

# STUDENT HANDBOOK

SIDNEY KIMMEL MEDICAL  
COLLEGE

2025-2026

 **Thomas Jefferson  
University**

HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

Sidney Kimmel Medical College  
at  
Thomas Jefferson University

1025 Walnut Street | Philadelphia, PA 19107

<https://www.jefferson.edu/skmc>

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# Table of Contents

<b>Mission Statement, Professionalism, &amp; Shared Code of Values</b> .....	<b>7</b>
<i>Mission Statement</i> .....	7
<i>Professionalism &amp; the Shared Code of Values</i> .....	7
The Core Values of Sidney Kimmel Medical College.....	7
Professionalism: Faculty Commitment.....	8
Professionalism: The Teacher-Student Relationship .....	8
Professionalism: Self-Regulation .....	8
The Sidney Kimmel Medical College Honor Code.....	9
Shared Professional Values of Sidney Kimmel Medical College.....	10
<b>SKMC Code of Conduct</b> .....	<b>11</b>
<b>Diversity &amp; Inclusion</b> .....	<b>12</b>
<b>Administration</b> .....	<b>14</b>
<b>Academic Calendars</b> .....	<b>16</b>
<b>Admissions</b> .....	<b>24</b>
<i>SKMC Policy for Student Admissions</i> .....	25
<i>SKMC Policy for Student Retention</i> .....	27
<b>Curriculum Structure, Policies, &amp; Procedures</b> .....	<b>28</b>
<i>Sidney Kimmel Medical College Graduation Competencies</i> .....	28
<i>JeffMD Curriculum</i> .....	32
<i>Grading in Phase 1</i> .....	36
Comprehensive Basic Science Self-Assessment (CBSSA) / Comprehensive Basic Science Examination (CBSE) (Year 2).....	36
<i>Grading in Phase 2</i> .....	36
End-of-Clerkship NBME Subject Examinations .....	37
Clerkship Objective Structured Clinical Examinations .....	37
Comprehensive Clinical Science Self-Assessment (CCSSA) .....	38
<i>Grading in Phase 3</i> .....	38
Process of Grade Reporting.....	38
<i>Outcomes Projects in Medical Education</i> .....	38
<b>Committee on Student Promotions</b> .....	<b>39</b>
<i>Committee Membership</i> .....	39

<i>General Requirements for Promotion &amp; Graduation</i> .....	39
<i>Additional Requirements for Promotion</i> .....	40
<i>Specific Academic/Promotion Guidelines</i> .....	40
Phase 1 .....	40
Phase 2 and Phase 3 .....	40
<i>Grades &amp; Evaluations</i> .....	41
<i>Academic Monitoring (formerly Academic Probation)</i> .....	41
<i>Repeat of Year/Phase</i> .....	41
<i>United States Medical Licensing Examinations (USMLE)</i> .....	42
USMLE Step 1 Examination .....	42
USMLE Step 2 CK Examination .....	42
<i>Leaves of Absence</i> .....	42
<i>Maximum Time Frame</i> .....	42
<i>Flexible Phase 3 Curriculum (FLEX Year)</i> .....	42
<i>Withdraws</i> .....	45
<i>Commencement Procedures for Students with Remaining Requirements</i> .....	46
<b>SKMC Policies</b> .....	<b>48</b>
<i>Academic Dismissal Policy</i> .....	48
<i>Academic Monitoring Policy</i> .....	50
<i>Alternative Educational Assignment Policy</i> .....	51
<i>Academic Workload Policy – Phase 1</i> .....	53
<i>Class Position Policy</i> .....	55
<i>Course Grade Grievance Policy</i> .....	56
<i>Clinical Supervision of Medical Students Policy</i> .....	58
<i>Community Standards Policy &amp; Process</i> .....	61
<i>Due Process for Decisions other than Academic Dismissal Policy</i> .....	63
<i>Electives Policy</i> .....	64
<i>Faculty Recusal from Student Assessment &amp; Promotion</i> .....	66
<i>Formative Assessment &amp; Feedback Policy</i> .....	67
<i>Grade Change Policy</i> .....	68
<i>Leave of Absence Policy</i> .....	69
<i>Maximum Time Frame Policy</i> .....	81
<i>Medical Student Survey Policy</i> .....	81

<i>N95 Exemption Policy</i> .....	82
<i>Objective Structured Clinical Exam (OSCE) Policy</i> .....	83
<i>Out-of-Phase Student Course Assessment Policy</i> .....	84
<i>Phase 1 &amp; Phase 2 MCQ Exam Policy</i> .....	85
<i>Phase 1 Multiple Choice Question Examination Disruption Policy</i> .....	86
<i>Phase 1 Promotion Policy</i> .....	87
<i>Phase 2 Grading Policy</i> .....	88
<i>Phase 2 NBME Subject Examination Disruption Policy</i> .....	94
<i>Phase 2 Outstanding NBME Subject Examination Policy</i> .....	96
<i>Phase 3 Grading Policy</i> .....	96
<i>Phase 2 &amp; Phase 3 Promotion Policy</i> .....	102
<i>Policy on Continuous Quality Improvement (CQI)</i> .....	103
<i>Policy on Exposure to Infectious &amp; Environmental Hazards</i> .....	104
<i>Residents as Teachers Policy</i> .....	106
<i>Student Attendance &amp; Absence Policies</i> .....	108
Phase 1 .....	108
Phase 2 .....	110
Phase 3 .....	113
<i>Student Clinical Duty Hours Policy</i> .....	116
<i>Student Mistreatment Policy</i> .....	118
<i>Student Narrative Assessment Policy</i> .....	119
<i>Student Unscheduled Study Time Policy</i> .....	120
<i>Technical Standards Policy</i> .....	121
<i>Timely Summative Assessment Policy</i> .....	122
<i>USMLE Step 1 Examination Policy</i> .....	123
<i>USMLE Step 2 CK Examination Policy</i> .....	126
<i>Withdraws from the Sidney Kimmel Medical College Policy</i> .....	127
<b>University Policies &amp; Procedures</b> .....	<b>129</b>
<b>Learning Environment</b> .....	<b>135</b>
<i>How Do I Voice Learning Environment Concerns or Ideas?</i> .....	135
Quick Tools for Handling & Responding to Inappropriate Comments in the Clinical Environment...	135
Student Professional Conduct Committee .....	136

<b>Student Affairs &amp; Career Counseling .....</b>	<b>137</b>
<i>Career Planning .....</i>	<i>137</i>
<i>Student Support Services .....</i>	<i>138</i>
Office of Student Affairs and Career Counseling .....	138
Academic Advising.....	138
Student Counseling .....	138
<i>Criminal Background Checks &amp; Drug Testing.....</i>	<i>138</i>
<i>Crisis Response Guideline for SKMC Students .....</i>	<i>139</i>
<i>Health Insurance .....</i>	<i>139</i>
Dental Insurance .....	139
Disability Insurance .....	139
<b>Student Financial Aid .....</b>	<b>140</b>
<b>Facilities &amp; Services.....</b>	<b>144</b>
<b>Student Life .....</b>	<b>146</b>

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# Mission Statement, Professionalism, & Shared Code of Values

## Mission Statement

Sidney Kimmel Medical College is committed to: educating physicians who will form and lead the integrated healthcare delivery and research teams of tomorrow; discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside, and into the community; and setting the standard for quality, compassionate and efficient patient care for our community and for the nation. Jefferson recognizes that a diverse community is imperative to achieving excellence in patient care, education, and research. As we carry out our mission, we are committed to the highest standards of professionalism and aspire to be a community of discovery, learning, and inclusion.

## Professionalism & the Shared Code of Values

### The Core Values of Sidney Kimmel Medical College

At Jefferson, we are committed to the highest principles of professionalism. We aspire to be a community that is not only academically and fiscally successful, but also a community of discovery, learning, caring, and sharing. The core values of professionalism guide our actions. At Jefferson:

- Our word is our bond (Integrity).
- We respect each other and all with whom we come into contact (Respect).
- We contribute to society's intellectual, cultural, and spiritual well-being to the highest possible extent (Social Responsibility).
- We recognize that diversity and excellence go hand-in-hand, enhancing our education and patient care and welcome our ability to interact with other people (Diversity).
- We care about and attempt to ameliorate the suffering and pain of illness; we care about and attempt to ameliorate the trials and tribulations of the Jefferson family (Compassion).
- We are committed to excellence and the life-long pursuit of new knowledge and personal and professional growth (Excellence).

- We aspire to do the right thing, for the right reason, even if it involves pain or sacrifice (Altruism).
- We are committed to each other and to those we serve. We work together to achieve our mission and goals (Collaboration).
- We are committed to the prudent use of the resources made available to us by the hard work of the faculty, the tuition of our learners, the support of the public, and the philanthropic giving that sustains us and helps us grow (Stewardship).

### **Professionalism: Faculty Commitment**

At this time when the medical profession is beset by an explosion of technology, changes in market forces, serious problems in health care delivery, conflicts of interest, and the threat of bioterrorism, the Faculty of Sidney Kimmel Medical College reaffirms its commitment to professionalism. Understanding that at its core the medical profession places the welfare of the patient above self-interest, we accept our responsibility to educate future physicians in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as role models and advocates while maintaining professional relationships based on mutual respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect and redefine and make meaningful our core values and covenant of trust with society.

### **Professionalism: The Teacher-Student Relationship**

The faculty of Sidney Kimmel Medical College is committed to principles of mutual respect and trust between teachers and students. Training future physicians who are entrusted with the lives of others must be based on faculty embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty should not use their professional position to engage in romantic or sexual relationships with students. Faculty should be role models and mentors in their interaction with each other, students, nursing staff and other health professionals, as well as patients. In all of these relationships, the faculty acts to enhance the learning experience based on shared professional values.

### **Professionalism: Self-Regulation**

As part of its contract with society, Medicine is given the privilege of self-regulation. As part of self-regulation, faculty and students must contribute to the spirit and principles of the Sidney Kimmel Medical College Honor Code. The faculty and students have individual responsibility and community responsibility, to uphold the Honor Code.

## The Sidney Kimmel Medical College Honor Code

As Jefferson students and faculty we seek to establish a community based on honor, integrity and awareness of others. Our commitment to this community begins with our first day of professional or educational association with Sidney Kimmel Medical College when we sign a pledge to uphold the values and rules of the Honor Code that follows:

As faculty, residents, fellows, and medical students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers, teachers, students, residents, fellows or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for the maintenance of the community standards that are reflected in the Code.

