

ACADEMIC STATUS POLICIES
OF THE
JACOBS SCHOOL OF MEDICINE AND
BIOMEDICAL SCIENCES¹

TABLE OF CONTENTS

INTRODUCTION	3
A. RECOGNITION OF ACADEMIC EXCELLENCE	4
B. RESPONSIBILITY FOR ASSESSMENT OF ACADEMIC PERFORMANCE	5
PATHWAY FOR STUDENT ACADEMIC AND PROFESSIONAL DEVELOPMENT CHART	10
C. GRADING POLICY	11
D. EXAMINATION POLICY	12
E. PROMOTION (Years 1 and 2)	12
F. PROMOTION (Years 3 and 4)	15
G. DISCIPLINARY PROCEDURES FOR UNPROFESSIONAL ACADEMIC BEHAVIOR	18
H. EVALUATION OF PROFESSIONAL BEHAVIOR AND RESULTANT DISCIPLINARY PROCEDURES FOR UNPROFESSIONAL BEHAVIOR UNRELATED TO ACADEMIC BEHAVIOR	19
I. PROCEDURES FOR REVIEW OF STUDENTS WHOSE ACADEMIC STATUS MAY BE ADVERESLY AFFECTED BY A PHASE COMMITTEE RECOMMENDATION	20
J. DISMISSAL (PHASE I AND PHASE II: YEARS 1, 2, 3, 4)	21
K. PROCEDURES FOR NOTIFICATION OF A STUDENT WHOSE ACADEMIC STATUS WILL BE ADVERSLY AFFECTED BY A DECISION OF THE DEAN	21
L. GRIEVANCE PROCEDURES	22
M. APPEALS PROCESS	23
N. RECOMMENDATION FOR GRADUATION	25
O. STUDENT ATTENDANCE AT NATIONAL MEETINGS/ RESEARCH CONFERENCES	25
P. ENROLLMENT IN ELECTIVE COURSES	26
Q. PARTICIPATION IN SCHOOL COMMITTEES	26
R. LEAVE OF ABSENCE POLICY	26
S. POLICIES FOR STUDENTS SEEKING A SECOND DEGREE INDEPENDENT FROM THE MEDICAL SCIENTISTS TRAINING PROGRAM	28
T. SUMMER FELLOWSHIPS	29

INTRODUCTION

Students admitted to the University at Buffalo Jacobs School of Medicine and Biomedical Sciences have demonstrated considerable scholastic achievement. It is expected that they are all capable of mastering the tasks involved in learning to be physicians. These encompass, in the words of Sir William Osler, "not a college course, not a medical course, but a life course, for which the work of a few years under teachers is but a preparation."

Medical Education/Training is a full time occupation, with the expectation that students will pursue their studies full time. The standards of the medical profession are high, and the faculty has the responsibility for maintaining these standards and judging the students' performance. While we do not wish to foster improper competition among students, it is important to recognize the accomplishments of those who have done exceptionally well. Likewise, it is equally important to identify students who may have difficulty with the material, so that appropriate measures can be taken to help them meet criteria for success.

Students must acquire a sufficient knowledge of the subject matter in each module/course/clerkship but, in addition, they must conduct themselves in a manner befitting a physician. As outlined in the Code of Professional Conduct, certain standards of behavior have always been expected of physicians. Some are explicitly stated in the modification of the Hippocratic Oath recited by first year students at the White Coat Ceremony, third year students at the Student Clinician Ceremony, and fourth year students at graduation, as well as in the Charge of Maimonides. These standards are expected of medical students throughout their four years of study. Honesty, responsibility, humane and ethical conduct, punctuality and attendance, and other professionally appropriate behaviors are emphasized and will be taken into consideration as part of the evaluation and grading process. These qualities are particularly important during parts of the curriculum when students are in contact with patients and with professional colleagues at various levels. Therefore, the faculty in all modules/courses/clerkships require appropriate professional demeanor. Adherence to ethical standards of conduct that define professional integrity and/or competence is part of the student's academic performance.

The academic status policies are intended to guide and facilitate successful completion of the academic program leading to the degree of Doctor of Medicine. The policies described here set forth: criteria for assessment of academic performance; requirements for successful completion of the educational program, promotions and graduation; methods for recognition of academic excellence; criteria for failure and dismissal; procedures for review of students in academic difficulty and remediation; procedures for resolution of grievances and appeals; policies for leave of absence from the School; and policies for participation in elective activities.

A. RECOGNITION OF ACADEMIC EXCELLENCE

The Jacobs School of Medicine and Biomedical Sciences makes many efforts to encourage academic excellence, initiative, creativity and leadership. This commitment is demonstrated by the many Honors and Awards presented to students attaining excellence. Awards to recognize exceptional performance are given by the Jacobs School of Medicine and Biomedical Sciences, individual academic departments, corporations, private individuals, foundations, and community organizations. A complete listing of these awards is given in The Student Handbook. Several departments have awards that recognize the best performance achieved by students in their disciplines. The awards are presented at graduation for seniors and special awards ceremonies for second and third year students.

1. Dean's Letter of Commendation

Upon completion of each academic year, students who have demonstrated academic excellence in required courses /modules /clerkships receive a certificate of commendation from the Dean. In Year 1 and Year 2, students receiving Honors grades in 75% of their modules/courses or accruing 75% of possible Honors points (calculated by awarding 2 points per credit for an Honors grade and 1 point for a High Satisfactory grade in required modules/courses) receive a Dean's Letter of Commendation. In Year 3, achieving 5 Honors or 4 Honors and 2 High Satisfactory grades in core clerkships will lead to the awarding of a certificate of recognition. Students who receive an Unsatisfactory grade during an academic year will not receive a Dean's Letter of Commendation in that year.

2. Alpha Omega Alpha

Alpha Omega Alpha is the National Honor Society in medicine. Students are nominated at the Junior and Senior level by an Advisory Committee consisting of AOA faculty, senior AOA members, and members of the Dean's staff. At least two letters of commendation from the Dean are generally required for consideration. Selection is based upon overall scholastic excellence and integrity.

3. Graduation with Honors

The School recognizes students who have consistently performed academically in an exceptional manner.

- a. Latin Honors: Degrees are awarded cum Laude, Magna cum Laude and Summa cum Laude to students who have met the criteria for such awards. The following outlines the criteria for each award:
 - ◆ Cum Laude -- Earning 75% of available Honors points in required courses will be considered for cum Laude diploma honors.
 - ◆ Magna cum Laude -- A student earning 85% of available Honors points in required courses.
 - ◆ Summa cum Laude -- A student earning 90% of available Honors points in required courses and completing a thesis will be considered for Summa cum Laude diploma honors.
- b. Research Honors: Research Honors are awarded at graduation to students who have pursued outstanding research during medical school. Recipients of Research Honors are chosen by the Student Research Committee of the School. The criteria used in determining students who qualify for Research Honors includes (1) duration of research activity while in medical school, (2) focus or development of interest, (3) role that student played in research effort and (4) quality of efforts as indicated by publications, presentations and awards related to research effort.
- c. Thesis Honors: Thesis Honors are awarded at graduation to those students that have completed a thesis during the fourth year and had the thesis approved by the Thesis Honors Committee of the School.

