The Medical College, which includes affiliates where medical studies take place, constitutes an academic and professional community with an internal set of policies and procedures governing student conduct and performance; some of which apply to faculty and staff as well. This section will set forth the fundamental policies that regulate the two major aspects of student life at the Medical College: academic performance and the standards of conduct. These two spheres are not mutually exclusive and significant issues may overlap. Both, however, are crucial in the professional preparation of a member of the medical community. The Medical College’s goal is to foster academic excellence and professional integrity. To achieve these objectives, medical students must know the Medical College’s expectations and standards, must understand how these will be applied, and must be familiar with the processes that will be invoked when a problem arises.

No set of policies or procedures can anticipate every issue or situation, and circumstances at times require alterations or adaptations. What follows are the general policies that will govern these situations routinely. While maintaining the Medical College’s commitment to these policies and to applying them fairly, the Medical College does, however, reserve the right to modify policies and/or procedures at any time as may be necessary.
WEILL MEDICAL COLLEGE POLICIES AND PROCEDURES

PART ONE

Academic Regulations of the Medical College

I.  INTRODUCTION

Students at the Medical College are required to complete a rigorous academic program that will enable them to demonstrate a mastery of the substantive fields of study, the technical skills of a medical practitioner and the personal demeanor and character suitable to the practice of medicine. The Medical College has developed a set of regulations to govern academic achievement and fitness to be a doctor. It is the responsibility of each medical student to be fully familiar with the Medical College’s academic requirements and standards, the regulations in this document and the procedures that guide the application of these policies to students.

The faculty of the Medical College are vested with the primary responsibility for developing, interpreting and applying these policies and procedures to medical students. In conjunction with the Medical College’s administrators, faculty consider how to assist a student who is not meeting the academic standards and the manner in which the policies of the Medical College will be enforced.

The policies and procedures apply to students while matriculated as a student in the Medical College, when at the campus and when engaged in programs or activities related to Medical College studies and professional experiences even if away from campus. Certain conduct by members of the Medical College community may be closely connected to academic integrity and/or fitness for professional duties, and may involve more than one of the established policies; these crossovers can be complex and multifaceted so that from one vantage point the conduct affects the academic standards, while from a different perspective it is viewed as pertaining to standards of professional conduct. The Senior Associate Dean (Education), in such instances, will make the final decision as to which of the relevant procedures is applicable for adjudicating the matter.

In many cases, and to the extent feasible, the initial approach with a student may be a direct conversation between the student and an appropriate administrator or faculty member, with the goal of achieving agreement on a course of action to resolve the situation. When an informal approach satisfactorily resolves a problem, it may be possible to conclude the situation at that stage. The Medical College will invoke formal procedures to address unresolved matters and in those circumstances where an informal process is not realistic.
These are the general standards applicable to study at the Medical College and for professional preparation; they do not and cannot anticipate every issue that may arise, either substantively or procedurally. The Medical College reserves the right to interpret how these policies and procedures shall apply in specific situations, has the authority to adjust time frames as needed, shall determine the staffing of committees, shall designate which bodies will consider a matter, and will provide guidance on how the review is to be conducted, in accordance with these rules, the complexity of a case and the resources available.

II. PROMOTION AND GRADUATION STANDARDS AND PROCEDURES

A. Introduction

The Medical College curriculum represents the academic standards students are required to achieve; the curriculum is divided into four successive academic years, each year building on the subject material and experiences of preceding years. A student is expected to exhibit mastery of course objectives set by the faculty and to complete required clerkships and rotations as determined by faculty. A student’s progress is assessed and monitored on an on-going basis. When a student does not demonstrate an acceptable level of proficiency or has not made timely progress toward the satisfactory completion of the curricular requirements, the faculty bodies will determine a student’s continued status in the Medical College.

The academic year in each of the first two years of the curriculum consists of sequential integrated courses. The third year consists of an introductory period followed by required clinical rotations of varying lengths. Remaining requirements for graduation include subinternships, sixteen weeks of elective study, and the Advanced Biomedical Science (ABS) requirement. The ABS requirement consists of an ABS research experience and the ABS course. Upon the completion of each course and curricular unit, a student's performance is evaluated and recorded. In addition, several times each year, the Committee on Promotion and Graduation convenes scheduled meetings to review the ongoing progress of each student. There is a meeting of the Committee on Promotion and Graduation for each year of the curriculum. Details on curricular requirements are described in an addendum to these regulations (Addendum A – Curriculum).

B. Faculty Principles

1 The Committee on Promotion and Graduation consists of all department chairs and the directors of each of the required courses. It is chaired by the Senior Associate Dean (Education) (without a vote) and is supported by the Office of Academic Affairs.
The following general principles guide the Faculty Councils\textsuperscript{2} during consideration of a student’s status:

1. A student must successfully complete all of the course work of one academic year before he or she can be approved for promotion to the next year, except as otherwise specified in these standards.
2. Remedial work and re-examination may be offered to a student who fails a course, as provided for in these standards.
3. A student will have access to a review process, and an appeal, in cases where a denial of academic advancement or dismissal from the Medical College is at issue.
4. Any student who, in the judgment of a faculty member, lacks suitability to enter the medical profession, can, pursuant to an applicable policy or procedure, be dismissed from the Medical College.

C. Grades and Grade Review

1. Grades

Each course director determines the final grade of a student after evaluation of the student's performance in all aspects of the course work, including results of examinations. Faculty members are also expected to evaluate each student early enough during a course to allow time for remediation. Students will be required to be present at the time of a regularly scheduled examination or other course activities in order to pass the course unless they have made previous arrangements with the course director, as detailed in the section herein entitled “Attendance Standards”.

In the first two years of the curriculum, students may receive the following grades: “Honors” (outstanding performance), “Pass” (satisfactory performance), “Marginal” (a non-passing interim grade based on less than satisfactory performance in one or several components and/or activities comprising the final grade), or “Failure” (below satisfactory performance in all or a preponderance of the components and/or activities comprising the final grade). In the evaluation of clinical clerkships in the third year, an additional grade of “High Pass” (excellent performance) can be assigned. Certain courses are graded only on a “Pass/Fail” basis. In addition, the interim grade “Incomplete” may be assigned to any course in which the performance is otherwise satisfactory but the student is missing a component or activity that the course director has agreed can be completed at a subsequent date. “Incomplete” is an interim grade that must be made up at the first available opportunity, as determined by the course director in consultation with the student and the Associate Dean (Academic Affairs). Interim grades of “Marginal” or “Incomplete” are never final grades.

\textsuperscript{2} The term “Faculty Councils” refers to the Executive Faculty Council (department chairs and senior administrators) and the General Faculty Council (representative faculty from the various departments of the Medical College). These Faculty Councils are advised by the Committee on Promotion and Graduation, and have authority to act, in pertinent part, on issues related to student promotion and graduation.
Faculty members are expected to submit grades promptly after a course or curricular unit is completed; generally grades will be submitted within six weeks after a course or unit is completed. Faculty members should include narrative descriptions of student performance and non-cognitive achievement in all required courses and clerkships where teacher – student interaction permits this form of assessment.

If a student receives a non-passing interim grade of “Marginal” or “Incomplete,” the course director will discuss the performance with the student and will notify the Office of Academic Affairs (see Section E below entitled “Faculty Determinations Regarding Unsatisfactory Academic Performance”). The opportunity to do remedial work, or complete necessary work, generally will be presented to the student, in accordance with the procedures described in these regulations. In the case where a student does not complete remedial or missing work satisfactorily, the “Marginal” or “Incomplete” interim grade will revert to a grade of “Failure.” If a student receives a non-passing grade of “Failure”, the course director will notify the Office of Academic Affairs and will discuss the student’s performance with the student, prior to a determination regarding the student’s option to remediate or repeat the course, if available. In the event a student’s performance is deemed unsatisfactory, the Medical College will follow other procedures, also described in these regulations, to assess continued participation in the M.D. program.

2. Student Request for a Grade Review

Students may seek clarification about an evaluation or grade awarded that does not seem consistent with the student’s view of his or her performance. If the student believes that there is a credible basis to assert that the grade received does not reflect his or her objective course performance, the student should seek the guidance of the course director. If a discussion with the course director does not resolve the issue, or the student has additional reasons for seeking guidance from someone other than the course director, he or she shall promptly present his or her concern in writing to the Senior Associate Dean (Education) for a request for review of the grade or evaluation. The student should set forth the reasons for his or her request for review of the grade.