The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a physician. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.

*Community* — A goal of each member of the college is to foster an environment of trust and cooperation with respect for the work and efforts of others. When we speak of community we imply the student body, the faculty, the staff, and the administration, each of which contributes to the combined concept of community.

*Academic Integrity* — We seek to enhance our knowledge of medicine and achieve excellence in our time spent at Jefferson but not at the cost of honesty, integrity and trust, all integral aspects to the development of a physician.

*Social Integrity* — Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, or sexual orientation. Each individual should be treated with equal respect by his or her peers, faculty and staff.

*Responsibility* — All members of the college must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable and take the necessary actions in a timely manner to address the situation. The failure to deal with the breach in

professional conduct not only jeopardizes the strength of the code but also puts the observer in direct violation of the code.

*Mediation* — Resources exist for students, faculty and staff to meet with other people within the Jefferson community to work out any differences and disagreements with the help of a third party. If these efforts fail to reach a resolution, further resources through official college channels can be used to review any disagreement and determine the appropriate course of action.

### **Shared Professional Values of Sidney Kimmel Medical College**

As a physician or future physician, I recognize the implicit trust placed in me by patients and society. Therefore, I commit to embodying the highest standards of civility, honesty, and integrity in all aspects of my personal and professional life. These standards include my interpersonal relationships, my academic pursuits, and my medical practice. I will strive to communicate sincerely and effectively with my patients and their families. I will treat everyone compassionately, providing respect and protection of privacy, dignity, and individuality. As part of the trust that society has placed in me, I will advocate for outstanding patient care. I will endeavor to work effectively with other members of the health care team to provide the safest and highest quality patient care. Because I recognize limitations in my knowledge and skills, I will commit to lifelong learning to improve my ability to care for my patients.

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# SKMC Code of Conduct

## Code of Conduct

SKMC's Shared Code of Values and Professionalism statements, as can be found in the student handbook, provide the cornerstone of our Code of Conduct. In addition, given the recent pandemic, the following requirements are in place to ensure the safety of our students, faculty, staff, patients, and community. The requirements apply to all faculty, students, and staff.

- Comply with state, local and University regulations on and off campus (i.e. regulations regarding face covering, physical distancing, and strategies to decrease risk of infection in social settings)
- Comply with all Jefferson Health COVID-19 testing requirements and any recommended follow up

Lack of adherence to these requirements will be seen as a professionalism lapse and will be subject to possible disciplinary action.

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# Diversity & Inclusion

Diversity is the richness in human differences. It includes all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability and age. It encompasses a variety of backgrounds and life experiences. In an inclusive environment, we value and cherish the different identities that each person brings.

Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy and practice. Our objective is creating a climate that fosters belonging, respect, and value for all that encourages engagement and connection throughout the institution and community.

In pursuit of its mission, the Sidney Kimmel Medical College recognizes that a diverse and inclusive community is imperative in achieving excellence in patient care, education, and research and ensuring health equity. When health equity is achieved, everyone has the opportunity to attain their full health potential and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.

We promote and cultivate an inclusive environment that values and cherishes the diversity of our people. Given its location in metropolitan Philadelphia and in the Commonwealth of Pennsylvania, SKMC draws students from a wide variety of backgrounds, including racial and ethnic groups that are underrepresented in medicine (URiM), those that identify as lesbian, gay, bisexual, transgender, and those questioning their sexual identity (LGBTQ), first-generation college, and those from disadvantaged socioeconomic backgrounds.

To support its commitment to diversity and inclusion, SKMC sponsors the Office of Diversity and Inclusion Initiatives (ODII) whose mission is to support, promote and integrate diversity and inclusion into the fabric of the medical college. The Senior Associate Dean for Diversity and Community Engagement along with the Assistant Dean for Diversity and Student Diversity Programs provide guidance and direction in the following key areas: policies and guidelines; recruitment and retention; structural and cultural competency education in the curriculum; pathway programs; and community health.

The ODII, together with the Office of Student Affairs and Career Counseling and the Office of Student Life and Engagement, supports student affinity groups and activities which enhance multicultural awareness and cultural sensitivity and promote diversity within the community. Examples of activities, which are open to all, have included participation in the regional and national conferences of the Latino Medical

Students Association, the Student National Medical Association, the Asian Pacific American Medical Students Association, the Gay Pride march, Black Heritage Month, and Diversity Week. ODII sponsors the Medical Spanish Program where medical students fluent in Spanish learn the application of medical terminology and develop into physicians who can care for Spanish-speaking patients.

## Committee on Diversity, Equity, & Inclusion

SKMC also supports the Committee on Diversity, Equity, and Inclusion. This Committee is comprised of students, resident physicians, faculty, department chairs and senior administration. The Committee is charged with assessing the status and effectiveness of diversity and inclusion initiatives, making recommendations to the dean regarding initiatives, policies, and resources needed to achieve desired outcomes. The Committee is also charged with assuring the implementation of its recommendations.

More information on diversity and inclusion at SKMC can be found at:

<https://www.jefferson.edu/academics/colleges-schools-institutes/skmc/diversity.html>.

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# Administration

## Dean

**Said Ibrahim, MD, MBA, MPH**

*The Anthony F. & Gertrude M. DePalma Dean, Sidney Kimmel Medical College  
President, Jefferson University Physicians*

## Deans & Senior Leadership

**David Abraham, PhD** *Associate Dean, Undergraduate Medical Education & Academic Affairs*

**Katherine Berg MD, MPH** *Associate Dean of Assessment, Undergraduate Medical Education & Academic Affairs*

**John Caruso, MD** *Senior Associate Dean, Graduate Medical Education & Affiliations*

**Kristin DeSimone, MD** *Senior Associate Dean, Student Affairs & Career Counseling*

**Ronald V. Hall, MD** *Assistant Dean for Diversity & Student Diversity Programs*

**Steven K. Herrine, MD** *Vice Dean, Undergraduate Medical Education & Academic Affairs*

**Wayne Bond Lau, MD** *Associate Dean, Student Affairs & Career Counseling*

**Leonard Levine, MD** *Associate Dean, Student Affairs & Career Counseling*

**Bernard Lopez, MD** *Senior Associate Dean, Diversity & Community Engagement and Associate Provost, Diversity & Inclusion*

**Alisa LoSasso, MD** *Vice Dean, Admissions*

**Doug McGee, DO** *Vice Dean, Graduate Medical Education & Vice Provost for Clinical Affiliations*

**Nina Mingioni, MD, MEd** *Assistant Dean, Undergraduate Medical Education & Academic Affairs*

**Karen Novielli, MD** *Senior Vice Provost, Faculty Affairs and Vice Dean, Faculty Affairs & Professional Development*

**Dimitrios Papanagnou, MD, EdD, MPH** *Associate Provost, Faculty Development, Health Professions Education & Scholarship and Senior Associate Dean for Faculty Development*

**Charles Pohl, MD** *Chancellor, Jefferson Center City Campus, Vice Provost for Student Affairs, and Vice Dean, Student Affairs & Career Counseling*

**John Spandorfer, MD** *Roger B. Daniels Associate Dean for Professionalism in Medicine*

**Brian Squilla, MBA** *Senior Vice President, Administration and Chief of Staff to the Provost & Dean, Sidney Kimmel Medical College*

**Michael Stillman, MD** *Assistant Dean, Undergraduate Medical Education & Academic Affairs*

**Jessica Tomaszewski, MD** *Assistant Dean, Student Affairs & Career Counseling*

**Howard Weitz, MD** *Senior Associate Dean, Education*

**David Whellan, MD, MHS** *Senior Associate Provost, Clinical Science and Associate Dean, Clinical Research*

**Alliric Willis, MD** *Associate Dean, Faculty Affairs*

**Deborah Ziring, MD** *Senior Associate Dean, Undergraduate Medical Education & Academic Affairs*

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# Academic Calendars

Updated September 9, 2024

All dates listed are subject to revision. For the most recent versions, please reference the [Registrar Office's website](#).

## First-Year (Class of 2029)

### Orientation

### July 28 – August 1, 2025

July 28, 2025

Registration 8:00 a.m.-12:00 p.m.

July 28- August 1, 2025

Orientation Week

August 1, 2025

White Coat Ceremony

### Fall Semester

### August 4 – December 19, 2025

August 4, 2025

Classes begin 8:00 a.m.

September 1, 2025

*Labor Day Holiday*

November 26, 2025

*Thanksgiving Holiday begins 12:00 p.m.*

December 1, 2025

Classes resume 8:00 a.m.

December 19, 2025

*Winter Recess begins 5:00 p.m.*

### Spring Semester

### January 5 – May 22, 2026

January 5, 2026

Classes resume 8:00 a.m.

January 19, 2026

*Martin Luther King Jr. Holiday*

February 23-27, 2026

*Spring Break*

March 2, 2026

Classes resume 8:00 a.m.

May 22, 2026

Summer Recess begins 5:00 p.m.;  
End of 2025-2026 Academic Year

## Second-Year (Class of 2028)

### Fall Semester

### August 4 – December 19, 2025

August 4, 2025

Classes begin 8:00 a.m.

September 1, 2025

*Labor Day Holiday*

November 24-28, 2025

*Fall Break*

December 1, 2025

Classes resume 8:00 a.m.

December 19, 2025

*Winter Recess begins 5:00 p.m.*

### Spring Semester

### January 5 – July 11, 2026

January 5, 2026

Classes resume 8:00 a.m.

January 19, 2026

*Martin Luther King Jr. Holiday*

February 13, 2026

Phase 1 courses end

February 14-April 12, 2026

Phase I Comprehensive Examination/  
USMLE Step 1 Review Period

### Phase 2: Clinical Clerkships

April 13-17, 2026

Transition to Clerkships Course

April 20-July 11, 2026

Blocks MY/MZ (12-weeks)\*

May 25, 2026

*Memorial Day Holiday\*\**

July 4, 2026

*Independence Day Holiday\*\**

July 11, 2026

End of 2025-2026 Academic Year

\*Each 12-week block is divided into clinical rotations of three, four, or six weeks. Students will complete a total of four 12-week blocks and nine rotations in Phase 2. Clerkships are grouped into blocks: Internal Medicine (two 4-week rotations) & Neurology (four); General Surgery (six), Surgical Sub-specialty (three) & Emergency Medicine (three); Family Medicine (six) & Psychiatry (six); Obstetrics/Gynecology (six); & Pediatrics (six).