B. RESPONSIBILITY FOR ASSESSMENT OF ACADEMIC PERFORMANCE

1. Role of the Module/Course/Clerkship Faculty

It is the responsibility of each module/course/clerkship to create learning objectives, performance criteria (in the case of clerkships to include academic and clinical performance), grading procedures, rules governing re-examinations, and details of remedial experiences. In the case of the third year clerkships, the dates of midpoint and final evaluations will be disclosed. At the beginning of each module/course/clerkship, students shall be provided with this information in writing. Module and clerkship directors will communicate incidents of substandard student academic performance or

unprofessional behavior to the Senior Associate Deans for Medical Curriculum and for Student and Academic Affairs (see Chart on page 10).

2. Role of the Phase Committees

The Phase Committees are subcommittees under the jurisdiction of the Faculty Council Standing Committee on the Medical Curriculum (Curriculum Committee) and will serve as "operations" committees to implement the policies and action items as directed by the Curriculum Committee. In addition, the Phase Committees will engage in discussions of pedagogy and best practices, and attend to the practical details of running an efficient curriculum on a day-to-day basis. Phase Committee membership:

- a. The year 1 and 2 module/course directors shall serve as voting members on the Phase I Committee. The Phase II Committee will consist of the course directors for the required clerkships.
- b. A first year student and a second year student (or alternate) elected by Medical Student Polity will serve as voting members of the Phase I Committee. A third year student (or alternate) elected by Medical Student Polity will serve as a voting member of the Phase II Committee.
- c. The Dean or his/her designee is a member ex officio of both Phase committees.
- d. Each Phase committee will be led by a chairperson from its voting members. The chairperson will serve for two years starting normally at the beginning of the fall semester, and will continue until a new chairperson is elected. The chairperson will be elected by the applicable Phase committee from its voting members.
- e. Minutes of the proceedings shall be kept and circulated to their memberships.

3. Role of the Student Progress Committee

Responsibility for formal review of student performance leading to a change in academic or professional status is vested in this committee. The Student Progress Committee will carry out a thorough and timely review of cases in which students do not meet the academic or professional standards as specified by the academic and professional conduct policies of the Jacobs School of Medicine and Biomedical Sciences. Student performance data are under continuous review by the Senior Associate Dean for Medical Curriculum and the Senior Associate Dean for Student and Academic Affairs. Whenever a substandard level of performance is noted, the data will

be gathered by the Senior Associate Dean for Medical Curriculum or designee or by the Senior Associate Dean for Student and Academic Affairs and referred to the Student Progress Committee for comprehensive review. The Student Progress Committee will refer cases of unprofessional behavior to the Professional Conduct Committee for review and investigation as appropriate, which will report its findings back to the Student Progress Committee for its consideration. A report of the findings and conclusions of the Student Progress Committee, including any findings of the Professional Conduct Committee, will be forwarded to the Senior Associate Deans for Medical Curriculum and for Student and Academic Affairs who will take the action(s) specified in the Committee's report. A student whose academic status may be adversely affected by such action shall be notified (see Section I, Procedures) and may petition the Dean of the Jacobs School of Medicine and Biomedical Sciences for an appeal (see section M, Appeals Process). Members of the Student Progress Committee and its chairman will be nominated by the Steering Committee of the Faculty Council and appointed by the Dean. The Committee will be comprised of seven members and two alternates, all selected for three year terms from the faculty of the School. Two members will rotate off the Committee each year. The chairman will serve for two years and will be replaced by a member who has served for at least one year. If a committee member is directly involved in a particular case, he/she will be recused from the deliberations of that case. To avoid a conflict of interest the administrative staff of the Office of Medical Education may not serve as a voting member(s) of the Student Progress Committee but can serve as consultant(s) to the Committee.

4. Role of the Executive Committee

The Executive Committee of the Jacobs School of Medicine and Biomedical Sciences consists of the Dean, senior administrators, and department chairpersons. The Dean may forward recommendations of the Student Progress Committee and Appeals Committee to the Executive Committee for review and recommendation.

5. Role of the Senior Associate Dean for Medical Curriculum and the Senior Associate Dean for Student and Academic Affairs

The Senior Associate Deans for Curriculum and for Student and Academic Affairs will monitor the Student Progress Database for indications of substandard student academic performance or professional behavior. The Student Progress Database is a repository of biographical, admissions and course work data, as well as all narrative accounts of progress for each student throughout their matriculation in medical school. When substandard performance is noted, all relevant information will be gathered and referred to the Student Progress Committee for comprehensive review. The Senior Associate Deans for Curriculum and for Student and Academic Affairs are responsible for carrying out the action(s) specified in the report of the Student Progress Committee. In cases of unprofessional behavior, the Senior Associate Deans will inform the Student

Progress Committee and the PCC of the final decision concerning the case. The Dean may be petitioned for an appeal to any action taken. If a senior associate dean is directly involved in a particular case, he/she will be recused from the deliberations of that case.

6. Role of the Dean

The Dean has final authority in academic matters pertaining to student academic and professional progress. The Dean may grant an appeal of actions that may adversely affect a student's status and may refer the appeal to the Appeals committee for its review and recommendation. When a request for an appeal is granted, the Dean determines the final outcome, guided by the recommendations of the Appeals Committee. The Dean or his/her designee will inform the Student Progress Committee, Executive Committee, or the PCC of all decisions and the reasons for them.