In consultation with the faculty involved, the Senior Associate Dean (Education), or his or her representative, has discretion to request documents and relevant information that would be needed to conduct a full and fair assessment of the grade under review. The Senior Associate Dean shall recommend a final resolution, where appropriate, to the course director.

D. Unsatisfactory Academic Performance in a Course.

1. Actions During a Course

Any student who is having academic difficulty with a course(s) (or his or her overall academic performance) should consult with faculty or administrators at the Medical College. Depending upon the problem, a student may wish to seek advice or assistance from a course
director, the Associate Dean (Academic Affairs) or a member of the Office of Curriculum and Educational Development. Early intervention with academic difficulties may provide a wider range of solutions and is in the student’s best interest. It is the responsibility of a student to seek advice or assistance when such student is having difficulty with a course(s) (or his or her overall academic performance).

When a student exhibits unsatisfactory performance during a course, and generally before a non-passing grade is assigned, the course directors shall make an effort to notify the student and the Senior Associate Dean (Education). Faculty in the course may meet with the student and outline a program to address deficiencies in the student’s performance. The Senior Associate Dean (Education), or his or her designee, also may make an effort to address this with the student.

2. Actions Upon Completion of a Course

The Committee on Promotion and Graduation (the “Committee”) is responsible for assessing the overall performance of students in the Medical College on an ongoing basis. In the event of unsatisfactory work (Marginal, Incomplete or Failure), the grade will be reported in writing to the Office of Academic Affairs upon the completion of a course. At his or her discretion, the Senior Associate Dean (Education), or his or her designee, will meet with a student who has earned non-passing grades to discuss the reasons for the student’s unsatisfactory work. The Senior Associate Dean (Education) shall assemble and present information to the Committee about the students with non-passing grades to assist the Committee in its deliberations. If time permits, a student will have the option of submitting, through the Senior Associate Dean (Education), his or her own independent written information to the Committee. Generally, a student will not have an opportunity to appear before the Committee during this stage of the process, unless requested by the Committee.

E. Faculty Determinations Regarding Unsatisfactory Academic Performance

The Committee on Promotion and Graduation will review each student's performance, and will make decisions, in consultation with the course director, about whether to permit a student to have an opportunity for remedial work, re-examination, repetition of a course, or other appropriate alternatives. Remedial work, re-examination or repetition of a course are not to be regarded as a right for a student who has an unsatisfactory record in a course, but are options which may be offered to individual students, in the judgment of the faculty, based on the student’s academic record and consideration of circumstances related to completion of the course.

1. Remedial Course Work

Remedial work, including re-examination, for courses in which a student has not received a passing grade will ordinarily be offered at times which do not conflict with regularly scheduled academic activities. Generally, remedial work, including re-examination, will be available only if the student has successfully completed the majority of course work required for
a passing grade in the course. Remedial work and any re-examination needed in first year courses will be scheduled during the summer. Re-examination in second year courses will be scheduled to occur prior to the beginning of the third year courses. A course failure in designated second year courses will have to be remedied prior to the beginning of the third year clerkships. A clerkship that is failed usually will, if applicable, be repeated as soon as possible.

In the case of a “Marginal” grade, the remedial work may be targeted in scope, as determined at the discretion of the course director in consultation with the course faculty. A student who successfully completes remediation for a “Marginal” grade is eligible only for a grade of “Pass.” However, if the first attempt by a student at remediation of a “Marginal” grade is not satisfactory, the course grade converts to a “Failure” and remediation for a “Failure” grade must ensue. In the case of an “Incomplete” grade, completion within the period of time specified by the faculty can result in a grade of “Honors”, “High Pass” (if available), “Pass”, or “Failure”. An “Incomplete” not successfully addressed within the specified period of time shall revert to a grade of “Failure” and remediation for a “Failure” grade must be undertaken. In the case of a “Failure” grade, the remediation will be broad in scope and must result in the satisfactory demonstration of competence in all aspects of the course. The nature of the remediation lies solely in the province of the course director in consultation with the course faculty. The grade of “Honors” is not awarded when a student has repeated a course.

2. Criteria for Continuation in the Academic Program

In the event a student fails one or two courses, or after permitted remedial work the student fails re-examination, the student, if authorized to do so by the Committee on Promotion and Graduation, must, in the following year, attend and pass the previously failed course(s) prior to promotion to the next academic year. Students who repeat an academic year will repeat all failed courses and, in the remaining time, may pursue a special program approved by the Office of Academic Affairs.

Students who fail three of the required courses in the first year, and receive the authorization of the Committee on Promotion and Graduation, will have to repeat the first year courses. Such students may not eliminate the failing grades by remedial work and re-examination during the summer. (Required courses are identified in Addendum A.) Students who fail all of the first year courses will be dismissed from the Medical College without opportunity for remediation.

In the second year, students who fail two of the required courses (as designated in Addendum A) may, with the authorization of the Committee on Promotion and Graduation, repeat the second year, but may not eliminate the failures with remedial work and re-examination during the summer. Second-year students who fail all of the required courses will be dismissed from the Medical College without opportunity for remediation.

Students who fail three of the required third year clerkships will be dismissed from the Medical College without opportunity for remediation.
A student who repeats a required academic course or clerkship, and fails to pass that course or clerkship upon repetition, will receive a grade of “Fail”. Remedial work and re-examination will not be offered if a course or clerkship is repeated and failed. A student who fails a course or clerkship twice will be dismissed from the Medical College.

Students are also required to complete a series of elective courses, subinternships, and to fulfill the advanced biomedical science requirement. Successful completion of 16 weeks of elective courses in the third and fourth years is necessary for graduation from the Medical College. Students who fail an elective course may repeat that course or, with the approval of the Senior Associate Dean (Education), substitute another course(s) of equivalent hours. A student may not take elective courses concurrently with any other courses to satisfy the 16 week requirement. Students in the M.D. - Ph.D. program are exempt from the 16 week elective requirement, subinternships and from the advanced biomedical science requirement.

Students who accumulate three or more Marginal grades may be at risk for unsatisfactory overall academic performance. The performance of students who receive three or more Marginal grades over the course of their study, even if those grades have been remediated, shall be reviewed at the next scheduled meeting of the Committee on Promotion and Graduation to determine if a formal review of the student’s suitability for the practice of medicine or if some other appropriate intervention is necessary for continued study in the Medical College. The Committee on Promotion and Graduation reserves the right to specify the nature of the intervention(s) recommended based on its evaluation of the student’s performance.

Students may repeat no more than two academic years and, except for students in the M.D. - Ph.D. program, students must complete the academic work of the first three years in five academic years. Students must complete the entire Medical College curriculum in six academic years. Students in the M.D. – Ph.D. Program must complete the M.D. portion of the program within the six-year required time period as well.

3. Unsatisfactory Academic Progress

In addition to the academic performance standards that lead to dismissal from the Medical College described in the previous section, unsatisfactory overall academic performance will also be grounds for dismissal from the Medical College. Unsatisfactory overall performance is defined as failure grades (even if remedied), multiple marginal grades, or withdrawal in a significant number of courses, clerkships, or the subinternship, (generally a total of six of the courses, clerkships or subinternship designated in the curriculum), and will result in dismissal. Similarly, failure to complete the curriculum within six years will be deemed unsatisfactory performance, resulting in dismissal.

The faculty of the Medical College takes the position that an overall failing performance as described above documents a quality of work unsatisfactory for admission to the medical profession.

F. Leave From Academic Program
Consequences of unsatisfactory academic performance can include, but need not necessarily be limited to, dismissal from M.D. program, involuntary leave of absence, and/or other remedial work, in the discretion of the Senior Associate Dean (Education) and/or Committee on Promotion and Graduation.

**Leave from the Medical College.** In extreme circumstances, a student may be required by the Senior Associate Dean (Education) to take a leave of absence for up to one year, depending upon the needs of the student and the demands of the curriculum. This leave of absence may be renewed by the Senior Associate Dean (Education) for a total leave that does not exceed two years. The Senior Associate Dean (Education) will specify the terms for re-entry to the Medical College, which will include an evaluation of the student.

