The remediation should be appropriate to the portion of the coursework in which the student's performance was unsatisfactory. A 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 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 the Academic Review and Intervention Committee with input from the appropriate Course Director(s) to determine if a remediation process is necessary.

Assignment and Remediation of *Does Not Meet* Competency Evaluation 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 the Academic Review and Intervention Committee (ARIC) and the Student Promotion Committee with input from the appropriate Course Director(s) to determine the form and format of the remediation.

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 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 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 the Student Promotion Committee, 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 the Student Promotion 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 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 Associate Dean for Student Affairs, 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 the Academic Review and Intervention Committee (ARIC) and the Student Promotion Committee (SPC) 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 the Academic Review and Intervention Committee and the Student Promotion Committee 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 Committee will review students' performances in all officially registered Year 3 and Year 4 electives and clerkships, and all competency evaluations to determine eligibility for degree completion.

Unsatisfactory Performance or Academic Failure in Year 3 or 4

If a student's performance on exams, papers, projects, 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 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 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 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 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. In the case of a failed extramural elective, the Associate Dean for Student Affairs, in consultation with the appropriate Medical School department, determines a suitable remedial experience. Remediation of a failed clinical course/clerkship/elective may result in delayed graduation and/or modification of the remainder of the student's academic program.

If the student successfully remediates, the Clerkship/Elective Director reports a grade change from F to P* (passed by remediation) for exam remediation and other components of the course/clerkship/elective. 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 the Academic Review and Intervention Committee (ARIC) and the Student Promotion Committee (SPC) 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 the Academic Review and Intervention Committee and the Student Promotion Committee with input from the appropriate Course Director(s) to determine the form and format of the remediation.

ATTENDANCE

Year 1 and Year 2

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

Attendance is mandatory in 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 (OSCEs).

Unexpected/Emergency Absences from Required Activities

Examinations or other required academic activities missed due to illness or other legitimate, serious, extenuating reasons may be made up only if the 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. The Assistant Director for Student Affairs may decide to share the petition with the Course Director in order to determine if the excused absence may be granted. 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 may be denied.

Year 3 and Year 4

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

- Students are eligible for regularly scheduled vacation periods according to the official academic calendar.
- Additional discretionary time off may also be possible within the student's schedule as stipulated in the published policies of the clerkship track system.
- **M3 and M4 students must complete an Application for Discretionary Time in 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. In order to receive credit for 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 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 Associate Dean for Student Affairs or designee and to the Course/Clerkship/Elective Director. This notification constitutes a request for an excused absence due to a legitimate extenuating reason. The Office of Student Affairs alerts the course/clerkship/elective department and/or director of the absence if the student is unable to do so.

Examinations or other required academic activities that are missed may be made up only if the Associate Dean for Student Affairs 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.**

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 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 (e.g., wedding of a sibling or research presentation). 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 that 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 announced in the official academic calendar. Class schedules during this week may be modified to permit special events that mark this Loyola tradition.

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

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

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

LEAVE OF ABSENCE

General Policies and Procedures

All leave of absence (LOA) requests must be submitted in writing to the Associate Dean for Student Affairs 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 Associate Dean for Student Affairs or designee and may be reviewed by the Student Promotion Committee.

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

- granted an approved LOA due to documented health problems or personal tragedy;
- 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.
- A student is not eligible for financial aid when on a leave of absence.

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 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 Committee, in consultation with the 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 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 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 Associate Dean for Student Affairs or designee in consultation with the Student Promotion Committee if necessary. The decision in these cases also is influenced by logistical constraints associated with translocation of students from one graduating class to the succeeding one.

Students 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 Associate Dean for Student Affairs or designee, in consultation with the Student Promotion Committee, determines whether the LOA granted by the Stritch School of Medicine should be continued or revoked. If the leave is revoked, the student is expected to resume full-time medical training toward the MD degree on or before the beginning of the next academic semester at Stritch according to the course start dates for the student's level of enrollment, or voluntarily withdraw from the Stritch School of Medicine within one month of the leave's revocation. In either case, there is an annotation on the medical school transcript regarding the revocation of the leave.

Other Absences

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

Employment

Please note, due to the difficulty of the medical school curriculum and the time commitment medical school demands, Stritch students are not expected 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 Associate Dean of Student Affairs or designee. The student is responsible for executing the withdrawal form, financial aid exit interview, meeting all financial obligations to the university and Stritch, and return of all university and school property, including keys, library materials, parking 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 or eligible for tuition refund, if any.