7. Role of the Appeals Committee

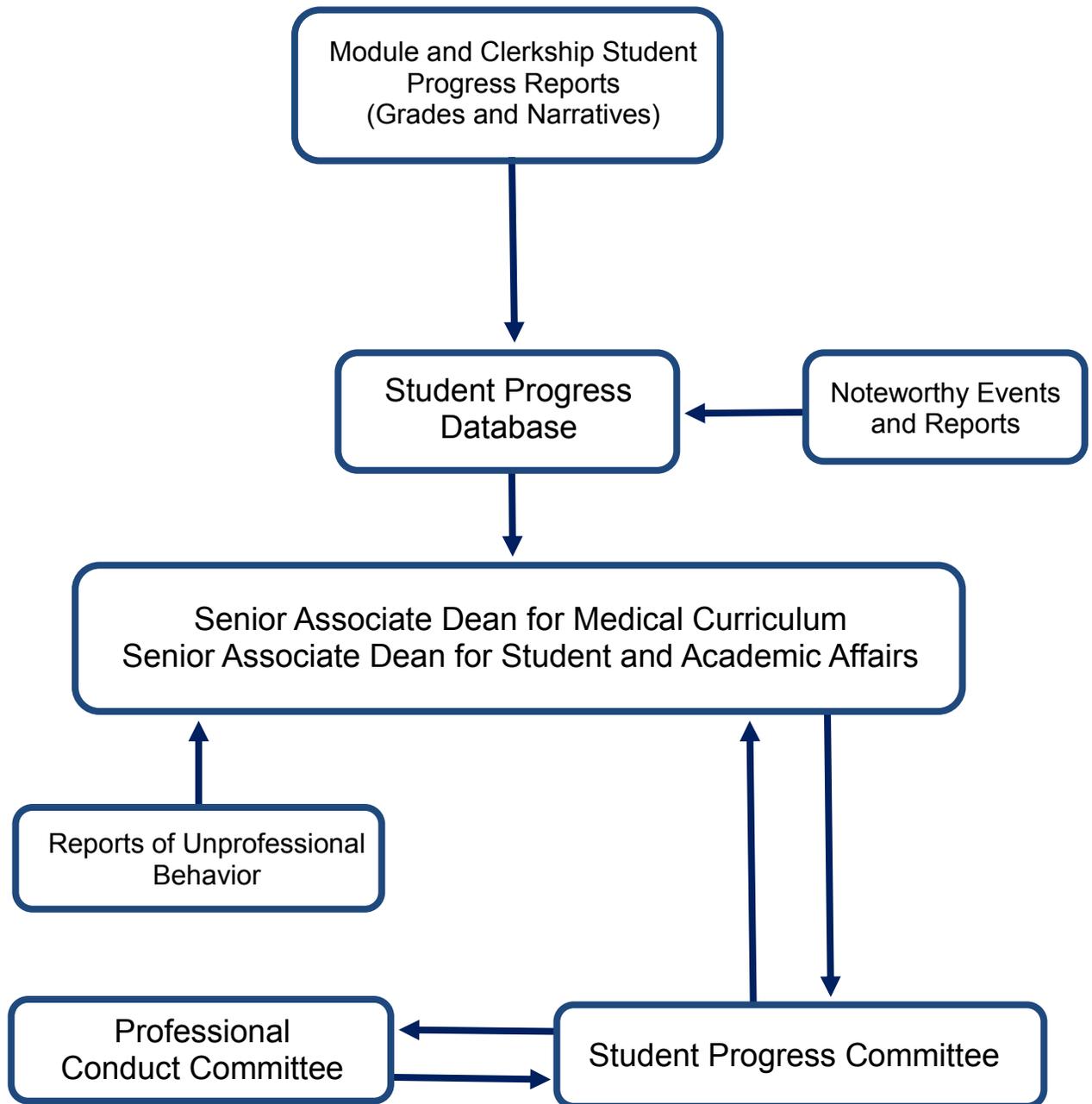
The Appeals Committee shall function as an adjudication committee in matters of dismissal and/or grievance. The committee will consist of five faculty members and three students. Faculty members and two alternates will be nominated by the Steering Committee of the Faculty Council and elected by the Council. The student members and two alternates will be selected by Student Polity from the second, third or fourth year classes. The makeup of the committee will be designed to remove the distorting pressure of personality or conflict of interest and will assure equal, dispassionate, responsive and equitable treatment of the nuances and unique qualities of each appeal. The committee will elect the chairperson. The membership of the committee will be made public each year at the start of the academic year. The committee shall serve for one year or until any matter under consideration is resolved. Faculty and student alternates will substitute for any regular committee member who may be unable to participate in a particular case for any reason including a conflict of interest. A dismissed student or grievant may challenge any committee member on the basis of a conflict of interest. Such challenge must be submitted in writing to the Dean within 5 academic days of the submission of the issue to the Appeals Committee. The Dean or his/her designee will rule on the validity of the challenge within 5 academic days of its receipt. The findings, recommendations and the reasons for the recommendations shall be forwarded to the Dean by the Appeals Committee chairperson within 10 academic days of the final session of the committee in each case considered.

8. Role of the Professional Conduct Committee

The Professional Conduct Committee (PCC) helps students develop professional ethics that encourage honesty and integrity in themselves, in their peers, and in medicine as a discipline. The Committee serves as a resource for mediating accusations of breaches

of professional conduct. Cases of academic dishonesty, or other unprofessional behavior not involving academic dishonesty, shall be reported to the Senior Associate Deans for Curriculum and for Student and Academic Affairs by a module/course/clerkship director, the Student Progress Committee, a phase committee, or an individual faculty member or student. The case will be referred to the Student Progress Committee by the Senior Associate Deans for Curriculum and for Student and Academic Affairs. The Student Progress Committee will refer such cases to the Professional Conduct Committee for review and investigation, as appropriate, which will report its findings back to the Student Progress Committee. The findings of the Student Progress Committee will then be forwarded to the Senior Associate Deans for Curriculum and for Student and Academic Affairs who will take the action(s) specified in the Committee's report. The Senior Associate Deans will inform the appropriate initiator of the complaint, the Student Progress Committee, and the PCC of the final decision concerning the case.

*Pathways for Student Academic and Professional Development
(Years 1-4)*



C. GRADING POLICY

The criteria for grading at each level shall be applied uniformly within each course.

1. **Honors (H)**
The Honors grade applies to students who have demonstrated exceptional performance that far exceeds required academic/performance standards in a module/clerkship/course.
2. **High Satisfactory (S+)**
The High Satisfactory grade applies to students who have demonstrated superior performance falling just short of Honors.
3. **Satisfactory (S)**
The Satisfactory grade applies to students who have demonstrated satisfactory and acceptable level of performance in the module/clerkship/course.
4. **Unsatisfactory (U)**
The Unsatisfactory grade indicates that the student's performance was below acceptable standards. When a failed module/course is successfully remediated, the (H), (S+) or (S) grade will be recorded on the student's transcript and the (U) grade will remain recorded.
5. **Incomplete (I)**
Students who provide documentation to the module/course/clerkship director that they are unable to complete required module/course work either for medical or extenuating personal reasons, will be assigned the grade of Incomplete. To be assigned this grade the student must be passing the course.

The scheduling of work necessary thereafter to complete the module/course/clerkship will be determined by the module/course/clerkship director. The module/course/clerkship director will report the "I" grade to the Office of Medical Education. Incomplete grades must be resolved within one year or a "U" grade will be recorded. The Incomplete grade shall not be used in cases of unexcused failure to complete module/course/clerkship work, unexcused absence from examinations, or failing performance.