If a student objects to a required leave of absence, or if the Senior Associate Dean (Education) decides against re-entry after a required leave, the student can appeal to the Committee on Promotion and Graduation through the appeals process outlined in these policies.

Section VII of these regulations sets forth the policies and procedures governing all leaves of absence for students, including those initiated by the Medical College and leaves requested by students. A student will have to comply with all relevant requirements for leaves contained in such Section VII.

G. **Appeals Process and Related Procedures**

**General Procedures.** When a student’s academic performance and progress is under review, the Medical College is committed to providing a fair process of review and, when requested, appeal. Determinations are based on the record as a whole before the decision making entity and the standard of proof that underlies a decision is a preponderance of the credible information or evidence. A decision regarding a student’s dismissal, required leave of absence or repetition of a course year is final unless overturned after an appeal.

**Appeal Procedure.** A student can appeal a decision of a required leave of absence, repetition of a course or year, or dismissal. The appeal must be made in writing by the student within ten academic calendar days (excluding weekends and Medical College holidays) from written notification to the student of the decision which the student is appealing and delivered by hand to the office of the Senior Associate Dean (Education). If the appeal is submitted by US mail or a delivery company (such as Federal Express), it must be postmarked by the date it is due to be submitted by hand to the Senior Associate Dean’s office.

The appeal is heard by the Committee on Promotion and Graduation. In cases that are appealed, the Dean may appoint an alternate individual to chair the Committee in place of the regular chair. The Committee on Promotion and Graduation will provide the student with at least seven business days’ advance written notice of the date, time and place of the meeting of the Committee on Promotion and Graduation which will consider the appeal. Prior to the meeting, the student may submit a written response and evidence to the Committee. The student may
attend the Committee meeting and may be accompanied by an advisor or counsel. Any such advisor or counsel shall be an observer of the proceeding but may not expect to be able to participate in or speak at the Committee meeting. The student or the Committee may invite other persons to appear and provide information. Prompt written notice of the Committee's decision will be sent to the student. The student will have access, upon request, to the written minutes of the meeting with the Committee on Promotion and Graduation that pertain to the student appeal.

The report of the Committee on Promotion and Graduation will be presented to the Executive and General Faculty Councils. The Executive Faculty Council, chaired by the Dean, and the General Faculty Council will review all relevant documents and issue a report to the Dean, who will implement the decision of the Faculty Councils. Differences, if any, between the Faculty Councils will be resolved in a joint meeting of the Executive Faculty Council and the General Faculty Council, to be chaired by the Chairman of the General Faculty Council. Prompt written notice of the final decision will be sent to the student.

H. Reserved Rights/Changes to Policy

The Medical College reserves the right to determine whether existing policies and procedures address a particular situation, or whether circumstances are of such magnitude to require additional actions. It is recognized that the Faculty at large reserves the authority to intervene in the application of these standards and procedures, although it is not anticipated that the Faculty will exercise this inherent authority unless the Faculty determines that existing policies and procedures do not address the situation; or circumstances are of such magnitude as to require the action of the Faculty by a ruling by both Faculty Councils.

III. TECHNICAL STANDARDS FOR THE STUDY OF MEDICINE: ADMISSION AND RETENTION

The faculty of the Weill Medical College of Cornell University has adopted general guidelines relating to the technical standards for medical school admissions, retention, and graduation of medical students based on material originally promulgated by an AAMC Special Advisory Panel (1979), and most recently updated in 2005 (AAMC: Medical Students with Disabilities: A Generation of Practice). Weill Medical College, supports extending opportunities for medical education to individuals affected by disabling conditions who can benefit fully from a Weill Medical College education. Addendum B – Technical Standards: Admission and Retention, attached to these regulations, delineates guidelines for minimum technical standards for the Doctor of Medicine degree that all applicants must meet to qualify for consideration for acceptance into the Medical College and also sets forth the technical standards that must be satisfied for retention through the program and for graduation. Procedures for making decisions and administering the technical standards are a part of the document.

Weill Medical College students who seek further information about the technical standards and their application to individuals are encouraged to consult with the Senior Associate
Dean (Education) for assistance. Applicants should consult with the Associate Dean (Admissions) for further information.

**IV. STANDARDS OF CONDUCT**

The Medical College requires that faculty, students and staff abide by fundamental standards of conduct expected of the members of the medical college community in their interactions with each other. Membership in the Medical College community for students is more than an academic commitment; it connotes a willingness by the student to act as a responsible medical professional. Participation in the medical college community by faculty is more than instructing the next generation of medical professionals; it is a commitment to serve as mentor and role model of the standards of the medical profession. Inherent in the concept of a medical professional is an underlying integrity and ethical foundation that defines the tone and culture of the teacher-learner environment at the Medical College.

The Medical College’s standards of conduct also enable students to begin to encounter and wrestle with the difficult moral and ethical questions that arise continuously throughout one’s medical career. In this capacity the standards of conduct promote expected behaviors, challenge unprofessional behaviors, and educate students, as well as faculty, to confront these challenges.

It shall be the responsibility of the students and faculty of the Medical School to uphold the integrity and ethical standards of the community to the fullest extent possible. The standards of conduct listed below set forth general responsibilities of students and faculty in a teacher learner environment. The full range of responsible conduct cannot be set forth in any policy document. Accordingly, students and faculty should view these enumerated responsibilities as an illustration and should strive to comply with both the letter and the spirit of these standards of conduct.

This section also describes the guidelines and policies which will apply when there has been a failure to comply with the standards.

**A. Student Responsibilities**

In order for students to be permitted to continue their studies at the Medical College, students must demonstrate a range of skills and abilities, such as, good judgment, a sense of responsibility and morality, sensitivity and compassion for individual needs, the ability to synthesize and apply knowledge, and evidence that they are capable of becoming safe and effective physicians. Students must also assume responsibility for the integrity of the content of the academic work performed and submitted, including papers, examinations and reports.

The following are examples of conduct that is not suitable for students at the Medical College:

- a. knowingly or carelessly representing the work of others as one’s own;
- b. using or giving unauthorized assistance in any academic work;
c. restricting the use of material used to study in a manner prejudicial to the interest of other students;

d. purposely misleading or give false information to another student;

e. repetitively or egregiously failing to fulfill the professional requirements and responsibilities of a clinical clerkship;

f. committing an act of physical abuse or violence of any kind;

g. being repeatedly absent, unexcused, from a required course, clerkship, or subinternship activities; or

h. otherwise committing a breach of academic and/or professional integrity.

A student, or group of students, knowing of any situation in which a violation of any of the standards of conduct set forth above may have occurred is responsible for providing any such information in writing to the Senior Associate Dean (Education). Faculty are similarly required to report a violation to the Senior Associate Dean (Education). Each student matriculated at the Medical College shall be bound by standards of conduct described above and shall be presumed to be familiar with the above provisions.

When a student’s conduct while matriculated at the Medical College raises a question about his or her suitability for the practice of medicine, the matter is directed to the Committee on Promotion and Graduation for consideration. On a request by the Committee on Promotion and Graduation, the Senior Associate Dean (Education) or his or her designee, shall appoint an ad hoc committee of faculty to review the matter. The student involved shall receive notice of the Committee on Promotion and Graduation’s request for the appointment of the ad hoc committee, the membership of the ad hoc committee once constituted, and the details of the concerns under consideration by the ad hoc committee regarding the student’s suitability for the practice of medicine.

The ad hoc committee will determine the scope, manner and extent of its review, consistent with the information provided by the Committee on Promotion and Graduation. The student shall have the right to appear before the ad hoc committee in order to present his or her position on the claims raised and his or her continued suitability. The student may be accompanied by an advisor (such as a family member, faculty member and/or counsel) who may assist the student but will not be a participant in the proceeding before the ad hoc committee; the student will remain responsible for acting on his or her behalf in the process. The ad hoc committee will forward its determination as to the student's suitability to the Promotion and Graduation Committee.

When the recommendation of the ad hoc committee to the Committee on Promotion and Graduation is to permit a student to continue with his or her studies based on a finding that the student continues to meet the standards of suitability for the practice of medicine, the Committee on Promotion and Graduation may accept the recommendation and conclude the process or the
Committee on Promotion and Graduation may seek further review by forwarding the matter for further action to the Faculty Councils and Dean. The Committee on Promotion and Graduation retains the right to add its own recommendation to the recommendation of the ad hoc committee if it forwards the decision of the ad hoc committee for additional consideration.