\*\*Students may be expected to report to rotations on Memorial Day, Independence Day, and Labor Day. Students are off for Thanksgiving Day but should expect to report to rotations the rest of the week (i.e. Friday of Thanksgiving week and weekend) if scheduled. Students can take the Martin Luther King Jr. Holiday off for service-related activities.

## Third-Year (Class of 2027)

### Fall Semester

July 14, 2025 – January 17, 2026

July 14-October 4, 2025

Blocks MA/MB (12-weeks)\*

October 5-12, 2025

*Fall Break*

October 13, 2025-January 17, 2026

Blocks MC/MX (12-weeks)\*

November 27, 2025

*Thanksgiving Holiday\*\**

December 21, 2025

*Winter Recess begins*

January 4, 2026

*Winter Recess ends*

### Spring Semester

January 19 – July 5, 2026

January 19-April 11, 2026

Blocks MF/MG (12-weeks)\*

January 19, 2026

*Martin Luther King Jr. Holiday\*\**

April 11, 2026

Phase 2 Ends

April 12-April 26, 2026

*Vacation*

### Phase 3: Differentiation

April 27-May 9, 2026

#### Gateway to Internship A

May 11-June 7, 2026

MU (4 week block)

May 11-May 24

MU1 (2 week block)

May 25-June 7

MU2 (2 week block)

May 25, 2026

*Memorial Day Holiday\*\**

June 8-July 5, 2026

MV (4 week block)

June 8-June 21

MV1 (2 week block)

June 22-July 5

MV2 (2 week block)

July 4, 2026

*Independence Day Holiday\*\**

July 5, 2026

End of 2025-2026 Academic Year

\*Each 12-week block is divided into clinical rotations of three, four, or six weeks. Students will complete a total of four 12-week blocks and nine rotations in Phase 2. Clerkships are grouped into blocks: Internal Medicine (two 4-week rotations) & Neurology (four); General Surgery (six), Surgical Sub-specialty (three) & Emergency Medicine (three); Family Medicine (six) & Psychiatry (six); Obstetrics/Gynecology (six); & Pediatrics (six).

\*\*Students may be expected to report to rotations on Memorial Day, Independence Day, and Labor Day. Students are off for Thanksgiving Day but should expect to report to rotations the rest of the week (i.e. Friday of Thanksgiving week and weekend) if scheduled. Students can take the Martin Luther King Jr. Holiday off for service-related activities.

## Phase 2 Clinical Calendar (Class of 2027)

Start	End		IM/Neuro	EM/Surgical Subspecialty	FM/Psych/OB/Peds/Surgery	
		<b>Transition to Clerkships Course</b>				
4/14/25	4/18/25	<b>No Interclerkship</b>	Block MY1	Block MY4	Block MY	
4/21/25	4/26/25					
4/28/25	5/3/25					
5/5/25	5/10/25	<b>Interclerkship 6/2/25</b>	Block MY2	Block MY5	Block MZ	
5/12/25	5/17/25					
5/19/25	5/24/25					
5/26/25	5/31/25					
6/2/25	6/7/25					
6/9/25	6/14/25					
6/16/25	6/21/25	<b>Interclerkship 7/14/25</b>	Block MY3	Block MZ4	Block MZ	
6/23/25	6/28/25					
6/30/25	7/5/25					
7/7/25	7/12/25					
7/14/25	7/19/25					
7/21/25	7/26/25	<b>Interclerkship 8/25/25</b>	Block MA1	Block MA4	Block MA	
7/28/25	8/2/25					
8/4/25	8/9/25					
8/11/25	8/16/25					
8/18/25	8/23/25					
8/25/25	8/30/25					
9/1/25	9/6/25	<b>Interclerkship 8/25/25</b>	Block MA2	Block MB4	Block MB	
9/8/25	9/13/25					
9/15/25	9/20/25					
9/22/25	9/27/25					
9/29/25	10/4/25					
10/6/25	10/11/25	<b>FALL BREAK</b>				
10/13/25	10/18/25	<b>Interclerkship 10/13/25</b>	Block MC1	Block MC4	Block MC	
10/20/25	10/25/25					
10/27/25	11/1/25					
11/3/25	11/8/25	<b>Interclerkship 11/24/25</b>	Block MC2	Block MC5	Block MX	
11/10/25	11/15/25					
11/17/25	11/22/25					
11/24/25	11/29/25					
12/1/25	12/6/25					
12/8/25	12/13/25	<b>Interclerkship 11/24/25</b>	Block MC3	Block MX4	Block MX	
12/15/25	12/20/25					
				Block MX5		

12/22/25	12/27/25	<b>WINTER BREAK</b>		
12/29/25	1/3/26			
1/5/26	1/10/26	Block MC3	Block MX5	Block MX
1/12/26	1/17/26			
1/19/26	1/24/26	<b>Interclerkship 1/20/26 (Tue)</b>	Block MF4	Block MF
1/26/26	1/31/26		Block MF1	
2/2/26	2/7/26		Block MF5	
2/9/26	2/14/26			
2/16/26	2/21/26	<b>Interclerkship 3/2/26</b>	Block MG4	Block MG
2/23/26	2/28/26		Block MF2	
3/2/26	3/7/26		Block MG5	
3/9/26	3/14/26			
3/16/26	3/21/26	Block MF3		
3/23/26	3/28/26			
3/30/26	4/4/26			
4/6/26	4/11/26			
4/13/26	4/18/26	<b>VACATION</b>		
4/20/26	4/25/26			

## Fourth-Year (Class of 2026)

### Fall Semester

### July 7 – December 21, 2025

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July 7-August 3, 2025	MJ (4 week block)
July 7-20	MJ1 (2 week block)
July 21-August 3	MJ2 (2 week block)
August 4-August 31, 2025	MK (4 week block)
August 4-17	MK1 (2 week block)
August 18-31	MK2 (2 week block)
September 1-28, 2025	ML (4 week block)
September 1-14	ML1 (2 week block)
September 1	<i>Labor Day Holiday*</i>
September 15-28	ML2 (2 week block)
September 29-October 26, 2025	MM (4 week block)
September 29-October 12	MM1 (2 week block)
October 13-26	MM2 (2 week block)
October 27-November 23, 2025	MN (4 week block)
October 27-November 9	MN1 (2 week block)
November 10-23	MN2 (2 week block)
November 24-December 21, 2025	MP (4 week block)
November 24-December 7	MP1 (2 week block)
November 27	<i>Thanksgiving Holiday*</i>
December 8-21	MP2 (2 week block)
December 22, 2025	Winter Recess begins
January 4, 2026	Winter Recess ends

### Spring Semester

### January 5 – May 2026

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January 5-February 1, 2026	MQ (4 week block)
January 5-18	MQ1 (2 week block)
January 19-February 1	MQ2 (2 week block)
January 19	<i>Martin Luther King Jr. Holiday*</i>
February 2-March 1, 2026	MR (4 week block)
February 2-15	MR1 (2 week block)
February 16-March 1	MR2 (2 week block)

## Spring Semester continued

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March 2-April 12, 2026	MS (4 week block)
March 2-15	MS1 (2 week block)
March 16-27	<b>Gateway to Internship B</b>
March 20	<b>Match Day 2026</b>
March 30-April 12	MS2 (2 week block)
April 13-May 10, 2026	MT (4 week block)
April 13-26	MT1 (2 week block)
April 27-May 10	MT2 (2 week block)
May (Date TBA)	<b>SKMC Class of 2026 Commencement</b>

Phase 3 students may use a total of eight weeks of flex time, taken as either two- or four-week blocks during Phase 3. Students who do not start their first rotation in block MU due to a delay of Phase 2 or other factors may have less vacation time in their 4<sup>th</sup> year. Students can check with the Registrar regarding their status.

All students must complete four weeks of Gateway to Internship spread across the Phase (April, May, and March) and 40 weeks of rotations (30 credits) which can be taken as two- or four-week rotations and include requirements and electives. A full list of requirements are available on the Phase 3 Canvas site or the Academic Course Catalog. Students may only be enrolled in one rotation or credit bearing activity (including research) for any given date span.

\*Students may be expected to report to rotations on Memorial Day, Independence Day, and Labor Day.

Students are off for Thanksgiving Day but should expect to report to rotations the rest of the week (i.e. Friday of Thanksgiving week and weekend) if scheduled. Students can take the Martin Luther King Jr. Holiday off for service-related activities.

## Phase 3 Clinical Calendar (Class of 2026)

	4 Week Blocks		Add/Drop Deadline*	2 Week Blocks		Add/Drop Deadline*
Spring 2025	04/28 – 05/09	<b>Gateway to Internship A</b>				
	05/12 – 06/08	<b>MU</b>	03/31	05/12 – 05/25	<b>MU1</b>	03/31
				05/26 – 06/08	<b>MU2</b>	04/14
	06/09 – 07/06	<b>MV</b>	04/28	06/09 – 06/22	<b>MV1</b>	04/28
06/23 – 07/06				<b>MV2</b>	05/12	
Fall 2025	07/07 – 08/03	<b>MJ</b>	05/26	07/07 – 07/20	<b>MJ1</b>	05/26
				07/21 – 08/03	<b>MJ2</b>	06/09
	08/04 – 08/31	<b>MK</b>	06/23	08/04 – 08/17	<b>MK1</b>	06/23
				08/18 – 08/31	<b>MK2</b>	07/07
	09/01 – 09/28	<b>ML</b>	07/21	09/01 – 09/14	<b>ML1</b>	07/21
				09/15 – 09/28	<b>ML2</b>	08/04
	09/29 – 10/26	<b>MM</b>	08/18	09/29 – 10/12	<b>MM1</b>	08/18
				10/13 – 10/26	<b>MM2</b>	09/01
	10/27 – 11/23	<b>MN</b>	09/15	10/27 – 11/09	<b>MN1</b>	09/15
				11/10 – 11/23	<b>MN2</b>	09/29
11/24 – 12/21	<b>MP</b>	10/13	11/24 – 12/07	<b>MP1</b>	10/13	
			12/08 – 12/21	<b>MP2</b>	10/27	
<b>BREAK (12/22/2025 – 01/04/2026)</b>						
Spring 2026	01/05 – 02/01	<b>MQ</b>	11/24	01/05 – 01/18	<b>MQ1</b>	11/24
				01/19 – 02/01	<b>MQ2</b>	12/08
	02/02 – 03/01	<b>MR</b>	12/22	02/02 – 02/15	<b>MR1</b>	12/22
				02/16 – 03/01	<b>MR2</b>	01/05
	03/02 – 04/12	<b>MS</b>	01/19	03/02 – 03/15	<b>MS1</b>	01/19
		<b>Gateway to Internship B</b>		03/16 – 03/27		
		<b>MS cont.</b>		03/30 – 04/12	<b>MS2</b>	02/16
04/13 – 05/10	<b>MT</b>	03/02	04/13 – 04/26	<b>MT1</b>	03/02	
			04/27 – 05/10	<b>MT2</b>	03/16	

\*Add/drop deadline is six weeks prior to the start of the block.