6. **Withdrawal from a Course (R or W)**
Withdrawal from a module/clerkship/course is not encouraged and requires approval of the module/course/clerkship director and the Senior Associate Dean for Medical Curriculum prior to the student actually withdrawing. A student may request to withdraw only from an elective course. If the withdrawal occurs prior to the midpoint of the course, the student will receive an R grade. Withdrawal beyond

the midpoint will result in a W grade for students in good standing or in a U grade if the student is failing at the time of withdrawal.

D. EXAMINATION POLICY

1. Students will be expected to sit for examinations as scheduled. Exceptions may be made for illness or extraordinary personal circumstances. It will be the responsibility of the student to inform, and to receive approval of any exception request from, the course/module/clerkship director before the scheduled examination date to be allowed to sit for the make-up examination. Documentation of the extenuating circumstances is required. The structure, content, and timing of the makeup examination are at the discretion of the module/course/clerkship director within the guidelines.
2. Students arriving late for an examination may be seated at the discretion of the module/course/clerkship director. In no case will a student arriving late be seated for the examination if any other student has completed the test and left the examining room.
3. Unexcused failure to sit for a scheduled examination will result in a 0 (zero) grade being recorded for that examination in the student's record.

E. PROMOTION YEARS 1 AND 2 (PHASE I)

1. A student who has satisfactorily completed all courses and requirements and demonstrated appropriate professional behavior is eligible to proceed to the next academic year. All Phase I modules and elective courses must be passed before sitting for the Step I United States Medical Licensing Examination (USMLE). Additionally, promotion from Year 2 to Year 3 requires the student to pass Step 1 of the USMLE and the Year 2 Clinical Competency Examination.
2. The following provisions provide the basis for decisions concerning the academic status of students who have difficulty in Years 1 and 2. These provisions are designed to assist the Student Progress Committee to proceed in a consistent, equitable and constructive fashion when considering the academic status of students. A student's academic background, professional behavior, health and personal circumstances shall be considered carefully by the Student Progress Committee in its evaluation of academic performance. Failure for students in Years 1 and 2 shall be defined as:

- a. Failure of the initial module or course offering below the cutoff for satisfactory performance.
- b. Failure of a remedial experience.
- c. Failure of a repeated module or course.
- d. Academic unprofessional behavior, leading to a failing grade (See Section G, Disciplinary Procedures). This single failure in professional behavior may be deemed non-remediable. The module director may make such a recommendation to the Senior Associate Deans for Curriculum and for Student and Academic Affairs for review and referral to the Student Progress Committee as appropriate.

N.B. For the purposes of assessing overall academic performance, the total number of module and course failures shall be considered regardless of subsequent successful completion or remediation.

3. Students must pass all Phase I modules and elective courses before entering Year 3.
4. Students who fail 1 module or elective may be eligible for a remedial experience as described by the following procedures for remediation:
 - a. A remedial experience is defined as a directed prescription of study that has recognizable structure and periodic assessment of student progress. These are available for every required module but by themselves do not satisfy the requirements of the primary module offering. Final approval of the recommendation(s) for remedial experiences rests with the Dean or his/her designee.
 - b. A testing instrument (examination) will be used to assess competence following remediation. This examination will be equivalent to that used originally in the module. A student who achieves an overall pass in the examination following a module remediation will receive an S, S+ or H grade in the module. The passing grade will be entered into the student's record, and the previously-recorded Unsatisfactory will remain part of the student's record. Failure to obtain a Satisfactory grade in a remedial experience will constitute a second failure and will result in a recommendation for dismissal from the Jacobs School of Medicine and Biomedical Sciences.
 - c. The summers following the first and second years are the designated remediation periods. Modules failed in the first year must be remediated in the first summer and those failed in the second year in the second summer. The

student must successfully remediate failed modules before starting the next year.

5. If a student fails more than one module, her/his record will be critically reviewed by the Student Progress Committee. This review will commence at the point in time when the second failure occurs. Based on overall academic performance and non-academic extenuating circumstances, the committee will recommend whether the student will (1) remediate the deficiencies during the time period outlined under one module failure, or (2) suspend her/his current program and repeat the entire year.
6. In all cases of module failure, students will be notified of their current status and any jeopardy they face in the options that they are given by the chairperson of the Student Progress Committee.
7. Students failing three modules/courses during Phase I will be recommended for dismissal from the Jacobs School of Medicine and Biomedical Sciences. In addition, a student failing a required module for the second time will be recommended for dismissal. The second failure rule also applies to students repeating a year (number 4 in this section).
8. Students will have notice of module/course failures in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested, by the module/course director within 5 academic days of recording of the failure. To facilitate this process, it is the student's responsibility to have his/her current addresses and phone numbers on file with the Office of Medical Education. In addition, students are responsible for ascertaining whether or not they have passed a module/course.
9. Phase I must be completed within 36 months, exclusive of any official leave of absence. Failure to do so will result in a recommendation for dismissal from the Jacobs School of Medicine and Biomedical Sciences.
10. Generally, a student who repeats a year will repeat the entire curriculum of that year. However, the Student Progress Committee may recommend a modification of the prescription of study in order to assure an academically sound curriculum that best meets the needs of the individual student. Final approval rests with the Dean. If a modified curriculum is required, the Office of Medical Education will notify the student of this curriculum.
11. Passage of Step 1 of the USMLE is required for promotion to the third year. Students are required to take the Step 1 Examination sufficiently in advance of the Year 3 start date to allow for a score to be recorded. The specific date by which students must have sat for the Step 1 Examination will be disseminated each year by the Office of Medical Education. No more than three attempts are allowed and

shall be completed in one academic year exclusive of official (non-study) leaves of absence.

Unsuccessful students (examination failure for the first time) will not be promoted or allowed to begin the next clerkship. These students will have the next clerkship block to prepare for, and sit for, the Step 1 Examination a second time. This must be done prior to the start date of the following clerkship block. These students may then be admitted to the clerkship schedule pending the results of the Step 1 Examination. Successful students will then continue in the regular curriculum, completing the third year at the beginning of the next academic year.

Students who fail the Step 1 Examination for a second time will be allowed to complete the clerkship in which they are currently enrolled but must be removed from the clerkship schedule at that point. They will then be allowed to prepare for, and sit for, the Step 1 Examination for the final time. They must sit for the Step 1 Examination by the date established by the Office of Medical Education to allow re-entry with the next incoming third year class. Students who successfully pass the Step 1 Examination on the third attempt will be allowed to return to the curriculum only after the passing grade is recorded. Students who fail the Step 1 Examination three times will be administratively dismissed from the Jacobs School of Medicine and Biomedical Sciences.