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

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 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 normally convenes within a month to hear a petition received. The student is

informed in writing of the date, time, and place of the hearing. The student may represent themselves and/or ask members of their peer group and/or a Loyola faculty member - any ally - to accompany them to the meeting. Allies may speak on behalf of the student if the student wishes. Legal counsel is not present at the hearing; and no photography, videotape, or audiotape recording is permitted. The Student Appeal Board considers student appeals on a case-by-case basis. The recommendation of the Student Appeal Board is forwarded to the Dean for review and approval. The Dean or 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, he/she/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 in order to be eligible for promotion and graduation. Competencies are assessed in all courses and are components of the evaluation process.

To maintain a learning environment where individuals are encouraged and expected to perform to high standards, certain behaviors are considered unprofessional and unacceptable including but not limited to:

- 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

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 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 Associate Dean for Student Affairs within a reasonable period of time after the alleged incident. The Associate Dean for Student Affairs will take the following actions:

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 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 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 Committee to discuss the allegations;
- The Committee will make a judgment as to what actions will be taken.
- The student is notified in writing by the Chair of the Student Promotion Committee 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 within 30 days of the notification. A student who is dissatisfied with the action of the Student Appeal Board may submit a petition for a single appeal to Loyola University Chicago through the Provost within 30 days of the Student Appeal Board's recommendation. All decisions of the Student Promotion 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

The Stritch School of Medicine does not tolerate mistreatment by or of its students, faculty, and staff. Loyola University Chicago has implemented the EthicsLine Reporting Hotline, through a third-party internet and telephone hotline provider, to provide the University community with an automated and, if desired,

anonymous way to report activities that may involve misconduct. Students may file an anonymous report through the website at www.luc.edu/ethicsline or by dialing (855) 603-6933.

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

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

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

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

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.

RELATED POLICIES

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

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

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

AWARDS AND HONOR SOCIETIES

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

Loyola Honors Programs

Bioethics & Professionalism Honors Program

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

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

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

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 is 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
Updated: 2013, 2017, 2022, 2024

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 congress 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 to this work:

1. Fostering an Inclusive Culture of Transformative Learning & Belonging in Service of Loyola's Catholic Jesuit 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 & Communities; and
3. Maintaining Accountability for the Responsible Stewardship of Stritch's Evolving Community.

Definitions

Foundational.

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 by 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 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 climate and culture of the institution 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.

Representational Diversity

As an academic medical institution in compliance with U.S. accrediting body standards (e.g., Liaison Committee on Medical Education), the SSOM establishes formal institutional diversity categories which specifically distinguish persons/ social groups currently underrepresented in the U.S. Physician Workforce, or “Underrepresented in Medicine” (URiM), from other persons/ social groups including those more broadly disadvantaged and historically marginalized or minoritized within the United States.

The school’s defined categories guide program, partnership, and policy development as well as institutional assessment and monitoring efforts. They are reviewed and updated in response to local and national data trends reflecting the evolving needs of the U.S. physician workforce.

Relevant Regulatory and Accrediting Body Definitions

The United States Department of Education defines “minority” as: American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other ethnic group underrepresented in science and engineering.

The American Association of Medical Colleges (AAMC) defines under-represented in medicine (URiM) as: “Racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.”

SSOM Definition of Institutional Underrepresentation Diversity Categories

The SSOM’s URiM-designated diversity categories are determined collaboratively, in partnership with institutional and community stakeholders, and with strong and careful consideration of factors such as: academic/professional discipline, specialty, and rank; sociodemographic trends within available student, faculty, and staff applicant pools; institutional mission and priorities; regulatory, accrediting, and grant-funding agency guidelines; and the unique nature and needs of the local/ regional communities engaged through an institution’s research, teaching, and clinical care facilities.

The URiM diversity categories listed in the following table reflect current recruitment and retention priorities of the SSOM, which are guided by our Jesuit mission as well as data from the AAMC, NIH, LUC/LUHS, and U.S. Census Bureau on local and national health/healthcare and physician workforce disparities.