Students must be registered for each block, including all away rotations, vacation, and research by the deadline.

# Admissions

Sidney Kimmel Medical College (SKMC) at Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons, without regard to race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, age and veteran status. Using the AAMC Experiences-Attributes-Metric Model, SKMC's admissions process considers each applicant individually by balancing their academic metrics with experiences and attributes. Applicants undergo holistic review and are evaluated on motivation, concern for others, interpersonal skills, maturity, professionalism, passion, and innovativeness. International applicants must have a baccalaureate degree from an accredited U.S. or Canadian college or university.

Above and beyond the applicants' academic profile, SKMC looks favorably on applicants who have demonstrated strong interpersonal and intrapersonal competencies, including a service orientation, cultural competence, teamwork skills, strong oral communication, ethical responsibility to self and others, reliability and dependability, resilience and adaptability and the capacity for improvement.

## Definitions

**Diversity:** The Association of American Medical Colleges (AAMC) defines Diversity as a way to describe all aspects of humanity – including our individual differences, characteristics, and experiences. Diversity is the concept of including all people and valuing their differences. We recognize that diversity and excellence go hand-in-hand and are SKMC core values as they enhance our education and patient care and our ability to interact with other people. SKMC is committed to a community of cultural understanding and mutual respect among students, faculty and staff while promoting the overall mission of excellence in education, scholarship, research and patient care.

**Inclusion:** The AAMC defines Inclusion as a core element for success. Inclusion provides the opportunity and environment where everyone has a meaningful experience in and contribution toward our medical schools and health systems and discourages feelings of being unwelcome, left out, or out of place. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy and practice. The objective is creating a climate that fosters empathy, belonging, respect, and value for all and encourages engagement and connection throughout the institution and community. SKMC believes that this climate provides an environment that promotes optimum education of its students.

## SKMC Policy for Student Admissions

1. A diversity of backgrounds and interests is desirable and a legitimate goal of medical education. SKMC believes that the education of a student is enhanced by diversity of the student body. SKMC seeks a student body that reflects a broad array of qualities, including exceptional personal talents; unique life, work, or service experience; demonstrated leadership or potential; maturity; demonstrated compassion; a history of overcoming disadvantage and adversity; ability to communicate and work with underserved populations; or other qualifications judged to be important. SKMC will seek a broadly representative student body.
2. SKMC is committed firmly to the educational goal of enrolling a diverse body of talented students who will reflect the character of the American people whose health needs the medical profession must serve. No targets or quotas exist.
3. A diverse group of students and faculty will participate as members of the admissions committee and will conduct applicant interviews and participate in the selection of the medical school class.

### Composition of the Admissions Committee

1. A committee of the Faculty composed of at least twenty-four members of the General Faculty, two undergraduate medical students, the Dean Of Admissions, the Director of Admissions and the Associate Dean for Diversity and Community Engagement shall constitute the Committee on Admissions.
2. The Faculty Governance Committee on Committees shall forward the names of interested faculty to the dean of admissions on an annual basis. The Dean of Admission shall appoint the members and serves as the chair of the Committee on Admissions.
3. Members confirm attendance in advance of all CoA meetings and roll is taken at meetings to ensure a quorum, which is defined as the presence of at least 12 faculty serving as CoA members. No CoA business is conducted without a quorum.

### Application Review

1. All applications for admission to SKMC shall be received and processed by the Admissions Office in preparation for action by the Committee on Admissions. A holistic review of all qualified applicants will be undertaken by the Committee on Admissions.
2. The Committee on Admissions shall be responsible for the selection of all students and shall have the authority to act in all matters pertaining to admissions in accord with the general policies on admissions.

3. No applicant shall be admitted to SKMC without a personal interview by a member of the Committee on Admissions.

### **Education of the Committee Members**

1. Newly appointed members of the Committee on Admissions will undergo a formal orientation process that includes:
  - a. Formal onboarding session with Dean/Chair of the Committee on Admissions and the Director of Admissions.
  - b. Explanation of all portions of the AAMC application as well as the SKMC secondary application.
  - c. The application screening process.
  - d. The interview process.
  - e. Unconscious bias in the admissions process.
  - f. Required and correct conduct for a member of the Committee on Admissions.
  - g. SKMC Diversity Policies for Student Admissions.
  - h. Observation of Committee on Admissions weekly meeting.
2. All members of the Admissions Committee will undertake an annual review of the application review and interview process, unconscious bias, the SKMC Diversity Policies for Student Admissions, the required conduct of a CoA member and sign a conflict of interest statement.

### **Access to Applications**

Access to all applications for admissions and other applicant data shall be limited to members of the Admissions Committee and the staff of the Office of Admissions. Committee members may interview applicants and otherwise assist in the survey of applications, but all correspondence, including notification of acceptance or rejection, shall be conducted through the Admissions Office.

### **Conflict of Interest**

Committee members must decline to interview any applicant with whom they have had a previous personal or professional relationship. Additionally, the committee member must recuse themselves from the Admissions Committee discussion and decision about acceptance of said applicant. If a first-degree relative (child, sibling, or spouse) of a committee member is applying to SKMC, the committee member must recuse themselves for the entirety of the admissions cycle. The member may rejoin the committee the following cycle.

## Conduct after Interview of a Candidate

1. All deliberations of the Committee on Admissions concerning specific applicants and all data on individual applicants shall be considered privileged and held confidential. This information shall be available only to members of the Committee on Admissions.
2. No information shall be given to anyone of any action taken on an application by the Committee on Admissions until after the applicant has been notified.
3. Once an applicant's interview has taken place, the interviewer will present the applicant to the Committee on Admissions and is not allowed to discuss the interview or the applicant with anyone, including other faculty members, the applicant, or other interested individuals. All communications, after the interview has taken place, should be referred to the Dean and/or the Director of Admissions.

*Governance: Committee on Admissions | Version 3 | Approved 5/30/2023*

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## SKMC Policy for Student Retention

### Related LCME Element

#### 3.3 Diversity/Pipeline Programs and Partnership

### Policy

SKMC promotes an advising and educational plan for all of its students. All students partake in a formal academic, personal, and career counseling program through the Office of Student Affairs and Career Counseling in order to optimize the experience of the student.

SKMC recognizes the financial burden of a medical school education on all students. The Office of Financial Aid reviews all accepted and current students to match unique qualifications for scholarships, loans, and grants.

*Governance: SKMC Office of Admissions, Student Affairs and Career Counseling, and Diversity and Inclusion Initiatives | Version 3 | Approved 5/30/2023*

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# Curriculum Structure, Policies, & Procedures

## Sidney Kimmel Medical College Graduation Competencies

SKMC has established the following medical educational program objectives to align with the AAMC competencies within eight domains: patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, inter-professional collaboration, and personal and professional development.

As a consequence, the school will ensure that before graduation, every student will have demonstrated to the satisfaction of the faculty competence in the following domains:

**Competency #1-Patient Care:** Physicians should provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

### **Educational Program Objectives-Graduates will:**

- PC1 Perform essential basic procedures
- PC2 Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- PC3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient including in urgent and emergent situations
- PC4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- PC5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- PC6 Develop and carry out patient management plans including provision of palliative and end-of-life care
- PC7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- PC8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- PC9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health

**Competency #2-Knowledge for practice:** Physicians should demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

**Educational Program Objectives-Graduates will:**

- KP1 Demonstrate an investigatory and analytic approach to clinical situations
- KP2 Apply established and emerging biomedical scientific principles fundamental to health care for patients and population
- KP3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
- KP4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- KP5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care
- KP6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices

**Competency #3-Practice based learning and improvement:** Physicians should demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

**Educational Program Objectives-Graduates will:**

- PBLI1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- PBLI2 Set learning and improvement goals
- PBLI3 Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes
- PBLI4 Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement
- PBLI5 Incorporate regular feedback into practice
- PBLI6 Locate, appraise, assimilate and apply evidence from timely scientific studies related to patients' health problems
- PBLI7 Participate in the education of patients, families, students, peers, and other health professionals
- PBLI8 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care

**Competency #4-Interpersonal and communication skills:** Physicians should demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

**Educational Program Objectives-Graduates will:**

- ICS1 Communicate effectively with patients, families, peers, and other team members of diverse backgrounds, languages, cultures, and communities using strategies to build therapeutic alliances, promote inclusion and equity, and ensure understanding
- ICS2 Communicate effectively with colleagues within one’s profession or specialty, other health professionals, and health-related agencies
- ICS3 Maintain comprehensive, timely, and clear medical records
- ICS4 Demonstrate sensitivity, honesty, and compassion in difficult conversations
- ICS5 Demonstrate empathy and an understanding about human emotions that allow one to develop and manage interpersonal interactions

**Competency #5-Professionalism:** Physicians should demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

**Educational Program Objectives-Graduates will:**

- P1 Demonstrate compassion, integrity, and respect for others
- P2 Demonstrate accountability to patients, society and the profession
- P3 Demonstrate respect for patient privacy and autonomy
- P4 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in ability, age, culture, gender, race, religion and sexual orientation
- P5 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and conflicts of interest.

**Competency #6-System-based practice:** Physicians should demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

**Educational Program Objectives-Graduates will:**

- SBP1 Work effectively in various health care delivery settings
- SBP2 Coordinate patient care within the health care system
- SBP3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population based care
- SBP4 Advocate for access, quality patient care and safety

- SBP5 Participate in identifying system errors and implementing potential systems solutions
- SBP6 Demonstrate understanding of various approaches to the organization, financing and delivery of health care at the regional, national and global levels.
- SBP7 Apply understanding of current and historical factors affecting health equity, including structural inequities in access to and quality of health care, to improve the health of patients and communities

**Competency #7-Interprofessional collaboration:** Physicians should demonstrate the ability to engage in an inter-professional team in a manner that optimizes safe, effective patient and population-centered care.