F. PROMOTION Years 3 and 4: (Phase II)

1. Student performance in Phase II depends on both objective and subjective evaluation. Advancement and promotion policies for the clinical years (Phase II) take this into account.
2. The following provisions provide the basis for decisions concerning promotion and advancement and also the academic status of students who have difficulty in Phase II. These provisions are designed to guide the Student Progress Committee to proceed in a consistent, equitable and constructive fashion when considering the academic status of students. A student's academic background, professional behavior, health and personal circumstances shall be considered carefully by the Student Progress Committee in its evaluation of academic performance.
3. A student who has satisfactorily completed all clerkships/courses and requirements and demonstrated appropriate professional behavior will proceed to the next academic year.
4. Throughout this document, clerkship/course failure shall be defined as:
 - a. Failure of the initial clerkship/course offering below the cutoff for satisfactory performance.

- b. Failure of a remedial experience.
- c. Academic unprofessional behavior, leading to a failing grade (see Section G, Disciplinary Procedures). This single failure in professional behavior may be deemed non-remediable. The clerkship/course director may make such a recommendation to the Senior Associate Deans for Curriculum and for Student and Academic Affairs.

N.B. For the purpose of assessing overall academic performance, the number of total clerkship/course failures shall be considered, regardless of subsequent successful completion or remediation.

- 5. All third year courses and the Third Year Clinical Competency Examination must be passed before promotion to the fourth year.
- 6. Students are graded on their clinical performance, and by written examination. A student who fails a clerkship/course based on clinical performance must repeat the entire clerkship/course. However, any student who passes a clerkship/course clinically but fails the written examination can elect to repeat the entire clerkship/course or participate in a remedial experience. A remedial experience is defined as a directed prescription of study that has recognizable structure and periodic assessment of student progress. These are available for every required clerkship/course but by themselves do not satisfy the requirements of the primary module offering. Final approval of the recommendation(s) for remedial experiences rests with the Dean or his/her designee. A testing instrument (examination) will be used to assess competence following remediation. This examination will be equivalent to that used originally in the clerkship/course. A student who achieves an overall pass in the examination following a clerkship/course remediation will receive an S, S+ or H grade in the clerkship/course. The passing grade will be entered into the student's record, and the previously-recorded Unsatisfactory will remain part of the student's record.
- 7. Failure of a remedial experience will be considered a second clerkship/course failure.
- 8. A student with two separate clerkship/course failures in year 3 must be referred to the Student Progress Committee. If the Student Progress Committee determines that the failures can be remediated, the student must remediate both successfully before continuing in the Third Year Curriculum.
- 9. A student who fails three clerkships/courses during Phase II will be recommended for dismissal from the Jacobs School of Medicine and Biomedical Sciences by the Phase II Committee.
- 10. Students must remediate all third year core clerkship failures before entering the fourth year,

11. All required Third Year clerkships/courses, the Third Year Clinical Competency Examination, and the required courses and Credit Hour Requirements of the fourth year must be satisfactorily completed, and Step 2 (Clinical Knowledge and Clinical Skills) of the USMLE must be taken and passed, before a student is certified for graduation. Students are required to take the Step 2 Examination sufficiently in advance of the graduation to allow for a score to be recorded. The specific date by which students must have sat for the Step 2 Examination will be disseminated each year by the Office of Medical Education. The Third Year Clinical Competency Examination may be taken no more than three times, however, students may be charged with the cost of repeating the examination. No more than three attempts at Step 2 Examination (Clinical Knowledge and Clinical Skills) are allowed and the Step 2 Examination shall be completed in one academic year exclusive of official (non-study) leaves of absence.
12. Year 3 students will be notified of clerkship/course failures by the clerkship/course director either in person or in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested within 4 weeks from the end of the clerkship/course, under normal circumstances.
13. Year 4 students will be notified of clerkship/course failures by the clerkship/course director either in person or in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested within 2 weeks from the end of the clerkship/course, under normal circumstances.
14. Students are responsible for keeping their current addresses and phone numbers on file with the Office of Medical Education (OME), and must accept all consequences of failing to do so.
15. Students who are at risk of failure will be notified as soon as their risk is identified. A written final evaluation will be submitted to the OME for each student by the clerkship/course director within 4 weeks of the completion of the clerkship/course, if possible. The final, written evaluation will be available for student review in the OME. Final evaluations must bear the signature of the clerkship/course director.
16. Phase II shall be completed within 36 months, exclusive of any official leave of absence or additional approved academic or training program (e.g., research fellowship). Failure to do so will result in a recommendation for dismissal from the Jacobs School of Medicine and Biomedical Sciences.
17. Phase I and Phase II shall be completed within a total of 72 months (6 years), exclusive of any official leaves of absence or additional approved academic or training program (e.g., research fellowship). Failure to do so will result in a recommendation for dismissal from the Jacobs School of Medicine and Biomedical Sciences. A leave of absence from Phase I or Phase II shall not exceed 12 months. For a combined M.D. and Ph.D. program the Ph.D. shall not exceed an

additional 48 months beyond the maximum 72 months allowed for the M.D. degree program.

G. DISCIPLINARY PROCEDURES FOR UNPROFESSIONAL ACADEMIC BEHAVIOR

Allegations of unprofessional academic behavior (e.g., dishonesty or inappropriate behavior in a clinical training setting) will be resolved by the following procedures. Usually, the module/course/clerkship director (instructor) will initiate a resolution to the issue.

Step 1. If an instructor has reason to believe that a student may have committed an act of unprofessional academic behavior, the instructor shall notify the student suspected of the infraction in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested within 10 academic days (academic days are defined as weekdays when classes are in session) of discovery of the alleged incident.

Once the alleged incident has occurred, the student may not resign from the module/course/clerkship without permission of the instructor.

The instructor shall meet and consult with the student within 10 academic days of the date of notification. If the student fails to attend the consultative meeting, the instructor has the authority to reach a decision and to impose a sanction without the student consultation. At consultation, the instructor shall inform the student of the allegations relating to the specific incident. If, after consultation with the student, the instructor believes the student did not commit an act of unprofessional academic behavior, no sanctions will be imposed, and the instructor will orally inform the student of that finding and, if the student so requests, will provide the student with a written statement confirming that finding.

Step 2. If, after consultation with the student, the instructor believes the student did commit an act of unprofessional academic behavior, the instructor will refer the matter to the Senior Associate Deans for Curriculum and for Student and Academic Affairs for referral to the Student Progress Committee (see section B.3. and B.6. above). The Student Progress Committee has the authority to impose one or more of the following sanctions:

- a. **Revision of Work.** Requiring the student to replace or revise the work in which dishonesty occurred. (The instructor may choose to assign a grade of "I" pending replacement or revision of the work.)
- b. **Reduction in Grade.** With respect to the particular assignment/exam or final grade in the course.