When the recommendation of the ad hoc committee is that the student does not satisfy the Medical College’s standards of suitability for the practice of medicine and should not be permitted to continue studies at the Medical College, then the recommendation, together with the academic records, factual determination, including any recommendations for sanctions (which shall include a brief statement explaining the sanctions), as well as any other materials the ad hoc committee deems appropriate, shall be forwarded to the Committee on Promotion and Graduation. The Committee on Promotion and Graduation shall then follow its own procedures for reviewing the recommendation, and formulating its own position on the matter. The Committee on Promotion and Graduation has the discretion to rely on the record created by the ad hoc committee or to reopen the process to gather additional information. The student shall have an opportunity to submit whatever information he or she believes is relevant to the consideration. The recommendations of the ad hoc committee, and the Committee on Promotion and Graduation, shall be forwarded to the Faculty Councils and the Dean for final action, pursuant to Section IIG herein.

B. Teacher-Learner Environment

The Medical College is committed to providing an environment that fosters mutual respect and the values of professionalism, ethics, and humanism in the practice of medicine. An environment conducive to learning requires that faculty, students and administrative and support staff treat each other with civility. Faculty must treat students fairly and with respect in all settings where students are educated and maintain an academic environment conducive to the pursuit of free inquiry, academic integrity and the advancement of patient care. The standards of conduct set forth below are intended to prohibit teaching and other practices that are discriminatory, generally offensive and that undermine professionalism, without limiting appropriate teaching techniques and styles that advance and stimulate the educational environment.

Examples of conduct that is not appropriate include:

a. verbally abusing a student, including belittling and/or humiliating a student, or speaking disparagingly about a student’s economic or cultural background, gender, sexual orientation or preference, race or religion;

b. exploiting students in any manner, including requesting that students perform personal errands or directing students to perform a large number of routine hospital procedures on patients not assigned to the student, particularly where performing the procedures interferes with a student’s attendance at educational activities such as teaching rounds and classes;

c. intentionally singling out a student for arbitrary or selective treatment;
d. pressuring a student to perform medical procedures for which the student is insufficiently trained;

e. interfering with a student’s need to attend properly to a potentially serious health problem, including not permitting a student to leave a hospital unit or operating room to seek attention for a needlestick injury or a splash with bodily fluids; or

f. committing an act of physical abuse or violence of any kind.

Faculty shall educate and advise students about the specific standards that govern professional conduct in a clerkship, a course or in a hospital setting, and, by his or her own conduct, set an example of the standards expected of the student.

If a student believes that a faculty member has violated the standards of conduct, the student may file a written request for an investigation with the Senior Associate Dean (Education) or Vice Provost and Executive Vice Dean (“Executive Vice Dean”). The Senior Associate Dean (Education) or Executive Vice Dean, as appropriate will notify the Associate Dean for Student Affairs, who shall serve as the student’s advocate, and the Chairperson of such faculty member’s department of the complaint and, together with such Associate Dean for Student Affairs and Chairperson, investigate any such complaints. The Department Chairpersons and the Senior Associate Dean (Education) or Executive Vice Dean, as the case may be, are committed to establishing the facts fairly and promptly and will respect the rights and confidentiality of the involved parties. Students who wish to come forward and report inappropriate behavior on the party of a faculty member may do so without fear of retaliation or reprisal. The Senior Associate Dean (Education) or Executive Vice Dean, as the case may be, and the Chairperson of the relevant faculty member’s department and the Associate Dean for Student Affairs will take prompt action, normally within ten (10) days from the written request for an investigation, in resolving the matter.

Faculty are also required to inform the Senior Associate Dean (Education) or Executive Vice Dean, in writing, of any alleged violation by a faculty member of the standards of conduct outlined above. Faculty members, upon appointment to the Faculty, shall be bound by the standards of conduct set forth in this section and shall be presumed to be familiar with its provisions.


The Medical College’s computers, network systems equipment, data and software are a critical portion of the Medical College’s infrastructure and are to be treated accordingly.

Students and faculty are responsible for their actions when using the Medical College’s computers, electronic communications and network systems, whether or not their transgressions are intentional, accidental and/or can be corrected.

Users of Medical College computers and network systems shall:

1. Respect the privacy of other users' information, whether or not the information is securely protected.
2. Respect the ownership and intellectual property rights of proprietary and commercial software, including not using unauthorized copies of software even where the software may not be copy protected.

3. Respect the finite capacity of a computer system and limitations of use so as not to interfere unreasonably with the activity of other users.

4. Respect procedures (posted in computer facilities and/or online) established to manage use of the computer system.

5. Respect the rights of others not to be harassed, intimidated, or otherwise receive intrusive or inflammatory information through the computer system.

6. Respect the Medical College’s policies regarding the use of computers as specified by the Office of Academic Computing (OAC).
V. Honors Designation

**Honors in Research** The goal of the M.D. with Honors in Research Program is to encourage and recognize achievements in biomedical research by medical students of the Medical College (other than those in the M.D.-Ph.D. programs). In order to obtain the honors designation, the student must complete successfully a clinical or laboratory research project undertaken at Weill Cornell or one of its affiliated medical centers and supervised by a member of the Medical College faculty. The project, which must have approval by the chairman of the participating department and the faculty supervisor, as well as the Student Research Committee, as described below, may be undertaken at any time during the student's tenure in the Medical College. The student's time commitment to the research may vary from elective periods undertaken during the academic years, to research performed during summer vacations, or to full-time involvement in research undertaken during a one or two year academic leave of absence (see Policy on Leave of Absence.) Research performed to satisfy the Advanced Biomedical Science Requirement should be considered for this award.

Awarding of the degree of M.D. with Honors in Research will be based upon the quality of the research project completed by the student. The student should complete a body of work which will comprise a scientific paper of quality suitable for publication in a major scientific journal. This research report will be submitted by the student to the Office of Academic Affairs by February 1st of the year of the expected degree. The report must be endorsed by the chair and the faculty supervisor of the sponsoring department. The Office of Academic Affairs will then forward the report and supporting documents to the chairman of the Student Research Committee. If awarded, the student's diploma and transcript will indicate that the student achieved an "M.D. with Honors in Research."

The M.D. with Honors in Research Program will be administered by the Student Research Committee which is appointed by the Dean. To the extent feasible, it will distribute information on research opportunities for students, assist in the distribution of the research paper for review and have final authority in recommending students to the Dean for the degree of M.D. with Honors in Research. The determination of the Student Research Committee in recommending students to the Dean for this award is final.

**Honors in Service.** The designation of M.D. with Honors in Service encourages students with an interest in and commitment to community service to develop their interest and abilities in service to the community and to recognize excellence in their achievement. The Honors designation will appear on the student’s diploma and transcript.

Certain students are exceptional in their dedication to community service and the responsibility they accept to further this activity. Their projects require individual special efforts and their accomplishments stand out among their peers, and represent the best efforts to assist persons in the community who struggle to obtain needed medical and social services. The student projects often may enhance the limited range of medical services that those persons already receive. In addition, many of these projects represent outstanding examples of the scholarships of integration, methods, and application, requiring innovation on the part of the
student. Finally, these outstanding projects are often the launch pad to a highly productive and scholarly career in health research, administration and public policy. Such students are deserving of the opportunity to receive recognition of their excellence by according them the designation of "M.D. with Honors in Service" at the time of graduation.

Requirements and Procedures for Selection: The requirement for the designation of M.D. with Honors in Service has two components: A time and commitment component and an original scholarly research paper component. The time and commitment component is based on the student’s activity as a volunteer in the Community Service Program. The student who wishes to be considered for the M.D. with Honors in Service should submit an application to the Office of Academic Affairs presenting information showing the applicant has:

1. Accepted leadership responsibility for a program/activity for at least one full year;
2. Demonstrated innovation in improving an existing program/activity or starting a new program that has gained acceptance by student participants in the Community Service Program;
3. Assisted substantively the participation of first and second year students in the Community Service Program; and
4. Helped to establish or maintain sustainability of a program/activity for which leadership responsibility was assumed or, for valid, rational reasons, terminated the program/activity.