**Educational Program Objectives-Graduates will:**

- IPC1 Work with other health professionals to establish and maintain a climate of mutual respect
- IPC2 Recognize the roles and responsibilities of other health/healthcare providers and how the team works together to provide care
- IPC3 Work to ensure common understanding of information, treatment, and health/healthcare decisions by listening actively, communicating effectively, encouraging ideas and opinions of other team members and expressing one’s knowledge and opinions with confidence, clarity and respect
- IPC4 Reflect on the attributes of highly functioning teams and demonstrate the responsibilities and practices of effective team members

**Competency #8-Personal and professional development:** Physicians should demonstrate the qualities required to sustain lifelong personal and professional growth.

**Educational Program Objectives-Graduates will:**

- PPD1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- PPD2 Develop healthy coping strategies
- PPD3 Manage competing needs of personal and professional responsibility, and recognize that patient needs may supersede self-interest
- PPD4 Demonstrate trustworthiness to one’s colleagues regarding the care of patients
- PPD5 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- PPD6 Recognize that uncertainty is part of clinical health care and respond by using appropriate resources in dealing with this uncertainty

*Governing Body: Curriculum Committee | Approved 7/21/2020*

## JeffMD Curriculum

JeffMD is a three-phase curriculum that emphasizes inquiry-based learning integrating basic science, clinical science and health systems science as well as the promotion of professional development. The curriculum balances the acquisition of a “core” of scientific information with the development of demonstrable communication and interpersonal skills and medical problem solving. An exposure to medical humanities early in the curriculum acknowledges the importance of keen observation skills, cultural competence and emotional intelligence. Longitudinal scholarly inquiry is a core requirement of JeffMD.

**Phase 1 (Pre-Clerkship Phase)** focuses on small group case-based learning, enhanced by other forms of active learning with less time in the lecture hall. Foundations of Medicine is an integrated course sequence encompassing basic, clinical, and health systems sciences. Core concepts are introduced in blocks organized by organ systems. Lectures, labs and clinical skills sessions support the case of the week, giving the student clinical context for basic science content. Foundations of Medicine expects from students rigorous independent study and critical thinking to prepare them for the clinical problems they will encounter.

The Humanities Selectives provide opportunities to strengthen key skills of doctoring through engagement in the arts and humanities. These skills include close observation; listening; emotional awareness and empathy; self-care; comfort with ambiguity and making mistakes; team and interpersonal communication; appreciating the perspectives of patients and colleagues; and understanding social contexts of health.

All students choose an area of concentration for Scholarly Inquiry. Students are assigned a mentor and complete independent projects appropriate for that track throughout their four years. See next section for detailed information on Scholarly Inquiry.

During Clinical Experience, students learn about the broader context of health, including interprofessional teamwork and community-based resources. Students are assigned to a clinical setting and work with patients to address underlying social and environmental factors that impact health as well as employ systems-thinking to optimize health.

**Phase 2 (Core Clerkship Phase)** shifts to core clinical rotations while incorporating basic science and health systems concepts. The phase starts with a week-long Transition to Clerkships course, after which the students will rotate through four 12-week blocks of paired core clerkships. These pairings are intentionally designed to create a deeper well of knowledge for students, illuminating similarities in processes and care of patients throughout the core clerkships. Pairings are: Internal Medicine and Neurology; Surgery, Surgery Sub-Specialty, and Emergency Medicine; Family Medicine and Psychiatry; and Obstetrics/Gynecology and Pediatrics. Dimensions in Clinical Medicine is a longitudinal course that runs during the entire Phase 2, bringing students together at 6-week

intervals for discussion of interdisciplinary topics, career guidance, small group activities that focus on reflection and difficult topics. Scholarly inquiry continues during this phase. Please review the [Clinical Site Information Canvas course](#) for detailed information about Phase 2 logistics and clinical affiliate locations.

**Phase 3 (Differentiation Phase)** allows flexibility and specialization opportunities based on specialty-specific pathways. All students complete core rotations including Inpatient Sub-internship, Outpatient Experience, Gateway to Internship, Critical Care Experience and Advanced Basic Science. In addition, students complete electives of their choice and scholarly inquiry requirements. In order to graduate, they must achieve all SKMC competencies as listed above.

Medical school is the first formal step in the lifelong process of medical education. The skills developed in meeting the challenges of adjusting to medical school will be honed as each individual progresses through residency training and into a career in medicine. There is no one formula for success. Each individual must take responsibility for their own mastery of the curriculum and professional development. The faculty, administration, staff, and fellow students are here to guide you through this challenging and rewarding experience.

### **Scholarly Inquiry**

Scholarly Inquiry (SI) is a required component of the JeffMD curriculum of the Sidney Kimmel Medical College. It is intended to provide medical students with skills and experience that they need to become critical consumers and producers of healthcare knowledge. As part of an integrated curriculum, Scholarly Inquiry overlaps and synergizes with the Evidence-Based Medicine thread, the Health Systems Science thread, the Professionalism/ Ethics thread, the Wellness thread, the Humanities selectives, and the Clinical Experience program.

Students select from seven tracks, which each serve as a distinct lens through which to train in a range of research domains and topics, and complete self-directed scholarly projects under the supervision of faculty members. Educational modalities include lectures, small-group seminars, workshops, team-based learning sessions, and online modules/training.

In Phase 1 students learn aspects of research/scholarship through both common curriculum and track-specific sessions in order to gain skills needed to undertake and complete their mentored scholarly project. Students will additionally learn how to present their mentored scholarly project in both written (abstract) and oral (presentation) forms. In Phase 2, students transition to independent discovery of and proposing solutions to scholarly questions in the clinical space with more limited mentor guidance. Students will present this work in both written and oral formats. In Phase 3, students transition to independent, life-long learning by choosing a series of 'selective' activities to continue scholarly pursuits in the formats and topics they find most interesting and unique to their career paths. Students will learn to present themselves and their scholarly work in an oral "elevator pitch" format in preparation for residency applications.

## Seven Scholarly Inquiry Track Options

### *Clinical and Translational Research*

The Clinical and Translational Research track uses the principles of the scientific method to develop critical thinking skills. Modern medicine is based upon a foundation of evolving research science. Physician scientists identify clinical practice needs that drive new research and play a key role in producing and translating scientific discovery to patient care. Student research work involves hypothesis-driven research with a project Principal Investigator (PI) advisor, augmented by a small group program mentor, and a didactic curriculum devoted to practical research skills.

### *Design*

The Design track provides students with exposure and training in using design methodologies to enhance healthcare products, services, spaces, and systems. Through workshops, field immersions, mentorship, and applied research projects in health design, students practice creative problem-solving within the context of healthcare. The program is based in the Jefferson Health Design Lab, where students engage in a unique environment that combines a design studio ethos with a healthcare focus. Our interdisciplinary curricula draw from fields such as architecture, industrial design, and systems engineering, all centered around human-centered problem-solving methods. Whether you're new to design or have prior experience, our goal is to equip the next generation of doctors with the skills and confidence to transform healthcare.

### *Digital Health*

The Digital Health track at Jefferson's Center for Digital Health equips students with the knowledge to leverage disruptive technologies, including artificial intelligence (AI), to foster health and well-being. The broad scope of digital health includes (but is not limited to) mobile health, health information technology, wearable devices, telehealth, and telemedicine. AI's role in digital health is multifaceted, encompassing predictive analytics to anticipate patient risks, machine learning algorithms for personalized treatment plans, and automated diagnostics through advanced image recognition. By incorporating AI into the curriculum, we prepare future physicians to harness these technologies in clinical care, enhancing patient outcomes through precision medicine and evidence-based interventions. This track also emphasizes the ethical use of AI, ensuring that students understand the importance of data privacy and equitable healthcare delivery. Through collaboration with developers, payers, healthcare professionals, and patients, our graduates will be at the forefront of innovating digital health solutions that are both technologically advanced and patient-centric. It is designed to help future physicians improve clinical care and patient outcomes by using new technologies in collaboration with various stakeholders, including developers, payers, healthcare professionals, and patients.

### ***Health Policy & Systems***

The Health Policy & Systems track is designed for students who wish to develop an understanding of and ability to assess the effectiveness of current models of care and the policies that support these care delivery models. The HPS track teaches students about the levers that shape and guide public policy, concerning health care, and population health. This track trains students to be highly effective team members and change advocates, versed in the science of care delivery, policy development, quality improvement, and understanding the role of key stakeholders in healthcare delivery and policy development. The HPS track promotes an integrated approach to health policy and systems thinking through consideration of innovations in care models, practice transformation efforts, and how the role of media, political determinants of health, and the built environment affect health policy and healthcare systems.

### ***Humanities***

The Humanities track offers students an opportunity to pursue a self-directed course of creative practice and research with a focus on the arts and humanities, in parallel with their medical education. The track's program is guided by the principle that the arts and humanities provide a rich context for practicing habits of mind related to observation, interpretation, and reflection, which are as essential to the successful practice of medicine as mastery of basic science and other clinical skills. Students work closely with professional artists, as well as Jefferson-affiliated faculty, to build technical and conceptual skills in the arts and humanities and carry out independent scholarly work that ties the arts and humanities with medicine and healthcare.

### ***Medical Education***

The Medical Education track is designed for students who seek advanced training in pedagogy and learning theory, instructional design, medical simulation, and curriculum development. The track aims to prepare students for careers as educational leaders in academic medicine. The track provides formalized training in adult learning in clinical and academic medicine and leverages simulation training, patient safety/clinical quality tools, and point-of-care technologies as vehicles to inform educational initiatives. Students master essential concepts in pedagogy through hands-on workshops, field immersions, and self-reflection exercises, and pursue real-world projects in undergraduate and graduate medical education.

### ***Population Health Research***

The Population Health Research track is designed to provide an understanding of how social, political, and economic factors determine the health and health outcomes of individuals, communities, and populations. The track draws from epidemiology, biostatistics, social and behavioral science, health services research and evaluation, environmental health, health policy, and advocacy, to enhance the skills of future physicians. Students

work closely with faculty engaged in public health activities in the US and abroad, and/or with partner organizations addressing the health of their communities.

## Grading in Phase 1

All Phase 1 courses are pass/fail. Please refer to specific passing requirements in the Foundations of Medicine Course Guide and detailed course materials for Scholarly Inquiry, Clinical Experience, and the Humanities Selectives. Students are required to pass Step 1 of the United States Medical Licensing Examinations (USMLE) of the National Board of Medical Examiners (NBME) to be promoted to Phase 2 of the curriculum.

[USMLE Step 1 Examination Policy](#)

[USMLE Step 2 CK Examination Policy](#)

### **Comprehensive Basic Science Self-Assessment (CBSSA) / Comprehensive Basic Science Examination (CBSE) (Year 2)**

In addition to successfully passing all components of each Foundations of Medicine course, second-year students are required to take the Comprehensive Basic Science Self-Assessment (CBSSA) during JMD 203. This administration will be an online take-home assessment.