Medical Students	Faculty	Senior Admin. Staff
Women	Women	Women
Black/ African American	Black/ African American	Asian/ Pacific Islander
Hispanic/ Latinx	Hispanic/ Latinx	Black/ African American
Deferred Action for Childhood Arrivals (DACA) Status		Hispanic/Latinx
First-Generation College Students		

- Women: includes persons who identify sex or gender as female.
- Asian/Pacific Islander: identify as Chinese, Filipino, Indian/Pakistani, Japanese, Korean, Vietnamese, or other Asian subgroups.
- Black or African American: identify as African, African American, Black, and/or Caribbean.
- Hispanic/Latinx: identify as Cuban, Hispanic, Latinx, Mexican, Puerto Rican, or Spanish origin.
- DACA: persons who are non-U.S. citizens and immigrants living within the United States with DACA status, regardless of race/ethnicity or nation-of-origin.
- First-Generation College Students: persons whose parent(s) education is less than a bachelor’s degree (E01 status).

Although URiM-designated diversity categories are more directly linked to institutional pathway programming, partnerships, and longitudinal monitoring efforts, the SSOM Administration is dedicated to attracting, recruiting, retaining, and advancing persons from all walks of life, including those who are otherwise marginalized and/or disadvantaged within the United States.

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.

The Stritch ODEI will continue to reassess gaps in the curriculum as related to social justice and health inequity and, where necessary, the Stritch ODEI is committed to providing educational programming in the form of lectures, certificate programs 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, including those corresponding with SSOM URiM-designated diversity categories.

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, 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. Search committee members are required to complete standardized implicit bias training and Search Committee Chairs are required to evaluate the diversity of their search process. Stritch search committees include an Assistant Dean for Diversity or a Diversity, Equity, and Inclusion Liaison (DEIL).

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 in order to report annually to the Dean and Chief Diversity Officer. The ODEI also serves as a data steward with specific concern for 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 & 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 DEIA 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 DEI and the Co Chair is a resident or fellow.
- **Student Advisory Council on Diversity & Inclusion (SACDI).** The Student Advisory Council on Diversity and Inclusion (SACDI) serves as a central forum for medical students to discuss and address issues related to social identity, power, bias, and cultural competency training needs at Stritch. SACDI regularly convenes a diverse and representative body of student voices to provide insight and leadership in Stritch's ongoing efforts to cultivate a more diverse, equitable, and inclusive school of medicine. The Council directly advises the Office of Diversity, Equity, & Inclusion (ODEI) and Chief Diversity Officer/Dean of School of the Medicine.
- **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)

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

Related Policies

Loyola University Nondiscrimination Policy

LUC Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation

LUC Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

Loyola Faculty Diversity Hiring Toolkit

Loyola New Faculty Hiring Protocol and Documents

LUC Preferred Name Policy

LUC Calendar of Religious Observances

REVIEW

First effective on: April 1, 2013, revised document

Last reviewed: July 24, 2024, revised document • No Change

Next review date due on or before: *Updated/revised document under review by SSOM Dean

Accountable for revision: Office of the SSOM Dean

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

APPENDICES

APPENDIX A

Process for the Assessment of Applicants in Meeting Technical Standards

1. The review of each applicant takes into account the necessity of meeting the SSOM technical standards. At the time an applicant accepts an offer to matriculate, they are required to attest that they can meet the SSOM Technical Standards either with, or without, reasonable accommodations.
2. Federal and state laws prohibit discrimination against otherwise qualified applicants who may be able to meet the technical standards if provided reasonable accommodation. All applicants are held to the same SSOM academic requirements and technical standards, with reasonable accommodations as needed for applicants with documented disabilities. Applicants with a diagnosed and documented disability should discuss their request with the Director of the Academic Center for Excellence and Accessibility who will initiate an interactive process to clarify accommodations that have been requested. Applicants who wish to request accommodation prior to enrollment are encouraged to submit supporting documentation (as described in Appendix C) and engage in this process as early as possible prior to matriculation. After review, the formal request and the appropriate documentation will be forwarded to the Technical Standards Review (TSR) Committee for consideration. The committee assesses the applicant’s ability to meet the specified technical standards in question. This committee works in concert with the Assistant Dean for Admissions, the Associate Dean for Student Affairs, and the Director of the Academic Center for Excellence and Accessibility.
3. The TSR Committee may request additional information, including review of the applicant’s case by appropriate specialists. Once the TSR Committee’s review is complete, the Chair will forward a recommendation to the Executive Admissions Committee (EAC) regarding the applicant’s ability to

meet the full complement of Stritch's *Technical Standards for Admission, Retention, Promotion, and Certification for the M.D. Degree* and will provide their recommendation for accommodations.