Applications will be evaluated by the Student Service Committee, appointed by the Dean, to determine the success with which applicants have fulfilled the enumerated criteria. The Committee shall include the Associate Dean (Student Affairs) as Chair, the Assistant Dean (Student Affairs), the Community Service Program Coordinator, the Chair of the Faculty Advisory Committee of Community Service Programs, the Senior Associate Dean (Education), one 4th year representative of the MSEC and two 4th year students (selected by the prior year’s Committee as having fulfilled the criteria).

Third year student applicants selected by the Committee to have fulfilled these time and commitment criteria will be invited to submit an original paper which will be considered as the scholarly research component for eligibility for the M.D. with Honors in Service. The original paper written by the student will be supervised by a faculty member and will be submitted for consideration together with a letter from a faculty sponsor which addresses aspects of the student’s community service involvement.

The paper should address, as applicable, the following:

- A description of the problem addressed by the program/activity;
- A description of the organizational structure in which the service was rendered;
- A description of the recipients of the services;
- An analysis of why the recipients were in need of this service by volunteers;
- An analysis of ethical issues related to why the recipients were in need of this service; and
• A description of one activity, potentially implementable at the present time, that would decrease the dependence of the recipients on volunteers for this service or otherwise improve the program.

As an alternative, a student may submit a detailed analysis of an activity/program that describes the mission/purpose of the program, the strengths and weaknesses of the existing program in carrying out its mission/purpose, the extent to which the existing program did/does succeed in carrying out its mission, and specific measures, implementable by students, to improve the ability/capacity of the program to fulfill its mission.

The student paper is to be intellectually rigorous and of similar length (8-12 double spaced pages) to a scientific paper submitted for publication. It will be evaluated by the Student Service Committee which will make recommendations to the Dean regarding those students who have met the requirements for receiving the designation M.D. with Honors in Service at Commencement. The decision of the Committee shall be final.

VI. ATTENDANCE STANDARDS

A. General Principles

Students at the Medical College are physicians-in-training who are expected to carry out all academic responsibilities in a professional manner. The Medical College has a duty to establish criteria for professional comportment as an important component of its mission to train students to become effective physicians. Students must handle absences from required Medical College activities in a manner that reflects a standard of professional responsibility for practicing physicians. When a student does not attend a required session, and has not provided in advance an appropriate request for permission or explanation of the absence, as described below, the student is in violation of the standards of conduct required for students at the Medical College (see Section IV herein). This policy on student absences sets out the criteria and process for handling absences from academic duties; it also applies to students taking courses at the Medical College who are from other medical schools.

The integrated curriculum of the Medical College in the first two years uses many kinds of learning formats, including lectures and collaborative formats. Unless specified otherwise, attendance at all course activities including lectures is mandatory. Several of the formats promote active learning by requiring students to work collaboratively in the educational process. In collaborative learning formats, student attendance will often contribute to the student’s academic mastery of that component. The course director has the discretion to determine which learning sessions, including lectures, large groups or recitations, are optional, and the course director will inform the students of any such exceptions in the course syllabus.

The clinical phase of the curriculum mandates the full time commitment of the students in all patient-care and didactic activities. The student’s presence on the clinical floors of the hospital is critical to the learning experience because it provides opportunities to observe and to participate in acute medical management decisions. Students are required to attend all lectures,
rounds, case presentations, conferences, clinics, on-call periods, and other experiences as designated by the course director.

Types of Absences

Generally, the Medical College recognizes that emergent absences due to illness, personal emergency, or family emergency are not under the control of students and that it may be impossible for students to consult with course directors prior to being absent for these reasons. Nevertheless, it is incumbent upon the student to notify the course director or the Associate Dean (Student Affairs) as soon as possible when these events occur so that the Medical College may be assured of the student’s well being and may make plans with the student regarding the resumption of regular activities. Such events are not to be confused with other absences which can be anticipated and planned for in advance (e.g., major family events or celebrations, professional off-campus events, residency interviews). Only through proper notification and/or permission (see below) will these types of absences be considered “excused” absences by the Medical College.

Absences without proper notification, including planned absences without prior request for permission, are considered “unexcused absences”. Such absences may result in sanctions that may include, but are not limited to, receiving a zero grade for the activity missed, receiving a marginal grade in the course, or if serious, receiving a failing grade in the course.

Some voluntary absences are not considered reasonable by the Medical College. Actions such as purchasing tickets for travel or engaging in other elective activities on course instruction days are not acceptable practice. Students who engage in such conduct must assume full responsibility for whatever ramifications in their performance assessment result from their actions, as described above, since these actions result in unexcused absences. Course directors are not required to administer make-up examinations, equivalent or extra sessions to accommodate these voluntary unexcused absences. (Note that watching videotapes of required course activities is not a substitute for live attendance for students who do not have an excused absence. Videotapes are considered adjunctive learning resources.)

Time Frame Expectations

In general, the time frame for an absence is expected to be no more than two consecutive days (including a Friday-Monday sequence). Emergent absences expected to last more than two days require that the student notify the Associate Dean (Student Affairs). Planned absences of more than two days require that the student first obtain the permission of the Associate Dean (Academic Affairs), or if unavailable, the Associate Dean (Curricular Affairs), before requesting permission of the course director. When a student is uncertain about whether an absence will be considered potentially excusable, he or she should consult one of the associate education deans (student affairs, academic affairs, curricular affairs) for advice.
B. Request and Notification

In general, absences are excused at the discretion of the course director, and prior permission to be excused from a scheduled activity is to be sought by the student in writing (e-mail is acceptable). Students must ask for permission individually for themselves; students may not request permission for absences on behalf of other students. Emergent absences require notification and planned absences require both notification and permission in order to be considered excused.

Students who will be absent emergently (or are absent for reasons beyond the student’s control) are expected to notify the course director, or, in the case of planned or voluntary absences, are expected to request permission of the course director in order to have the absence considered to be excused. In the notification or permission discussion with the student, the course director will determine how the appropriate faculty or administrators are to be notified and the role of the student in this process. In any discussion of a requested absence, the student must include an explicit discussion of:

- the reason for the absence
- the student’s plan to acquire the information missed
- the arrangement by the student for coverage of all clinical or course responsibilities
- the student’s arrangements to identify and notify all faculty, housestaff, and students affected by the absence
- the time frame of the absence

Faculty Notification about Student Absences

Faculty members should notify either the course director or curriculum office (in the first two years) or the clerkship director (in the clinical years) of any student who has an unexcused absence, as soon as the absence is known. The course director, in turn, should notify the Office of Academic Affairs of any unexcused absences of more than one day’s duration.

C. Making up absences

Generally, the work or activities that are missed from academic programs, regardless of the reason for the absence, must be made up. The course director has full discretion to guide the content and/or the nature of the work that needs to be addressed or completed.

D. Categories of Absences

1. Illness

In the case of an individual’s illness, the student must notify the course director or a designated faculty member as soon as the student feels the illness will interfere with attendance and must discuss the points included under Request and Notification. If the student is unable to reach the course director or designated faculty member, the student
must notify the Associate Dean (Student Affairs). If the student is too ill to attend scheduled educational activities, the faculty member may recommend that the student consult with the Associate Dean (Student Affairs), or be seen in student health. This is to ensure proper diagnosis and treatment and to avoid cases of undertreatment for serious illness. Making up the missed work to the satisfaction of the course director is mandatory.

2. Personal/family emergency

In the case of personal or family emergency, the student must notify the course director or a designated faculty member as soon as the student is aware of the emergency. The student must discuss the anticipated length of the absence as fully as possible with the course director, and must arrange for a way to be in communication with the Medical College to monitor the course of events. As noted above, if the absence exceeds or is expected to exceed two days the student must notify the Associate Dean (Student Affairs). In cases where the time frame is not clear, the student must discuss a plan to provide periodic updates on the situation. Making up the missed work to the satisfaction of the course director is mandatory.

3. Major family events

Absences from class to attend major family events (which are scheduled by others without consideration of the student’s schedule) require permission of the course director as soon as the student is aware of the date. If the activity extends for two or more days, the student must consult with the Associate Dean (Academic Affairs). Making up the missed work to the satisfaction of the course director is mandatory and the course director’s decision is final.