- c. **Failure in the Course.** To be indicated on the transcript by a grade of "U" without comment.

Step 3. The Senior Associate Deans for Curriculum and for Student and Academic Affairs shall provide the student with a copy of the decision and sanction(s) imposed, and the student's right to appeal that decision. The instructor's decision letter shall be sent to the student in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested within 10 academic days of the date of the consultation meeting.

H. EVALUATION OF PROFESSIONAL CONDUCT AND RESULTANT DISCIPLINARY PROCEDURES FOR UNPROFESSIONAL BEHAVIOR UNRELATED TO ACADEMIC BEHAVIOR

It must be re-emphasized that certain standards of professional conduct have always been expected of physicians. These same standards of professional conduct are expected of medical students throughout their four years of study at this School. Positive and exemplary training and behavior will be recognized (e.g., recognition by membership in Alpha Omega Alpha and/or the Gold Humanism Honor Society). Integrity and responsibility, humane and ethical conduct, punctuality and attendance, timely completion of patient records and documents, and other professionally appropriate behavior, as outlined in the Code of Professional Conduct, are emphasized. These standards are considered in evaluation of a student, and will be used by the faculty in determining a student's status in the School.

If a module/course/clerkship director, the Student Progress Committee, a phase committee, or an individual faculty member or student has reason to believe that a student may have committed an act of unprofessional conduct, he/she shall refer the act of unprofessional conduct to the Senior Associate Deans for Curriculum and for Student and Academic Affairs. The Senior Associate Deans will refer the case to the Student Progress Committee, which will refer the case to Professional Conduct Committee (PCC) for review and investigation, as appropriate. The PCC will report its findings back to the Student Progress Committee. The findings of the Student Progress Committee will be forwarded to the Senior Associate Deans for Medical Curriculum and for Student and Academic Affairs who will take the action(s) specified in the Committee's report. The Senior Associate Deans will inform the appropriate initiator of the complaint, the Student Progress Committee, and the PCC of the final decision concerning the case.

The Dean may be petitioned for an appeal to any action taken. If a senior associate dean is directly involved in a particular case, he/she will be recused from the deliberations of that case.

Students shall notify the Senior Associate Deans for Medical Curriculum and for Student and Academic Affairs of all arrests and criminal convictions, within 24 hours of an arrest or criminal conviction. While criminal proceedings will not automatically bar a student from participating in a course/module/clerkship or other clinical situation, the Senior Associate Deans for Medical Curriculum and for Student and Academic Affairs must assess each individual circumstance to determine if the student will be allowed to participate in the curriculum. In some circumstances, a student with pending criminal matters may be required to refrain from participating in a course/module/clerkship or other clinical situation until the criminal matter is resolved. If the student is convicted of a crime, the Senior Associate Deans will refer the case to the Student Progress Committee to determine if the student has committed an act of unprofessional behavior.

I. PROCEDURES FOR REVIEW OF A STUDENT WHOSE ACADEMIC STATUS MAY BE ADVERESLY AFFECTED BY A STUDENT PROGRESS COMMITTEE ACTION

Students shall have the opportunity to be interviewed by the Student Progress Committee when the committee is to consider any action that would adversely affect the student. Such meetings will be scheduled by the chairperson of the Student Progress Committee, with the proviso that students will receive at least 72 hours advance notice of the meeting. The student will be informed in writing by the chairperson of the Student Progress Committee of the academic or professional allegations. For assistance in preparing for the meeting, the student should contact the Office of Medical Education.

The student will have the opportunity to present information on his/her own behalf. The student may be accompanied by his/her advocate, who is not a lawyer, but who is either a faculty member or student at the Jacobs School of Medicine and Biomedical Sciences. If a student is unable to be present at the initial meeting where his/her academic status is discussed, a second meeting shall be held with the student and advocate in attendance. The absence of the student and his/her advocate from the second scheduled meeting does not preclude the Student Progress Committee from taking an action regarding the student's academic status. Any member of the Student Progress Committee who has a conflict of interest in the case (e.g., a teacher in a course for which the student's academic performance is in question) will be recused from the meeting of the Committee, except as required to provide information requested by the student or Committee.

The findings of the Committee, including any findings of the Professional Conduct Committee, will be forwarded to the Senior Associate Deans for Medical Curriculum and for Student and Academic Affairs who will take the action(s) specified in the Committee's report. The actions of the Senior Associate Deans will be issued to the student and the Student Progress Committee. The student may petition the Dean of the

Jacobs School of Medicine and Biomedical Sciences for an appeal (see section M. Appeals Process).

J. DISMISSAL (PHASE I AND PHASE II: YEARS 1, 2, 3, 4)

The Jacobs School of Medicine and Biomedical Sciences reserves the right to dismiss any student who fails to meet the academic standards, or who, in the opinion of the Executive Committee and the Student Progress Committee, fails to demonstrate the required for the ethical and competent practice of medicine as described under “Professional Behavior” (page 1 and Section H). More specifically, a student will be dismissed when:

1. A student fails any required course/module/clerkship for a second time.
2. A student fails a remedial experience (as this constitutes a second failure)
3. A student fails 3 required courses/modules in total during the Phase I Curriculum.
4. A student cannot complete the Phase I Curriculum in 36 months or less (exclusive of any official leave of absence).
5. A student fails a total of 3 clerkships/courses in the two years of the Phase II Curriculum.
6. A student cannot complete the Phase II Curriculum in 36 months or less (exclusive of any official leave of absence).
7. A student fails Step 1 of the USMLE three times.
8. Any student who fails to demonstrate the required for the ethical and competent practice of medicine as described in the Code of Professional Conduct may be dismissed from the Jacobs School of Medicine and Biomedical Sciences.

K. PROCEDURES FOR NOTIFICATION OF A STUDENT WHOSE ACADEMIC STATUS WILL BE ADVERESLY AFFECTED BY A DECISION OF THE DEAN

Any student who is required to remediate a module/course, or is required to repeat a year of the curriculum, or is dismissed from the Jacobs School of Medicine and Biomedical Sciences, will be notified in writing by the Dean’s designee, usually the Senior Associate Dean of Student and Academic Affairs.

L. GRIEVANCE PROCEDURES

The Jacobs School of Medicine and Biomedical Sciences encourages the prompt and fair resolution of grievances of medical students as they arise. The following plan provides a sequence of events which are designed to remove the distorting pressure of personality, or conflict of interest by the relevant parties, from the resolution of medical student grievances. The plan assures equal, dispassionate, responsive and equitable treatment of unique qualities of a grievance, in a well-defined, but flexible structure that address issues that are unique to medical education, as well as academic areas common to faculty-student or administration-student relationships. For assistance in pursuing a grievance, the student should contact the Office of Medical Education.