4. If approved for accommodations upon completion of the interactive process, the applicant will meet with the Director of the Academic Center for Excellence and Accessibility to review the TSR Committee's recommendation and to discuss and implement the approved plan for reasonable accommodations.
5. If the TSR Committee recommendation is that the candidate cannot meet the technical standards with or without reasonable accommodations, the Stritch School of Medicine EAC reserves the right to not admit, or to rescind admission. This decision applies in cases where, despite reasonable accommodation, a candidate's disability would interfere with patient or peer safety, or otherwise impede the ability to complete SSOM's undifferentiated UME program and advance to graduation, residency, training, or licensure.
6. The chair of the TSR Committee will provide a formal letter with the final decision which will be sent to the Director of the Academic Center for Excellence and Accessibility, the EAC, the Assistant Dean for Admission and the Associate Dean for Student Affairs. The Director of the Academic Center for Excellence and Accessibility will share a copy of the formal decision letter with the applicant.

APPENDIX B

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

1. A matriculated student who develops a disability that requires accommodation(s) or whose disability becomes evident or problematic so as to require accommodation(s) must meet with the Director of the Academic Center for Excellence and Accessibility who will initiate an interactive process to clarify accommodations that have been requested. A student requesting accommodation must provide the required supporting documentation (as described in Appendix C) as early as possible prior to the date the accommodation is needed. Please note that a determination on the accommodation may not be made until all necessary information has been submitted. SSOM will make all reasonable efforts to review requests in a timely manner but cannot guarantee that any requests will be fully reviewed and granted prior to any specific examination or phase of the curriculum. Requests for accommodation may be reviewed and provisionally approved by the Director of the Academic Center for Excellence and Accessibility on a case-by-case basis until formal review by the Technical Standards Review (TSR) Committee.
2. After review, the formal request and the appropriate documentation will be forwarded to the TSR Committee for consideration. The TSR Committee assesses the applicant's ability to meet the specified technical standards in question.
3. The TSR Committee, to address the nature and limitations of the disability that might preclude the student from meeting the technical standards, may request the student to submit additional documentation from a qualified health professional regarding the nature of his/her functional abilities and limitations and/or request a review of the student's case by appropriate specialists.
4. The TSR Committee then collaborates with the Associate Dean for Student Affairs, the Director of the Academic Center for Excellence and Accessibility and appropriate faculty members to identify or confirm the potential accommodation(s) needed to assist the student in meeting the technical standards required to successfully complete the medical education program.

5. Following a comprehensive review, the TSR Committee makes a recommendation regarding the student's ability, with the accommodation(s) identified as reasonable, to meet the technical standards in order to complete his/her medical education. The student will meet with the Director of the Academic Center for Excellence and Accessibility to discuss and implement the approved plan for reasonable accommodations.
6. The TSR Committee reserves the right to advise a student that despite reasonable accommodations, the student would not meet the technical standards required for enrollment. This recommendation applies in cases where, despite reasonable accommodation, a student's disability would interfere with patient or peer safety, or otherwise impede the ability to complete SSOM's undifferentiated UME program and advance to graduation, residency, training, or licensure. If the TSR Committee finds that the student should be discontinued from enrollment at Stritch due to his/her inability to meet the school's technical standards, the student may follow the process as listed in the Academic Policy Manual to appeal the committee's decision.
7. The chair of the TSR committee will provide a formal letter with the final decision which will be sent to the Director of the Academic Center for Excellence and Accessibility and the Associate Dean for Student Affairs. The Director of the Academic Center for Excellence and Accessibility will share a copy of the formal decision letter with the student.
8. Students can meet with the Director of the Academic Center for Excellence and Accessibility and request new accommodations at any time during the year. For some new requests, additional documentation may be necessary. New accommodation requests will be evaluated using the same process as initial accommodation requests, as outlined above.
9. **Enrolled students are required to attest annually that they meet the SSOM technical standards either with, or without, reasonable accommodations.**

APPENDIX C

General Disability Documentation Guidelines followed by LUC and Stritch

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 in order to request accommodations.