4. Professional off-campus events

Academic activities (professional meetings, paper/research presentations) that interfere with course instruction days must be discussed with the course director as soon as the date of the activity is known. The discussion, which is a request for permission to attend the academic activity, must include a statement of the student’s exact role in the academic activity, the mechanism for making up missed course content, the student’s plan for covering all responsibilities, and notifications as discussed above. In the case of professional conferences, the student should describe how the conference would provide added value above that of the required curriculum to the student’s learning and/or career plans. After discussion with the course director, the student must also obtain permission from any module leaders or small group leaders that will be impacted by the absence. The course director may take into account the student’s academic standing in the course in the decision to grant permission for the absence. If the activity extends for two or more days, the student must consult with the Associate Dean (Academic Affairs). Making up the missed work to the satisfaction of the course director is mandatory and the course director’s decision is final.
5. Residency interviews

It is not recommended that students schedule required course work during the time that they will be interviewing for residency programs. Any absences attributed to interviews for residency programs must be discussed with and approved by the course/clerkship director prior to their occurrence. Absences due to residency interviews that constitute more than 10% of the days in the course or rotation are considered a significant loss of course/rotation time. The course/clerkship director will determine the scope of any work that needs to be addressed or completed as a result of absences related to travel for interviews for residency programs.

6. Subinternships

Because of the high level of responsibility on subinternships, subinterns are expected to work each day for the entire rotation. They are not excused on Medical College holidays. If the student must miss clinical responsibilities for any reason, the student must help in making covering arrangements. The course director has full discretion to determine if the work performed by the student satisfies the course requirements.

7. Personal Commitments

Activities relating to major personal commitments should be scheduled so that they do not conflict with Medical College academic and clinical responsibilities. Students should check the academic calendar well in advance of making any major plans so that these activities are not scheduled during mornings and afternoons on days when courses are in session. If there is a potential that they will interfere with academic activities, the student must request permission from the appropriate course director, even if the course involved falls in the next academic year. Discussion and a request for permission from the course director must occur as soon as the date of the personal activity is known, and students should obtain prior permission to be excused from the academic activity. Absences in this category must be limited in number and any course work missed due to these personal events must be made up to the satisfaction of the course director. Course directors are not required to administer make-up examinations or special sessions to accommodate students who are absent for these kinds of personal activities.

E. Religious holidays

In the case of religious holidays which do not fall on official Medical College holidays, students should refer to Section VIII entitled “Religious Observances”.

F. Jury Duty

New York State has rigorous regulations regarding service on juries and does not allow students to be excused from jury duty.
A student who receives a jury duty notice from New York County and cannot make the dates assigned because he or she is scheduled for a class, clerkship, or elective, should call the number provided on the jury notice, explain that he or she is a medical student, and offer another two-week period to serve. The student may be asked to go to the court clerk to discuss the situation in person. There is no guarantee that students will be allowed to postpone jury service, but one’s willingness to make oneself available during the next break or vacation may aid the request. Students who repeatedly postpone jury service, eventually will be required to serve, regardless of their academic schedule. Students should complete their jury service if they are not scheduled for class during the dates on their original jury summons.

Students who receive a notice for Grand Jury service or from a jurisdiction other than New York County should contact the Medical College Registrar as soon as they receive the jury notice.

G. Administering the Attendance Policy

The request for permission to be absent is to be given first to the course director, and, in instances where indicated by the type and/or duration of the absence, to the Associate Dean (Academic Affairs) or the Associate Dean (Student Affairs). Faculty members who teach in a course or clerkship must notify the course/clerkship director if a student is absent from a required session. If there is an issue with resolving an absence or with the process for making up missed course work which is not resolved with the course director, the student may confer with the Associate Dean (Academic Affairs). In the case where the appropriate individuals to be notified are not available in a timely fashion, are on vacation, or are away from the Medical College for other professional duties, the student should notify the Office of Academic Affairs in writing.

VII. LEAVES OF ABSENCE

A. General Principles

A leave of absence is defined as “a temporary period of non-enrollment,” and may take four forms: research, academic, personal and medical. Students may apply for a leave of absence as detailed below. However, the leave of absence does not relieve the student of the obligation to comply with the academic standards, including but not limited to, those standards governing course remediation and repetition, completion of academic work and time frames for completion of the Medical College curriculum.

Taking a leave of absence also may affect student loan deferment/repayment status, housing, health coverage, or financial aid eligibility. Prior to applying for a leave of absence, students must investigate these implications as they pertain to their personal situations. The Senior Associate Dean (Education) has discretion regarding a leave status and the continuation of Medical College benefits or services, such as housing, medical coverage, and utilization of medical college facilities. All students who are approved for any type of leave of absence will be charged a fee in order to continue their student status with the Medical College. Students on leave may also be charged other fees to continue to receive Medical College benefits or services.
Some types or duration of leave may require the consent of the Executive and General Faculty Councils.

Leaves generally are granted for a defined period. Students who do not return to full-time status at the end of their approved leave, and who have not applied for and been approved for continuation of their leave of absence status, will be considered to have withdrawn from the Medical College. Under certain circumstances, a student who wishes to return from a leave may have to satisfy previously set conditions for readmission.

B. Types of Leaves

1. Research

A research leave of absence is granted by the Executive and General Faculty Councils upon the recommendation of the Student Research Committee and enables students to pursue research projects. While the terms of research leaves are generally for one academic year, approval may be given for a longer period of time that may not exceed two academic years. The procedure for securing a research leave is by formal application through the Office of Academic Affairs to the Student Research Committee. The necessary application may be obtained in the Office of Academic Affairs. The application requires the student to submit an outline of the proposed research project that will be completed during the course of the leave and supportive correspondence from the faculty member who will be overseeing the project. All applications for research leaves of absence must be submitted no later than March 1 of the academic year preceding that in which the leave of absence will occur.

2. Academic

An academic leave of absence may be requested by students who have been granted admission to pursue a different course of study or degree at another institution (e.g. MPH, MBA, etc.). To apply for an academic leave, a student must submit a copy of the letter of admission to the degree program, along with a written request for a leave, to the Senior Associate Dean (Education). The request must include the beginning and ending dates of the program to which the student has been admitted. Academic leaves will not exceed two academic years.

3. Medical

A medical leave of absence is granted by the Senior Associate Dean (Education) upon the recommendation of an administrative physician consultant. The purpose of the medical leave is to enable students to seek treatment for a health-related condition that interferes with medical school work. The term of the leave is for a period up to one year, based upon the recommendation of the administrative physician consultant. The leave may be extended for up to a second and final year, upon recommendation of the administrative physician consultant. To apply for a medical leave, a student must meet
with the Senior Associate Dean (Education) who can provide the student with the name of an administrative physician consultant as needed.

4. Personal

A personal leave of absence is granted by the Senior Associate Dean (Education), upon the recommendation of the Associate Dean (Student Affairs). A personal leave enables a student to take time off, in extenuating circumstances, to address issues of a personal nature, including those related to the health and well being of a family member or partner. Ordinarily, personal leaves may not exceed one year; however, requests by students to extend their personal leave into a second year will be considered under exceptional circumstances. To apply for a personal leave of absence, students are required to discuss their needs with the Associate Dean (Student Affairs).

C. Leaves Initiated by the Medical College

Under certain circumstances, a student experiencing difficulty in the academic program may be permitted, or required, to take a leave of absence. The process for the leave is explained above in paragraph F of Section II on Promotion and Graduation Standards and Procedures.

D. Return To Medical Studies From Leaves Of Absence

At the time a leave of absence is granted, the Medical College determines the length of the leave and the conditions, if any, for a return from the leave of absence. Extensions of a leave of absence are not automatic, even if within the time frame permitted for the category of leave. A student who determines that he or she is not returning at the time scheduled for a leave to end should consult with the Senior Associate Dean (Education) as early as possible before the scheduled return date. This will enable a student to learn whether or not an extension of the leave of absence can be granted, or if the student needs to make other arrangements. Similarly, if conditions have been set for a student’s eligibility to return from a leave, the student should demonstrate, in a timely fashion to the Senior Associate Dean, that he or she has satisfied the readmission requirements.