Nature of a Grievance: A grievance shall include, but not be restricted to, a complaint by a medical student that there has been a violation, misinterpretation or inequitable application of any of the regulations or grading policies of the University at Buffalo, Jacobs School of Medicine and Biomedical Sciences, department or faculty. A grievance is usually brought by a student against a faculty member.

Time limit: A grievance must be submitted to the Office of Medical Education within 90 calendar days from the date of the incident/act.

1. Informal Discussion

Virtually all disputes originate with the module/course/clerkship level and should, if feasible, be resolved informally. The module/course/clerkship director and student should attempt to meet in order to resolve the issues involved amicably and with mutual respect. It may be useful for the student to seek the assistance of an advocate to assist in even-handed resolution of a dispute. In addition, since grievance is usually brought by a student against a faculty member, the chair of the department of the faculty member named in the grievance may participate in the informal discussion.

2. Department Level Review

The student who feels the grievance is severe, should request a hearing with the grievance committee of the department of the faculty member named in the grievance. If the department has no such committee, the written statement of the grievance and the grounds for the grievance should be given instead to the department chairperson. The chairperson shall rule on the case within 10 academic days of receiving the grievance or stipulate in writing the reason(s) why this is impossible. The student and/or faculty member may appeal the chairperson's decision (see Section M).

If the department chairperson is a party against whom the grievance is brought, either as a teaching faculty member or as chairperson, or where the chairperson believes it

will best serve the interests of the department, direct petition to the Senior Associate Dean for Medical Curriculum or the Senior Associate Dean for Student and Academic Affairs of the Jacobs School of Medicine and Biomedical Sciences or his/her designee may be made.

If the party against whom the grievance is brought is the Dean of the Jacobs School of Medicine and Biomedical Sciences, direct petition to the Vice President of Health Sciences, or his/her designee, may be made. If the Dean is also the Vice President for Health Sciences, direct petition may be made to the University at Buffalo Dean of the Graduate School.

M. APPEALS PROCESS

The Jacobs School of Medicine and Biomedical Sciences encourages the prompt and fair resolution of all appeals. A student may appeal any action taken on recommendation of an instructor or course director, Student Progress Committee, or the Professional Conduct Committee, as a result of a Grievance Procedure.

The following plan provides a sequence of events that are designed to remove the distorting pressure of personality or conflict of interest by the relevant parties from the resolution of medical student appeals. This plan involves the assurance of equal, dispassionate, responsive and equitable treatment of the nuances and unique qualities of each appeal. For assistance in pursuing an appeal, the student should contact the Office of Medical Education.

Step 1. The student (and/or faculty member, in the case of an appeal of a grievance against faculty member) has no more than 10 academic days following the filing of a ruling to deliver evidentiary materials to the Dean. The student shall provide the Dean with a written statement of evidence supporting his or her position, any relevant documentation, and the names of potential witnesses.

Step 2. Upon review of relevant materials (including all evidence and statements communicated during consultation), if the Dean does not deem it necessary to consider further the circumstances of the case, the Dean will notify the student in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested, and the Appeals Committee of his or her decision within 20 academic days of receipt of the student or faculty member's appeal. Alternatively, if the Dean deems it necessary to consider further circumstances of the case, he or she shall convene the Appeals Committee within 20 academic days of the date which the Dean received the request for initiation of the appeal.

The Dean's office shall convey all evidentiary materials to the student or faculty member, and the Appeals Committee at the time the notice of the hearing is delivered. The student and the Appeals Committee shall be given at least 72 hours' notice of the hearing.

At hearing(s), the Appeals Committee shall provide sufficient opportunity for both principals to present their positions and shall allow each principal the right to question the presentation(s), written or verbal, of those who contribute information to the Committee. This is not an adversarial proceeding.

The hearing(s) shall not be subject to the rules governing a legal proceeding. Each student or faculty principal shall have the right to be present and to have one advisor present at all hearings. In no case shall the advisor be an attorney.

The Appeals Committee shall provide the Dean with a written statement of recommendations within 10 academic days after the final meeting of the Committee. Recommendations may affirm, overturn or modify the findings of the subject being appealed.

Step 3. The Dean considers the Appeals Committee's findings and recommendations and renders a final decision. The Dean's decision shall be submitted in writing from the Dean to the student (and/or faculty member, in the case of an appeal of a grievance against faculty member), in writing to their UB IT Email address and USPS address by Certified Mail, with Return Receipt Requested, with the Appeals Committee's statement of recommendations.

The student and/or faculty member has the right to appeal the Dean's decision to the Vice President for Health Sciences. The Vice President for Health Sciences will only consider appeals that document violations of applicable due process. The Vice President for Health Sciences will not consider appeals that merely challenge the appropriateness of a judgment reached following a full and fair review of a matter by the Appeals Committee and the Dean. The student and/or faculty member has 10 academic days following formal notification of the action taken by the Dean, to appeal to the Vice President for Health Sciences. The decision of the Vice President for Health Sciences is final and there is no right of further appeal. If the Dean is also the Vice President for Health Sciences, the student and/or faculty member has 10 academic days following formal notification of the action taken by the Dean, to appeal to the University Provost. The decision of the University Provost is final and there is no right of further appeal.

N. RECOMMENDATION FOR GRADUATION

The degree of Doctor of Medicine (M.D.) is conferred by the State University of New York when the student candidate has satisfied all of the academic requirements of the Jacobs School of Medicine and Biomedical Sciences and met standards of professional behavior.

O. STUDENT ATTENDANCE AT NATIONAL MEETINGS/RESEARCH CONFERENCES

The Jacobs School of Medicine and Biomedical Sciences supports the attendance of students at national meetings and research conferences. However, because the primary mission and obligation of medical students is to fully participate in their medical education, students must obtain approval to attend these meetings or conferences. However, the circumstance concerning the specific lecture, case study, examination, and clinical responsibilities of students from Phase I and Phase II differ, requiring the following regulations:

1. Phase I Curriculum

If attendance at a meeting or conference requires a student to be absent from required module, and because a meeting or conference may coincide with previously scheduled examinations, approval to attend a meeting or conference will depend on the following:

- a. A review of the student's academic record by the Office of Medical Education (OME) shows that he/she is currently in good academic standing
- b. Based on discussions by OME with the module/course/clerkship director, the student is performing satisfactorily in ongoing modules/courses/clerkships.
- c. Based on OME discussions with the module/course/clerkship Director, there are no conflicts with previously scheduled required activities or examinations. If a conflict exists, it is at the discretion of module/course/clerkship director to offer an alternative date for the activity or exam. If an alternative activity or exam date is not given, the student will not attend the meeting/conference.