During JMD 204, students are required to take the Comprehensive Basic Science Examination (CBSE). This is administered as a proctored, in-person assessment.

Additional information on the CBSSA/CBSE will be made available from the Student Assessment Office and Student Affairs in advance of each administration. Scores on each will be used to assess student readiness for USMLE Step 1. Some students may be required to take additional administrations of the CBSSA if deemed necessary for USMLE Step 1 readiness.

## Grading in Phase 2

The grading system for all clinical courses in Phase 2 has 4 tiers: Honors, High Pass, Pass and Fail. The Transition to Clerkships course, Dimensions of Clinical Medicine course, and the Scholarly Inquiry course utilize Pass/Fail grading. Attendance of all curricular sessions and completion of all required assignments is required to pass each course. Grading specifics for each course will be discussed during the course orientation and posted on the course Canvas page. See Phase 2 Grading Policy for additional information including temporary grades of Conditional Pass and Incomplete.

[Phase 2 Grading Policy](#)

## End-of-Clerkship NBME Subject Examinations

All core clinical clerkships use NBME Subject Examination, also known as the “shelf exam,” as one of the required assessments. NBME Subject Examination is a secure, standardized exam administered in a monitored setting with a proctor.

NBME Subject Examination must be taken at the end of the corresponding clerkship at the time scheduled by and for that clerkship. Exams may not be moved or rescheduled unless the timing of the exam will pose significant hardship for the student. Each such instance must be approved by the Office of Student Affairs & Career Counseling (OSACC) as well as the clerkship director at least 4 weeks in advance of the scheduled exam date.

Students requiring special academic exam day accommodations must be approved by OSACC to do so, and must notify the clerkship director and coordinator at least 4 weeks in advance of the scheduled exam date.

Students must pass the NBME Subject Examination in order to pass the clerkship. First failure on the NBME Subject Examination will result in a grade of “Conditional Pass” for the entire clerkship. COSP will review each such instance, and grant, if appropriate, a permission to retake the examination, notifying the student of their decision in writing. Students must contact the clerkship director and coordinator to schedule the “make-up” exam, which is administered during a predetermined date and time, several times throughout the year.

Second failure on the NBME Subject Examination will result in a failing grade for the entire clerkship.

[Phase 2 and Phase 3 Promotion Policy](#)

## Clerkship Objective Structured Clinical Examinations

Several core clinical clerkships use the Objective Structured Clinical Examination (OSCE) as one of the required assessments. The OSCE must be taken at the end of the corresponding clerkship at the time scheduled by and for that clerkship. The OSCE may not be moved or rescheduled unless the timing of the exam will pose significant hardship for the student. Each such instance must be approved by the Office of Student Affairs as well as the clerkship director at least 4 weeks in advance of the scheduled exam date.

Students requiring special accommodations must be approved by the Office of Student Affairs to do so, and must notify the clerkship director and coordinator at least 4 weeks in advance of the scheduled exam date.

By direction of the Clerkship Director, a student may be required to review the video of their clerkship OSCE.

When the need for such a session is made known to the student by the clerkship director, the student must contact designated faculty in the University Rector Clinical Skills & Simulation Center in a timely fashion to arrange a time to review the OSCE video. The designated faculty will collect pertinent information from the clerkship director. After this OSCE review, a report will be sent to the clerkship director. Failure to review the OSCE will result in the student receiving a Conditional Pass grade until this requirement is completed.

## Comprehensive Clinical Science Self-Assessment (CCSSA)

Students are required to take the CCSSA as an online take-home assessment, in preparation for the Step 2 CK exam.

## Grading in Phase 3

All 4-week clinical courses in Phase 3 utilize 4 tiers for grading-Honors, High Pass, Pass and Fail. Individual course grading policies determine requirements for these grades as delineated on the course Canvas page. Phase 3 courses that are research (regardless of duration), Advanced Basic Science courses, Gateway to Internship, Scholarly Inquiry and all 2-week courses are graded Pass/Fail. See Phase 3 Grading Policy for additional information including temporary grades of Conditional Pass and Incomplete.

[Phase 3 Grading Policy](#)

## Process of Grade Reporting

Grades of Honors, High Pass, Pass, and Fail will be reported on the transcript.

## Outcomes Projects in Medical Education

Accreditation standards for medical schools mandate collecting and evaluating outcomes data to demonstrate the achievement of educational objectives. The Sidney Kimmel Medical College (SKMC) at Thomas Jefferson University conducts routine quality improvement projects to evaluate the curriculum and assessments of student performance throughout various levels of training. These outcome projects aim to determine, for example, the effectiveness of instructional methods, and whether there are more effective methods to score exams, statistically summarize student test scores, or set appropriate pass/fail standards in order to provide better feedback to students and to instructors for future exams.

This notice is to inform students that SKMC uses de-identified student records of education activities and course-related performance data for these projects, in order to evaluate the effectiveness of courses and student assessments. Findings from these outcome projects may be published as research. In all cases, student scores and official grades will have been assigned and recorded, prior to any secondary analysis; results from the outcome projects will not affect student grades. Only group-level or de-identified results will be published. For questions or to exclude your academic performance from this analysis, contact SKMC Assessment Team at [SKMC.Assessment@jefferson.edu](mailto:SKMC.Assessment@jefferson.edu).

*This study has been approved by the Thomas Jefferson University Institutional Review Board (22E.142)*

# Committee on Student Promotions

The Committee on Student Promotions (COSP) ensures all Sidney Kimmel Medical College (SKMC) students meet the standard for advancement and graduation established by the faculty of the College. If the Committee decides a student does not meet the standard for advancement or graduation, the Committee, or its designate, provides a fair and formal process for taking any action that may affect the status of a student, including timely notice of impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal an adverse decision related to advancement, graduation, or dismissal. If there is a disagreement between the description outlined in the SKMC Student Handbook and the SKMC Addendum to the TJU Faculty Handbook, the latter will take precedence.

## Committee Membership

The Committee on Student Promotions shall be composed of at least ten (10) members of the Senior Faculty representing the diversity of educational programs and content within SKMC, including at least five (5) members of the basic science faculty and five (5) members of the clinical faculty. Current academic program directors should not serve on the committee.

## General Requirements for Promotion & Graduation

There are areas of competency that must be met by students in order to be promoted and graduated from SKMC. These are: patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, professionalism, system-based practice, interprofessional collaboration, and personal and professional development. If a student fails to meet any of these requirements, they may not be promoted or graduated. It is the responsibility of COSP to evaluate each student with respect to each of these competencies and to make decisions based upon the circumstances for each case.

The student must also meet all of the requirements of the curriculum as defined by the Curriculum Committee.

These requirements include:

1. Demonstration of adequate knowledge.
2. Demonstration of appropriate skills, attitudes, professional and ethical conduct, and personal attributes.
3. Attendance, punctuality, and respect for the property of the College and its affiliated training sites.

## Additional Requirements for Promotion

Each student must demonstrate appropriate standards of professional and ethical conduct, attitudes, morals, and personal attributes deemed necessary for the practice of medicine. These behavioral traits include but are not limited to: honesty, integrity, willingness to assume responsibility, good interpersonal skills, compassion, logical thinking, good judgment, the absence of chemical dependency, and appropriate professional, social, moral, and personal behavior. COSP may dismiss a student for failure to meet these standards or may refer the matter for resolution in accordance with the Community Standards Policy and Process. If a student poses a threat to the health, welfare, or safety of patients, staff, or colleagues, COSP will remove such a student from the classroom or clinical setting immediately and, if warranted, dismiss them from the College. COSP may require a psychiatric evaluation and report from a psychiatrist selected by Sidney Kimmel Medical College for any student whose conduct during a course is deemed to warrant such an evaluation.

There must be no legal or other impediments to the student being promoted or graduated. Legal impediments to the student's promotion or graduation may be referred by COSP for resolution in accordance with the Community Standards Policy and Process.

## Specific Academic/Promotion Guidelines

### Phase 1

Phase 1 of JeffMD consists of four discrete course sequences: the Foundations of Medicine series (JMD 101/102/203/204); Scholarly Inquiry courses (JMD 150 and JMD 250); Clinical Experience course (JMD 151) and Humanities Selectives (JMD 152/153/252).

All Phase 1 requirements must be met and all courses passed to progress to Phase 2. Please see the [USMLE Step 1 Examination policy](#).

[Phase 1 Promotion Policy](#)

### Phase 2 and Phase 3

Successful completion of each course in each Phase is required for advancement to the next Phase of the curriculum.

[Phase 2 and Phase 3 Promotion Policy](#)

[Phase 2 Grading Policy](#)

[Phase 3 Grading Policy](#)

## Grades & Evaluations

All final grades are signed, or electronically approved, by the Phase Director or Course Director, and then transmitted to the University Office of the Registrar.

Unsatisfactory and remediated grades are submitted (by the Student Assessment Office for Phase 1 courses and by the Course Director or Course Coordinator for Phase 2 and Phase 3 courses) to the Registrar, the Office of Academic Affairs/Undergraduate Medical Education, COSP, and the Office of Student Affairs and Career Counseling. COSP will review any non-passing grades, including grades of Conditional Pass, and grade change requests, and take actions as decided by the Committee based on COSP policies.

Any student who wishes to challenge a grade should follow the procedure outlined in the Grade Grievance policy. COSP will evaluate any grade change requests submitted by the Phase or Course Director. The Committee will notify the student in writing about any actions taken regarding their student status, except for the routine acceptance of grades. The outcome of each grade change request will be sent to the requesting department, who will in turn inform the student.

COSP has the ultimate decision regarding any action to be taken on unsatisfactory grades or changes of evaluations. Students who do not have passing grades will have their entire record reviewed for appropriate action, which may include counseling, academic monitoring, or other actions as described in the Phase 1 Promotions and the Phase 2 and Phase 3 Promotions policies. COSP may review at any time the entire academic history and record of any student for consideration of cognitive and noncognitive behavior, including professional, social, moral, and personal attributes.

[Grade Change Policy](#)

[Phase 1 Promotion Policy](#)

[Phase 2 and Phase 3 Promotion Policy](#)

## Academic Monitoring (formerly Academic Probation)

See [Academic Monitoring Policy](#).