If a student does not return from a leave at the conclusion of the set time period, and has not received an extension in writing, the individual will be deemed to have withdrawn from the Medical College. Similarly, if a student has not satisfied the criteria to return, if any, he or she will be deemed to have withdrawn. No further action will be necessary to finalize the withdrawal. A student who has been classified as withdrawn after a leave of absence generally may apply for readmission.
VIII. RELIGIOUS OBSERVANCES

The Medical College recognizes that the members of its community, including students, observe a variety of religious faiths and practices. Few of the various religious days of observance are part of the Medical College’s holiday calendar. However, the Medical College recognizes and respects the religious beliefs and practices of its students and seeks to accommodate them reasonably within the requirements of the academic schedule. As a result, the Medical College will not penalize a student who must be absent from a class, examination, study or work requirement for religious observance. Students who anticipate being absent because of religious observance must, as early as possible and in advance of an anticipated absence of a day, days or portion of a day, request permission for the absence from their faculty (See Attendance Standards, Section E.)

Whenever feasible, faculty should avoid scheduling examinations and assignment deadlines on religious holidays. A student absent from a class because of religious observance shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

In the event an examination or assignment deadline is scheduled on a day of religious observance, a student unable to attend class shall be permitted the opportunity to make up an examination or to extend any assignment deadline missed. No fees of any kind shall be charged by the Medical College for making available an opportunity to make up an examination or assignment.

No adverse or prejudicial effect shall result to any student who takes advantage of the provisions of this policy. If a student believes that he or she is not being granted the full benefits of the policy, and has not been successful resolving the matter with the course director, the student may confer with the Senior Associate Dean (Education). In the event a student continues to believe that he or she is not receiving the benefits of this policy, the student may file an appeal under the appeal provision of the policy on Promotion and Graduation.
IX. STUDENT RECORDS

It is the policy of the Medical College to protect information contained in student records from unauthorized disclosure and to comply with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA) and regulations thereunder. The policy extends to students the right to inspect and review their education records and provides students the right to request that their record be amended if the student believes that the record contains inaccurate or misleading information or if it violates the student’s privacy rights. If a student believes the Medical College has failed to comply with the requirements of FERPA, a student may file a complaint with the United States Department of Education.

A. Releasing Education Records

Education records may be released in person or in writing to an inquirer, and only with the written and signed consent of the student, except when FERPA authorizes disclosure without consent as indicated below.

1. Directory Information

The following information about each student is considered public directory information, and may be released or disclosed without a student's consent. However, a student may elect to have his/her directory information withheld by completing and submitting to the Registrar the Public Directory Information Non-Disclosure Statement available in the Office of Academic Affairs. The Non-Disclosure form must be on file with the Registrar within ten days of the start of the academic calendar (fall semester).

- Name
- Date and place of birth
- The most recent previous educational institution attended
- Major fields of study
- Degrees and awards received
- Honor society memberships
- Extracurricular activities
- Dates of attendance
- Local address and telephone number

The Medical College reserves the right to release such directory information as evaluated on a case by case basis.

2. Personally Identifiable Information

The following information is considered personal information of each student and will not be released or disclosed except with a student's signed, written consent, or as provided herein:
Grades and academic standing
Evaluations
Financial aid information
Undergraduate record and MCAT score
Social Security number

3. **Personally Identifiable information may be disclosed without consent:**

- to students who request an opportunity to inspect their education records;
- to members of the faculty and other Medical School officials with legitimate need to know;
- to institutions at which a student seeks to enroll;
- to specific federal and state officials, as provided by law;
- in connection with a students application for, or receipt of financial aid;
- to organizations conducting studies for, or on behalf of, educational institutions or agencies, for the purpose of developing, validating, or administering predictive tests, administering student aid programs and improving instruction, if such studies are conducted in a manner which will not permit personal identification of students or their parents by persons outside the organization doing the study and such information will be destroyed when no longer needed for the purpose for which it is conducted;
- to courts, government agencies, and others in compliance with a judicial order or lawfully issued subpoena, provided than an effort is made to inform the student by telephone or mail before complying with the subpoena or order;
- to accrediting organizations in order to carry out their accrediting function; and
- to the parents of a dependent student as defined in the Internal Revenue Code.
- to appropriate parties in a health or safety emergency if knowledge of this information is necessary to protect the health and safety of the student or other individuals.

4. Anyone who releases education records must maintain the name of the party making the request, any additional party to whom it may be re-released, and the legitimate interest the party had in requesting or obtaining the information. A student may inspect this record of requests.

B. **Permitting Students to Inspect and Review Education Records**

A student may inspect and review his or her education records after making a written request.

The Medical College may refuse to permit a student to inspect the following education records:

- Records of instructional, supervisory, and administrative personnel which are the in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute.
- Financial records of a student’s parents
- Medical and counseling records available only to those participating in the student's treatment.
- Letters of recommendation placed in the student’s education record prior to January 1, 1975 or with respect to which a student has waived right of access.
- Education Records connected with an application to attend the Medical School if that application was denied or the applicant never attended the Medical School.

Such privileged information will not be disclosed to students, except that with respect to medical records, a student may have a physician or other appropriate professional review the record.

Faculty and staff members are deemed to have a legitimate need for privileged information contained in a student's education record when such information is required: (1) for purposes of evaluations or recommendations; (2) for purposes of any internal or external action or proceedings affecting the student or the institution with respect to the student, including proceedings to amend or correct an education record. Custodians of the records and members of their immediate staffs have right of access at all times.

Faculty and staff members are defined as all members of the Medical College Faculty, the executive and administrative officers of the University and the Medical College, including from the Office of University Counsel, and members of their professional staffs, and outside professionals working on a matter with any of the named categories of Medical College employees.

**Process for Inspecting Records and Amendment of Records**

A request by a student to review and inspect the records and information relating directly to him or her shall be in writing, addressed to the custodian of records, signed by the student and thereafter retained in the record folder. Requests for inspection will be honored as soon as practicable, but in no event later than forty-five (45) days from the date of receipt of the request. A student may inspect records only in the presence of a designated administrator.

Students may obtain copies of material in their education record, other than the transcript and permanent record card, by paying a per page fee. All such copies shall bear a conspicuous legend that the copy is not an official document. Transcripts and record cards may not be copied because of the possibility of misuse.

A student may request that his or her record be amended on the grounds that the information contained therein is inaccurate, misleading, inappropriate, or in violation of his or her right of privacy. Such custodian must decide whether to amend the record as required within a reasonable amount of time. If the custodian or maker of the record refuses to make the requested change, then, such custodian shall inform the student of the decision and of the student’s right to a hearing. Upon request of the student, the Senior Associate Dean (Education) will promptly appoint a member of the faculty or administrative staff not having a direct interest in the matter to investigate the matter and hold a hearing. Any such hearing will be held upon five (5) days written notice to the student and those persons called to testify; and, will afford the
student a full opportunity to present evidence relevant to the issues. A student, at his or her own expense, may be accompanied or represented by an attorney or an advisor.

After conclusion of the investigation and hearing, the faculty or staff member conducting the same shall submit a written report and recommendation to the Senior Associate Dean (Education), based solely on the evidence presented. The Senior Associate Dean (Education) will thereafter notify the student in writing as to whether or not the record will be amended. If the record is not to be amended, the student shall have the opportunity to place in the record a written statement commenting on the information which was sought to be corrected and/or setting forth reasons for disagreeing with the decision not to correct the file. If the record is to be amended, the Senior Associate Dean (Education) shall instruct that the record be amended accordingly and inform the student of the amendment in writing.

C. Custody and Location of Records

Student education records are maintained in the following offices and requests for inspection should be addressed to those offices:

General records - including disciplinary records, are maintained in the Office of Academic Affairs and the Graduate School Office.

Departmental records - maintained in the Office of the Chairman of each academic department.