Acceptable documentation should:

- be no more than five years old,
- be completed by an appropriate licensed professional,
- be on letterhead,
- contain a diagnosis,
- adequately verify the nature and extent of the disability's impact on academic functioning, and
- substantiate the need for the student's specific accommodation requests.

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).

Examples of unacceptable documentation include:

- handwritten letters,
- handwritten patient records or notes from patient's charts,
- documentation provided by a family member, or
- diagnoses on prescription pads.

If you are unsure if your documentation is appropriate or if you have questions about documentation, please contact the Director of the Academic Center for Excellence and Accessibility at SSOM.

The following requirements apply:

1. Eligibility for services and accommodations is determined on an individual basis. The Technical Standards Review Committee reserves the right to require further documentation based on the student's need if the information provided is not sufficient.
2. Accommodations are not retroactive and begin only after final approval from the Technical Standards Committee.
3. Pending the receipt of appropriate documentation, Stritch School of Medicine reserves the right to deny services or accommodations. Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

APPENDIX D

Drug Screening Policy

Loyola University Chicago Stritch School of Medicine (SSOM) has developed policy and procedures that govern the specific methods for obtaining drug screening and procedures for release and storage of such information. It is the policy of Stritch to be in compliance with Loyola University Chicago Alcohol and Other Drugs Policy (<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 or Assistant Dean for Student Affairs or the Student Progress 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 April 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 *Perspectives™*, the company contracted by the LUC Health Science Campus (HSC) to provide counseling services to HSC students. This clinical evaluation will determine the level of treatment needed to address the substance problem. At this time, the student will be required to sign a Release of Information allowing *Perspectives™* to report to SSOM administration student compliance with all treatment recommendations and follow up. The treatment agreement will detail the recommendations of *Perspectives™*. As part of the treatment program, students with a positive assay may be required to submit to random follow up drug testing during their remaining time as a student at SSOM and must have a negative test result before they can return to school and continue with their education or engage in SSOM sponsored activities. Failure to contact *Perspectives™* within one day of being notified of positive test results or failure to cooperate fully with the evaluation including signing all necessary releases may result in disciplinary action. Appeals by a student and/or request from SSOM for follow up drug testing of a student following all treatment and follow up recommendations will be handled by the Associate Dean 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 COMMITTEE GUIDELINES

The Stritch School of Medicine (SSOM) **Student Promotion Committee (SPC)** is charged by the Dean to monitor and assess all students' progression and achievement of the school's academic and professional

standards. The SPC 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 SPC, 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 SPC will determine when a specific plan or intervention, to address an identified academic deficiency or professionalism issue, is necessary. The approach of the SPC is supportive in nature and aimed at initiating a timely intervention to assist students' successful advancement.

However, while the SPC is supportive of students, ultimately it is the responsibility of the SPC to reasonably ensure students graduating from SSOM meet all of 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 SPC (after careful review) may 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 SPC 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 SPC may determine that a student needs to repeat an entire year or some part thereof in order to ensure their continued satisfactory progress. SPC 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 Chair of the SPC shall be appointed by the Vice Dean for Education for a three-year term, which can be repeated. It is the responsibility of the SPC 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, may 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.

The SPC reports to the Vice Dean for Medical Education.

CONFLICT OF INTEREST

All committee members attest to the following:

“A voting member of the Student Promotion 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.”

COMMITTEE MEMBERSHIP

Voting members of the committee may include:

- Clinical and non-clinical (basic science) faculty from the SSOM
- Faculty from HSC departments and institutes (e.g. Bioethics Institute, Public Health Sciences)
- Clinical and non-clinical (basic science) faculty from our affiliated institutions

Non-voting members shall be present at meetings 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:

- Associate and Assistant Dean for Student Affairs
- Chair, Academic Review and Intervention Committee (ARIC)
- Director, Academic Center for Excellence and Accessibility (ACE)

In the event that the SPC Chair perceives an imbalance in the composition of the committee, the Chair may appoint additional faculty members to ensure a diversity of backgrounds.

TIME AND PURPOSE OF MEETINGS

The SPC generally convenes monthly. Special meetings may be called at the discretion of the Chair.

The SPC meets for the purpose of officially promoting 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 may be discussed at any meeting throughout the year.