## Repeat of Year/Phase

A student will only be permitted to repeat one academic year during their career at Sidney Kimmel Medical College. Students repeating a year must pass all courses. COSP may dismiss a student from SKMC if they fail to pass any course, including receiving a grade of Conditional Pass, during a second attempt at a curricular year.

[Phase 1 Promotion Policy](#)

[Phase 2 and Phase 3 Promotion Policy](#)

## United States Medical Licensing Examinations (USMLE)

### USMLE Step 1 Examination

Students are eligible to take the USMLE Step 1 Examination after all Phase 1 requirements have been successfully completed. Students must pass Step 1 of the National Board of Medical Examiners (NBME) to be officially promoted to Phase 2 of the curriculum.

[USMLE Step 1 Examination Policy](#)

### USMLE Step 2 CK Examination

Students are eligible to take the USMLE Step 2 Clinical Knowledge (CK) Examination after all Phase 2 requirements have been successfully completed. A student must receive a passing score on the USMLE Step 2 CK examination to satisfy graduation requirements. If a student has not obtained a passing grade on the USMLE Step 2 CK Examination by April of their graduation year, the residency program to which the student has matched will be notified.

[USMLE Step 2 CK Examination Policy](#)

## Leaves of Absence

Under certain circumstances, a leave of absence may be granted to a student upon request to the Committee on Student Promotions. A leave of absence is required for any gap in enrollment from Sidney Kimmel Medical College that exceeds the time frame specified under a “Short Term Break” and is based on the student’s curricular phase. Details about types of leave and Phase specific short-term breaks can be found in the Leave of Absence Policy.

[Leave of Absence Policy](#)

## Maximum Time Frame

See [Maximum Time Frame Policy](#).

## Flexible Phase 3 Curriculum (FLEX Year)

Under certain circumstances, a student may apply for and receive a voluntary extension of their medical education curriculum by one year via a flexible Phase 3 year, or FLEX year. Students in Phase 3 who are unsuccessful in matching for a PGY-1 position during Phase 3, or who make a career/specialty change too late in

the process to participate in the residency application and Match cycle, may benefit from an ability to extend their medical education for an additional year. This extension would allow them to enhance their progress toward a successful match in the next application cycle, including the ability to gain additional clinical experience and/or fully explore a new specialty, while still enrolled as a senior medical student. Eligibility for such an extension is based on a student not having completed all SKMC graduation requirements prior to commencement.

### **Eligibility**

- Under certain circumstances, a voluntary extension of a student’s medical education by one year via a flexible Phase 3 year, or FLEX year, may be approved by the SKMC Committee on Student Promotion (COSP).
- Unless otherwise approved by COSP, a student must fall within the maximum period for graduation to be eligible for this one-year only extension. That is,
  - “A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absences...Students who are enrolled in the MD/PhD program are expected to complete the combined curriculum in twelve (12) years, inclusive of approved leaves of absence...” (SKMC Student Handbook).
- In order to be eligible for the FLEX year, a student must not have completed all SKMC graduation requirements.
- The flexible Phase 3 year is not available to students who wish to do a year of research or a separate degree program (e.g., MPH). That work is categorized as a Leave of Absence.
- Student who fit the following criteria may be considered for this program:
  - One unsuccessful attempt at matching for a PGY-1 residency position,
  - A late career/specialty change that prevents them from participating in the residency application and Match process,
  - Or, by appeal to the Vice Dean of Student Affairs

### **Application & Approval Process**

- Any student wishing to engage in a FLEX year should first discuss this option with their Student Affairs dean. If both agree that an extension is necessary to enhance a student’s progress toward a particular specialty, and thus to be successful in the Match the following year, the student must first be approved by the Vice Dean for Student Affairs. The list of students approved by the Vice Dean for Student Affairs will be forwarded for approval by COSP, and updated and reviewed by COSP whenever changes occur.
- Students may not apply for the FLEX year earlier than January of their Phase 3 year.

- Students who have not been successful in a residency match and wish to participate in the FLEX year must notify their assigned Student Affairs Dean of their request to participate in the program by the last day of the “Gateway to Internship B” course. Once approved, Student Affairs will notify the Office of the Registrar and, if applicable, the Director of Financial Aid.

### **Program Requirements**

- Tuition/Enrollment Fee
  - Tuition must have been paid in full for the first year of Phase 3 before moving on to the second year of this two-year program. A student will not be charged full tuition for the second (extended) Phase 3 year but will be required to pay fees for that second year. Those fees will be determined by the University on an annual basis and communicated with the student prior to committing to the FLEX year.

### **Schedules**

- Students will work with their Student Affairs dean and specialty advisor to design a schedule for the extended year. In addition to coursework and clinical rotations at SKMC and its clinical affiliates, students may participate in away electives at other institutions in accordance with SKMC policy on extramural electives.
- Students participating in the FLEX program must enroll in courses during every block of the extended Phase 3 year, with a maximum of 8 weeks of vacation. A proposed schedule for the year must be submitted and approved by a Student Affairs Dean before the start of the FLEX year.
- Once approved, students may begin scheduling courses/rotations for their extended Phase 3 year, but not before the regularly scheduled fourth-year students have completed registration for their Phase 3 courses.
- During the FLEX year, students are subject to the same curricular limits (e.g., Pass/Fail courses, research blocks, online courses, course repeats, away rotations) as the new class with which they are graduating. This information is posted on the Phase 3 Canvas page.

### **Required Meetings**

- Students must provide documentation of a meeting with the Director of Financial Aid, if applicable, to their assigned Student Affairs Dean before the start of the flexed 4th year.

- At a minimum, students are REQUIRED to meet with their Student Affairs Dean (in person, by phone, or by Zoom) during the FLEX year as follows: May, September, and January. Students are also expected to communicate with their subspecialty on the same May, September, and January timeline.

### **Graduation from SKMC**

- Flex students are enrolled for a full academic year (Fall and Spring Semesters), will be subject to two semesters of payment, and will graduate with the determined University Spring conferral date, provided all graduation requirements are met.
- In the rare and extenuating case that a student's circumstances change and they anticipate needing to meet the necessary graduation requirements earlier than the end of the FLEX year, the student should discuss this with their Student Affairs dean and seek approval from the Vice Dean for Student Affairs and the Committee on Student Promotions. In this situation, the student will graduate upon completing their requirements. In the event that a student is approved to graduate prior to completing a full semester, there will not be a refund of any portion of the reduced tuition/enrollment fee for that semester.

### **Process for Monitoring**

Students are responsible for completing a "Checklist of Student Responsibilities" that includes tasks to complete prior to beginning the FLEX year as well as documentation of their required advising meetings. This form will be reviewed by the Office of Student Affairs on an ongoing basis.

### **Withdraws**

Students seeking to withdraw from SKMC must first consult with their Dean in the Office of Student Affairs and Career Counseling. Once they have completed this step, they may submit a letter of withdrawal to the Committee on Student Promotions.

Any student who withdraws from the medical college and subsequently wishes to return to SKMC must submit a letter with this request to the Committee on Student Promotions within two calendar years from the date of withdrawal. This request must be submitted by the 14th of the month, so that it may be added to the next COSP agenda, and evaluated by the committee, prior to the student's requested return date. COSP will decide on all requests for readmission on a case-by-case basis.

[Withdraws from the Sidney Kimmel Medical College Policy](#)

## Commencement Procedures for Students with Remaining Requirements

### Official Graduation List Published in the Graduation Program

If the student has not fulfilled the requirements for the degree their name may not appear on the graduation list for their class (except in extenuating circumstances and with written approval of the Vice Dean for Student Affairs and Career Counseling and the Vice Dean for Academic Affairs). The student's name will be included on the graduation list for the next scheduled Commencement, following the approval to issue the student the degree. The entry on the list will indicate, following the student's name, the date the degree was conferred.

### Attendance at Commencement

Students who have not fulfilled the requirements of the degree cannot participate in the Commencement program (except in extenuating circumstances and with written approval of the Vice Dean for Student Affairs and Career Counseling and the Vice Dean for Academic Affairs). A degree cannot be conferred until all requirements for the degree have been completed and approved. After a student has the degree conferred during the year, they may participate in the following year's Commencement program. Attendance at Commencement is required.

### Yearbook

At the beginning of the school year, the yearbook editor verifies the members of the class to be included in the yearbook. In the event a student is not able to graduate, they should contact the editor and indicate their status and preference (1) to be continued in the yearbook or (2) to be included in the next published yearbook. Inclusion in the yearbook is not official confirmation of graduation.

### Alumni Records

When a student will not graduate with their original class, it is recommended that the student contact the Alumni Office and express their desire to be included with their class of Alumni functions.

### Awarding Degrees

All students who have not completed the requirements for their degree at the scheduled time for Commencement will:

1. Be required to meet with their OSACC Dean to discuss what they need to do to fulfill the requirements for graduation.
2. Receive access to the schedule of courses and be informed that they must register for each course with the University Office of the Registrar.
3. Should update their permanent address and phone number with the University Office of the Registrar.

Upon receipt of the final grade or test scores for outstanding degree requirements, the University Office of the Registrar will review the student's academic record. Once complete, the University Office of the Registrar will notify OSACC who will arrange for the Oath of Hippocrates to be administered as below and confer the student's degree. The student will be notified of their degree conferral date.

In all cases, the student will be asked to receive their diploma in person from the Dean or their representative after administration of the Oath of Hippocrates by the Dean in the Office of Student Affairs and Career Counseling. If this is not feasible, arrangements will be made to have another physician known to the Office of Student Affairs and Career Counseling complete this process.

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# SKMC Policies

In addition to the SKMC Policies listed below, students are responsible for knowing and adhering to academic policies as outlined in the Academic Policies Handbook: <https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies.html>.

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## Academic Dismissal Policy

Academic Dismissal is the separation of a student from the medical college because the student has not met the academic requirements of Sidney Kimmel Medical College. Students who are at risk of academic dismissal are invited to attend a COSP meeting to present information regarding their academic deficiencies and answer questions from COSP members. The student may bring one support person before the COSP. Such an individual is not permitted to be a legal counsel or to take part in the proceedings.