Financial records - maintained in the Office of Student Accounting.
ADDENDUM A – REQUIRED COURSES IN THE WEILL MEDICAL COLLEGE CURRICULUM
(Effective July 1, 2006)

YEAR 1

Molecules, Genes, Cells
Human Structure and Function
Host Defenses
Medicine, Patients, and Society I

YEAR 2

Brain and Mind
Basis of Disease
Medicine, Patients, and Society II

YEARS 3 AND 4

Clinical Clerkships
   Introductory Clerkship
   Anesthesia, Circulation, and Ventilation
   Medicine
   Neurology
   Obstetrics and Gynecology
   Pediatrics
   Primary Care
   Psychiatry
   Surgery (includes Anesthesia requirement)

Courses
   Advanced Biomedical Science Course
   Medicine, Patients, and Society III
   Public Health

Additional Requirements
   Advanced Biomedical Science Requirement
   Electives (16 weeks)
   Subinternship (Medicine/Pediatrics)
Addendum B—Technical Standards: Admission and Retention

Requirement of the Student for a General Medical Education

The education of a physician encompasses the following components: a preparatory phase in college; a rigorous professional education leading to the M.D. degree; postgraduate or residency training; and "lifelong" continuing education after the conclusion of formal training. Unlike most other professions, medicine awards its degree midway through the educational process and the degree certifies that the individual has acquired a broad base of knowledge and skills requisite for the practice of medicine. It must be emphasized that good patient care requires that the medical education process prepares an individual to be a broadly capable physician, irrespective of his or her career plans for later specialization. A broad medical education is, therefore, a prerequisite for entry into specialized postgraduate training programs which in turn require a common body of knowledge, skills, and behaviors.

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. It is in the care of patients that the physician learns the application of scientific knowledge and skills. Faculties of medicine have immediate responsibilities to students and patients and ultimate responsibilities to society to graduate the best possible physicians. Admissions standards for medical school must be rigorous and exacting and admission must be extended only to those who are best qualified to fulfill the performance standards of medical schools.

Fulfillment of the Requirements for the M.D. Degree

Because the M.D. degree signifies that the holder is a physician prepared for entry into the practice of medicine within postgraduate training programs, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the M.D. degree must possess the requisite skills and abilities to satisfy the overall and course-specific requirements of the curriculum. The overall and course-specific requirements for the Weill Cornell Medical College are delineated in the Catalog, [published annually].

Candidates for the MD. degree must have somatic sensation, the functional use of the senses of vision and hearing, sufficient sensory and motor function, intellectual, and interpersonal skills to permit them to carry out the activities described in the sections that follow. They must be able to integrate consistently, quickly, and accurately all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for the M.D. degree must have abilities and skills in five areas: observation, communication, motor, intellectual (conceptual, integrative and quantitative), and behavioral and social. Technological compensation can be made feasible for some disabilities in certain of these areas but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary, a person trained to perform essential skills on behalf of the candidate, or a person used such that a candidate's judgment must be mediated by someone else's power of selection and observation, is not permitted.
I. Observation: The candidate must be able to observe required demonstrations and experiments in the basic sciences, including but not limited to anatomic dissection, microscopic studies, and patient demonstrations. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, hearing, and somatic sensation.

II. Communication: A candidate must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communication. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing in English. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

III. Motor: A candidate must have sufficient motor function to carry out the basic laboratory techniques and to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers, perform a dissection of a human cadaver, and have sufficient motor ability to use a microscope. A candidate should be able to perform a complete physical examination (including pelvic examination); diagnostic procedures (e.g., venipuncture and basic laboratory tests (e.g., urinalysis)) A candidate must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of treatment reasonably required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the suturing of simple wounds, assisting in surgical operations, and the performance of simple, general obstetrical and gynecological procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing.

IV. Intellectual- (Conceptual Integrative and Quantitative Abilities): Problem solving, the critical skill demanded of physicians, requires that a candidate be able to learn, retrieve, analyze, sequence, organize, synthesize and integrate information efficiently, and reason effectively. In addition a candidate should possess the ability to measure and calculate accurately, to perceive three-dimensional relationships and to understand the spatial relationships of structures.

V. Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients and their family members, staff, and colleagues. Each candidate must be able to work effectively as a member of a health-care team. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, collegiality, interest, and motivation are all personal qualities that are assessed during the admission and education processes.
In addition to the abilities above, applicants and enrolled medical students must possess the general physical health necessary for performing the duties of a medical student and physician in training without endangering the lives of patients and/or colleagues with whom the student might have contact.

**Process for Assessing the Applicant’s Compliance with Technical Standards**

Applicants to the Medical College will be informed of the College’s required technical standards so that an informed judgment can be made by the applicant, and the Medical College, about whether the applicant is otherwise qualified and can meet the technical standards with or without accommodation. The technical standards will be included in material provided to prospective applicants.

1. Acceptance into the Medical College shall take into account the candidate’s ability to satisfy the technical standards.

2. As part of the application process, applicants are required to state whether they believe that they meet or do not meet the Medical College’s technical standards.

3. All candidates will be considered using the same standards and criteria of the admissions policy of the Medical College, .

4. In the case of an interviewed applicant with a disability who has met the academic standards for admission to the Medical College, and in whom there is a question as to the student’s ability to meet the Medical College’s technical standards, a subcommittee appointed by the Chairman of the Admissions Committee, in consultation with the Associate Dean (Student Affairs) will assess the applicant’s acceptability for admission based on the applicable technical standards.

5. The subcommittee will request that the applicant have submitted on his or her behalf appropriate documentation in regard to the disability from a qualified health professional. The subcommittee may ask that the health professional respond to one or more questions regarding the meeting of technical standards.

6. The subcommittee may, at its option, ask that the candidate himself or herself respond to one or more questions in regard to the meeting of the technical standards.

7. The subcommittee may, at its option, ask for a review of the supporting documentation by an appropriate specialist of the faculty of the Medical College and for that faculty member's comment in regard to the applicant’s meeting the technical standards.

8. All commenters will be asked to identify what accommodations, if any, the Medical College would need to make in order that the applicant might be able to meet the technical standards.

9. The subcommittee may communicate with the appropriate course directors, facilities managers, etc., concerning the feasibility of any needed accommodation.
10. The subcommittee will review the information received from all parties to determine if the applicant is able to meet the technical standards with or without reasonable accommodations.

11. The subcommittee will recommend acceptance of the candidate to the Committee on Admissions, if it is determined that the candidate meets the technical standards or will recommend rejection of the candidate, if it is determined that he or she does not meet the technical standards.

If an accepted applicant believes he or she will require an accommodation, he or she must contact the Associate Dean (Student Affairs) immediately upon accepting the offer of admission, so that arrangements for accommodations may begin promptly. Appropriate current documentation should accompany a request for accommodation. Before matriculation, accepted students must assert in writing that they believe they can meet the college’s technical standards.

**Process for Assessing A Matriculated Student's Ability to Continue to Satisfy Technical Standards**

Weill Cornell medical students must continue to meet the Medical College’s technical standards throughout their enrollment.

1. A student who develops or manifests a disability after matriculation may be identified to the Office of Academic Affairs through a variety of sources, e.g., self-report, a report of accident or illness, or faculty observations of special aspects of poor academic performance.

2. If the degree to which the student has become disabled raises questions related to meeting the technical standards, the matter will be referred to the Associate Dean (Student Affairs). The Associate Dean may request that the applicant have submitted on his or her behalf appropriate documentation in regard to the disability from a qualified health professional.

3. If a lack of compliance with the technical standards is not resolved by an informal administrative consultation and determination, it is referred to the Promotion and Graduation Committee, which will apply the policy for Suitability for the Practice of Medicine as a guideline for making decisions.

4. The ad hoc committee reviewing the student’s suitability for the practice of medicine will develop a recommendation as to the student's ability to continue in the medical school based on his or her ability to meet the technical standards of the Medical College. Proposed educational accommodations will be discussed with the appropriate course directors to be certain that there is agreement on how the student’s accommodation will be managed. If facilities accommodations are recommended, the committee will discuss these with the appropriate individuals to be certain that the needs for the disabled student can be provided. The ad hoc committee's recommendations will be discussed with the student or his or her representative in the event the student cannot attend.

5. The Promotion and Graduation Committee will review the recommendation of the ad hoc committee and make a decision about the student's status in the Medical College. The student
will be given the opportunity to appeal to the full Committee if he or she disagrees with the ad hoc committee's recommendation.

6. When the Promotion and Graduation Committee recommends that the disabled student can meet the Medical College's technical standards, the ad hoc committee will develop a report on any educational program accommodations necessary.

7. Should the decision of the Promotion and Graduation Committee be to recommend to the Dean that the student’s enrollment in the Medical College be terminated, the appeals process discussed above in the section entitled Promotion and Graduation Standards and Procedures, will apply. The Office of Academic Affairs will work with the student as appropriate on potential alternative academic and/or career options.

(The Academic Regulations and Standards of Conduct policies were approved by the Executive Faculty Council, June 1, 2006 and by the General Faculty Council, June 19, 2006)