2. Phase II Curriculum

Students in the Phase II Curriculum have clinical responsibilities, as well as scheduled required activities and examinations. Therefore, third and fourth year students who wish to attend a national meeting or research conference must obtain permission from the module/course/clerkship director and OME. If a conflict with non-clinical responsibilities or activities exists, it is at the discretion of module/course/clerkship director to offer an

alternative date for the activity or examination. If a conflict with clinical responsibilities exists, the student will not attend the meeting/conference.

P. ENROLLMENT IN ELECTIVE COURSES

The primary mission of medical students is to fully participate in their medical education, as defined by the standard curriculum. Students may also enroll in elective courses from offerings of the Jacobs School of Medicine and Biomedical Sciences or the University. (Here, “elective courses” excludes courses needed to complete Phase II requirements.) However, students must obtain approval to enroll in these courses. Approval to enroll in these elective courses will depend on the following:

1. A review of the student’s academic record by the Office of Medical Education (OME) shows that he/she is in the upper two-thirds of his/her class.
2. Based on discussions by OME with the module/course/clerkship director, the student is performing satisfactorily in ongoing modules/courses/clerkships.
3. Based on OME discussions with the module/course/clerkship director, there are no conflicts with previously scheduled required activities or examinations.

Q. PARTICIPATION IN SCHOOL COMMITTEES

It must be restated that the primary mission of medical students is to fully participate in their medical education. Students may also participate as members of student and student-faculty committees of the Jacobs School of Medicine and Biomedical Sciences or the University, however, students must obtain approval from the Office of Medical Education to serve on a committee. Approval can be granted if the student’s academic record places him/her in the upper two-thirds of his/her class. Should the student’s academic performance fall below this threshold, the student must resign from committee participation.

R. LEAVE OF ABSENCE POLICY

Leaves of absence are granted either to give a student time to resolve a problem or to allow the student time for another pursuit that will supplement his/her medical education. Requests for leave must be approved by the Jacobs School of Medicine and Biomedical Sciences. The steps outlined below for obtaining a leave and returning to school are formal. This process represents the School's concern that leaves be granted only when justified and consistent with the student's effective medical education.

Requests for leave receive careful consideration, and the procedure for returning from leave is outlined. A Leave of Absence Committee working closely with the Dean or his/her designee considers requests. The Leave of Absence Committee is annually appointed by the Dean and consists of faculty from the pre-clinical and clinical departments.

1. Leaves may be granted for the following reasons:
 - a. to resolve personal problems: These leaves are given for a wide range of problems, including both the student's own physical or emotional health, as well as unforeseen responsibilities.
 - b. for supplementary pursuits: Leaves may be approved for students in good standing who want to do something that will supplement their medical training, such as courses in another department or at another institution.
 - c. to resolve academic problems: Occasionally, a leave may be appropriate for intensive remediation of academic deficits. This type of leave must be structured and approved by the Student Progress Committee prior to presentation to the Leave of Absence Committee.
2. Compulsory Leaves: A student may be placed on compulsory leave by the Jacobs School of Medicine and Biomedical Sciences due to inability to function effectively as a medical student. Brief compulsory leaves for the duration of up to one module or clerkship may be assigned by the Dean or his/her designee. Extended compulsory leaves are assigned by the Leave of Absence Committee.
3. Applying for A Leave: Any student may be granted brief administrative leaves for the duration of a single module or clerkship at the discretion of the Senior Associate Dean for Student and Academic Affairs. A leave longer than a single module or clerkship is considered to be an extended leave. A student who is considering applying for an extended leave should first discuss this possibility with the Senior Associate Dean for Student and Academic Affairs who will provide help in considering the rationale for the leave, as well as possible alternatives. The final decision on whether to seek an extended leave rests with the student.
4. If an extended leave is sought, the student must present his/her rationale for the leave in writing to the Leave of Absence Committee. This rationale should include both the reason for the leave and the ways in which the student anticipates using the leave to either resolve the problem or apply the supplementary pursuit. Students may be asked to meet with the Leave of Absence Committee.

5. Extended leaves are granted upon the recommendation of the Leave of Absence Committee with the final approval of the Dean and the Executive Committee of the Jacobs School of Medicine and Biomedical Sciences. Leaves are granted for a maximum of one calendar year and may be further extended by the Leave of Absence Committee with the approval of the Executive Committee and Dean. Stipulation(s) for student return will be established at the time the leave of absence is granted.
6. Returning from A Leave: Students may return from leave when the purpose of the leave has been accomplished, or conditions of the leave have been met, and the student is ready to resume his or her duties. Return is not automatic, but is at the sole discretion of the Jacobs School of Medicine and Biomedical Sciences. All students considering returning from leave should first contact the Senior Associate Dean for Student and Academic Affairs to discuss their return. Discussion of the student's schedule occurs at this time.

For students returning from a brief leave, no other steps are usually necessary. However, the Senior Associate Dean for Student and Academic Affairs may request additional information to be presented to the Leave of Absence Committee regarding the student's return to the School. Students returning from extended leaves may also be required to present to the Leave of Absence Committee an explanation of how the purposes of their leave have been accomplished.

7. Other Information: Occasionally, a psychiatric evaluation is needed to evaluate a return from leave or a request for leave. This evaluation is conducted by a psychiatrist chosen by the student from a panel of psychiatrists designated by the Jacobs School of Medicine and Biomedical Sciences. The cost of the evaluation is paid by the student and the student is required to complete an authorization permitting his/her treating physician to provide a report to the Dean or designee regarding the student's fitness to return to the School.

S. POLICIES FOR STUDENTS SEEKING A SECOND DEGREE INDEPENDENT OF THE DUAL DEGREE PROGRAMS OFFERED BY THE JACOBS SCHOOL OF MEDICINE AND BIOMEDICAL SCIENCES

1. Commitment to the School's curriculum is considered to be the primary commitment of our students. Students seeking a second degree during their tenure as medical students must obtain approval from the Dean or his/her designee before embarking on such a program.

2. The second degree program must not conflict with the commitment to the School's curriculum. If a conflict exists, or if a student's School program is in jeopardy, pursuit of one of the degree programs must be terminated.

T. SUMMER FELLOWSHIPS

A large number of summer fellowships are available to support research projects and preceptorships for students. In all cases, fellowships are awarded with the understanding that participants are in good academic standing. In the event that a projected summer fellow obtains a course/module/clerkship failure requiring remediation, Office of Medical Education will review the student's status, examine conditions for the fellowship established by the sponsor, and construct a plan which will facilitate successful remediation as the first priority. In all cases, the start of the fellowship project will be delayed until after the student passes the remediation experience.

med 06/29/2016