Minutes will be taken at all SPC 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 SPC Chair is responsible for scheduling and developing the agenda for each meeting. The Associate Dean for Student Affairs secures and maintains the confidentiality of each student’s academic records and provides the necessary reports and documents to the SPC members, at the time of the meetings or prior to meetings to ensure they 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 SPC due to academic performance, behavioral or professional issues resulting in failure to progress through the curriculum and/or not being in “good standing” will meet with the Associate or Assistant Dean for Student Affairs. 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 SPC to inform its deliberations and final actions to ensure the student’s successful progression through the curriculum or the student’s dismissal.
- C. **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.
- D. Decisions concerning remediation and promotion will be defined by the Academic Policy Manual and may include recommendations by the Office of Student Affairs deans, the Academic Review and Intervention Committee (ARIC), and the SPC itself.
- E. The SPC may 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)
 - 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 the SSOM)
 - Enrollment in a special and/or designated outside course or program (e.g. Perspectives™)
 - Placement of a student on probationary status
 - Suspension from school
 - The SPC may, for reasons including but not limited to improper conduct, recommend a student be dismissed from the SSOM
- F. The Associate Dean for Student Affairs (or the Assistant Dean) may notify a student in advance of an anticipated action by the SPC of Probation, but is not required to do so, as students already have criteria for Probation available to them in the SPC manual. Students will not be allowed to plead their case directly to the SPC nor to any one individual SPC member outside the committee meeting.
- G. Students will be formally notified in writing by the SPC chair of the decision approved by the committee.
- H. 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 SPC chair will notify the student of the decision to remove the designation of Probation. A student who was taken off Probation can be returned to Probation status if they are no longer in good standing.

NOTICE AND PROBATION

SPC PROCEDURE

Students, faculty and administration may raise concerns regarding SPC procedure to the 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 may be petitioned for appeal by the student through the Student Appeals Board. See the Academic Policy Manual regarding appeals.

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. If the SPC votes that a student should be dismissed, this vote is then forwarded to the Associate Dean for Student Affairs and the Vice Dean for Education for review and comment. A student who is dismissed has the right to appeal the action to dismiss or otherwise change enrollment status as outlined within the SSOM Academic Policy Manual.

APPENDIX F

POLICY ON ARTIFICIAL INTELLIGENCE TOOLS IN EDUCATION AND TRAINING

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. (There is no standard way of citing ChatGPT at this time; <https://apastyle.apa.org/blog/how-to-cite-chatgpt> , accessed on June 30, 2023).

- 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 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 10/4/18

Revised January 19, 2023

I. PURPOSE AND SCOPE

As a Jesuit, Catholic medical school, we seek to support mothers and 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, step child, 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. Absences beyond 6 months 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 Committee (SPC).

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 Student Affairs 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.):
<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. 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

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 Office of Student Affairs Senior Associate Dean, 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 SSOM 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, 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 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, he/she/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**

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 is an guidance and is not inclusive of all student related circumstances.

This policy may change without notice to ensure on-going 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 LOCUS each term. Students enrolled in LOCUS are assumed to be taking eligible courses towards degree completion.

Failure to take courses towards degree completion will result in the immediate removal of all federal aid. Additionally, students are expected to complete all course work during the reported terms of enrollment. A student will not be eligible for federal aid if they are not enrolled at the start of the term. Aid may be awarded once the student is enrolled in full-time, eligible course work as confirmed by Registration and Records.

Per federal regulations, the FAO is required to recalculate financial aid eligibility for students who completely withdraw, drop out, are dismissed or take a leave of absence prior to completing more than 60% of a term, and for those who do not successfully complete at least one course in a term. It is imperative that all students are aware of their responsibilities for the receipt of federal financial aid.

“Study time” or “discretionary time” do not count as degree completion coursework, and students 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, are subject to a Return of Title IV review.

A student who has failed a course, clerkship, or elective, and is needing to retake a course, clerkship, or elective is eligible to receive federal financial aid for one additional attempt.

Students must pass their United States Medical Licensing Examination (USMLE) Step 1 by the final month of the Year 3 curriculum. Students who do not pass Step 1 by the final month of the Year 3 curriculum will not be eligible for federal financial aid until Step 1 has been passed. This will be verified by the SSOM Registration and Records office.

Students must pass Step 2 CK no later than two months before the end of the Year 4 academic calendar. Students who do not pass Step 2 CK by the final month of the Year 4 curriculum will not be eligible for federal financial aid until Step 2 has been passed. This will be verified by the SSOM Registration and Records office.