### Appeal of Academic Dismissal

1. Following receipt of notification of Academic Dismissal by the Committee on Student Promotions, a student may submit a written appeal request to the Dean of the Medical College and the Office of Academic Affairs/Undergraduate Medical Education within 10 days. This written request must state the basis for the appeal and should include new information that would warrant a reconsideration of the decision to dismiss.
2. Upon review of the student's request, the Dean may either deny the appeal or refer the matter to the Appeals Committee on Student Promotions for reconsideration. A denial of appeal rendered by the Dean is final and binding.
3. The student will be notified in writing of the Dean's decision within 14 days after receipt of their written request.
4. If the Dean refers the matter, the Appeals Committee on Student Promotions will convene review and evaluate the appeal within 30 days. The student has the right to appear at this meeting to give a brief summary of information presented to the Dean and to respond to questions. The student may bring one support person before the Appeals Committee; such an individual is not permitted to be a legal counsel or to take part in the proceedings. The Appeals Committee on Student Promotions may decide either to rescind or maintain the dismissal. A final decision may be postponed for up to 10 days if additional

investigation is required. A letter stating the decision including the rationale and any recommendations will be sent to the student, Dean of SKMC, Registrar, COSP Chair and Student Affairs Dean.

5. The decision rendered by the Appeals Committee on Student Promotions is final and binding with reference to the current appeal of dismissal.
6. The Appeals Committee on Student Promotions is an ad hoc Committee comprised of 5 senior faculty drawn from the Professorial Faculty with knowledge of and/or experience with COSP policies and procedures, and one designee appointed by the Dean. Members of the Appeals Committee on Student Promotions will not attend regular monthly meetings of the Committee on Student Promotions and will not have deliberated or voted on original dismissal actions for the case under appeal. The COSP chair may be invited to attend the Appeals Committee proceedings in an ex officio capacity but will not participate in deliberations or voting.

### **Reinstatement of Students after Academic Dismissal**

1. Any student dismissed from Sidney Kimmel Medical College wishing to continue their medical studies within two years after Academic Dismissal may apply to the Committee on Student Promotions once in writing for reinstatement.
2. A student whose dismissal includes failure of a USMLE must obtain the support of the Committee on Student Promotions to retake that examination.
3. In evaluating a request for reinstatement, the Committee on Student Promotions will consider all factors related to the student's performance and potential to succeed, including, but not limited to, results of repeat USMLE, remedial work during time away from school, motivational and other behavioral factors.
4. The Committee on Student Promotions may request additional information and/or personal interview(s) with the student.

### **Policy Following Reversal of Dismissal**

Following the COSP Appeal decision, Deans from Academic Affairs, Student Affairs and the Chair of COSP will meet to finalize a plan for the student's next steps for the return to the curriculum.

The Student Affairs Dean will meet with the student to review this plan.

*Governance: Committee on Student Promotions | Version 3 | Approved 7/13/2022*

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## Academic Monitoring Policy

### Purpose

Academic Monitoring by the Committee on Student Promotions serves as an *internal early academic warning system* for students whose academic or professional performance indicates risk of not meeting SKMC academic and professional standards.

### Related LCME Element

9.9 Student Advancement and Appeal Process

### Policy

#### *Criteria for Placement on Academic Monitoring*

A student will be placed on Academic Monitoring if they meet any of the following criteria:

1. Failure of any of the following:
  - A course or clerkship
  - The United States Medical Licensing Examination (USMLE) Step 1 or Step 2.
2. Receipt of a Conditional Pass in a course or clerkship due to:
  - Clinical performance deficiencies
  - Unprofessional conduct
  - Failure of a National Board of Medical Examiners (NBME) Subject Examination in a clerkship while already on Academic Monitoring
  - Failure of a NBME Subject Examination in a second course or clerkship after a previous NBME failure
3. Repeat of an academic year or phase of the curriculum
4. Reinstatement following academic dismissal.

#### *Duration of Academic Monitoring*

- A student will remain on Academic Monitoring for a minimum of 12 months of active academic engagement
  - For students on leave of absence, the 12-month period begins upon their return to the curriculum
  - Academic monitoring will be paused for students on leave of absence, and will resume upon return to the curriculum
- A student who repeats a year or Phase of the curriculum, or who is reinstated following academic dismissal, will remain on Academic Monitoring for the duration of their enrollment at SKMC.

### *Record and Review*

Academic Monitoring is not recorded on the student's permanent academic record. However, it will be considered by the Committee on Student Promotions (COSP) if the student's subsequent performance warrants review.

### *Expectations While on Academic Monitoring*

Students on Academic Monitoring are expected to maintain the academic and professional standards required of all SKMC students.

The following constitute failure to maintain academic and professional standards while on Academic Monitoring:

- Receipt of a Conditional Pass or Failure in any course or clerkship
- Failure of an USMLE examination
- Unprofessional conduct

### *Consequences of Failing to Maintain Standards*

If a student fails to meet academic or professional standards while on Academic Monitoring, the Committee on Student Promotions may require one or more of the following actions:

- Re-examination, if appropriate
- Repeat of the course or clerkship
- Repeat of the academic year or Phase
- Academic Dismissal

### *Expectations Following Repetition or Reinstatement*

Students who repeat a year or Phase for academic reasons, or who are reinstated after academic dismissal, are expected to achieve passing grades in all subsequent courses and clerkships. Any further grade of Conditional Pass or Failure while on Academic Monitoring may result in Academic Dismissal.

*Governance: Committee on Student Promotions | Approved 12/16/2025*

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## Alternative Educational Assignment Policy

### **Purpose**

The purpose of this policy is to outline the responsibility of assigning clinical training sites to students in Phases 2 and 3 and the process by which students can request a change to clinical site assignments.

## Overview

SKMC assumes responsibility for managing students' selection of and assignment to learning experiences. The Registrar's Office fulfills this responsibility in consultation with the Phase Director. This policy describes the process for a medical student with an appropriate rationale to request considerations for an alternative educational assignment, when circumstances allow.

## Related LCME Element

### 10.9 Student Assignment

#### Policy

1. SKMC clinical rotation process creates student schedules optimizing student rotation site and order preferences.
2. Phase 2 students are not permitted the opportunity to change their schedule once the schedule is assigned and the swap period closes.
3. Phase 2 students who feel their personal circumstances warrant special consideration in clinical site assignment can submit a request for the consideration of their special circumstances.
4. Phase 3 students can change their education assignments as described in the procedure below.

#### Procedure

##### *Clinical Site Assignments for Phase 2*

1. The clinical assignment process, request for Special Circumstances, and request to change sites after assignment are posted for students under the Registration Information on the respective phase Canvas pages. The information is also presented in the schedule overview presentations given by the Registrar's Office prior to Phase registration.
2. After the process has been presented to the students, those students who feel they have special circumstances which warrant special considering in scheduling are asked to submit a special circumstances form for review. Students with documented disability that require ADA accommodations should work with the Accessibility Services office to request formal accommodations.
3. A special circumstances form is available at least two weeks prior to site preference opening and requests must be received by the stated deadline to be reviewed. All requests are reviewed by the Phase 2 Director, Senior Associate Registrar, and the student's Student Affairs Dean. After the requests are considered for rationale and impact to other students, students are notified of their request outcome and any the accommodation for their scheduling.

4. Clerkship site assignments will be made by the Registrar's Office based on the student's lottery preferences, ADA accommodations, and approved special circumstances requests.
5. Students can swap sites with another student in the same clerkship scheduled for the same block during the designated site swap period and up to 6 weeks prior to the start of the rotation.
6. After schedules have been assigned and the swap period closes, if a student's circumstances warrant a change in clinical sites for one or more clinical rotations, the student should write to their Student Affairs Dean. Only requests due to extenuating circumstances will be considered.
  - a. If the Student Affairs Dean feels the request is appropriate, they will contact the Phase Director and Senior Associate Registrar for a request to change the student's clinical site placement.
  - b. Phase 2 students will be manually changed by the Registrar's Office after approval and on a space available basis.

### *Clinical Site Assignments for Phase 3*

1. The clinical assignment process and change of registration process are posted for students under the Registration Information on the respective phase Canvas pages. The information is also presented in the schedule overview presentations given by the Registrar's Office prior to phase registration.
2. Course site assignments will be made by the Registrar's Office based on the student's lottery preferences.
3. Students with documented disability that require ADA accommodations, should work with the Accessibility Services office to request formal accommodations prior to the preferencing period opening.
4. There is no swap period for Phase 3 students.
5. Phase 3 students who need an alternative clinical site should make the registration changes needed following the regular add/drop process. Should the change need to be made after the registration deadline has closed for that block, the student should complete the add/drop form and seek the permission of the clinical department to make the change.

*Governance: Curriculum Committee / Approved 4/19/2022*

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## Academic Workload Policy - Phase 1

### Purpose

This policy establishes guidelines for maximum required curricular activities for Phase 1 (pre-clerkship) students at SKMC to maximize educational benefit while also attending to students' needs for rest, study, and personal time.

## Overview

Sidney Kimmel Medical College is committed to providing a safe and supportive learning environment for all students throughout their educational program to maximize student success. A current, separate duty hour policy exists for the educational program during Phases 2 and 3 (clinical phases).

## Related LCME Element

### 8.8 Monitoring Student Time

## Definitions

**In-class activity:** An in-class activity refers to an educational session on the academic schedule and involves presentation of curricular content through direct interaction between medical students and faculty. Although these sessions appear on the weekly academic calendar, not all sessions are considered mandatory.

**Required out-of-class activity:** A required out-of-class activity refers to an educational activity that is required to be completed outside of scheduled class time, generally in preparation for a scheduled in-class activity. Examples of required out-of-class activities include, but are not limited to, preparation for Case based learning sessions, required reading assignments, preparation for Team based learning sessions and writing reflective essays.

Required out-of-class activities do not include time to study material presented during in-class activities.

## Policy

1. Scheduled required in-class activities, averaged over the course of the academic year should not exceed 30 hours per week during Phase 1.
2. Required out-of-class activities averaged over the course of the academic year should not exceed 10 hours per week during Phase 1.

## Monitoring

1. The Phase 1 Director is responsible for ensuring compliance with this policy. Data on total time for required activities is collected by the Academic Affairs office and presented to the Phase 1 Curriculum Subcommittee during all Block and Course reviews in Phase 1.
2. The Phase 1 Curriculum Subcommittee report and recommendations will be forwarded to the Curriculum Committee to ensure compliance.
3. Annual student surveys are conducted to collect average time spent out-of-class for recurring weekly activities such as case-based learning preparation and Scholarly Inquiry project work to ensure accuracy of these estimates.

4. If individual blocks or courses are found to be out of compliance with this policy or the overall policy guidelines are deemed to no longer be appropriate, the Curriculum Committee will take action to remedy the situation and re-establish compliance.

*Governance: Curriculum Committee/ Approved 9/21/2021*

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## Class Position Policy

The class position used in the Medical Student Performance Evaluation (MSPE) is determined at the end of Phase 2. Individual student ranks are not reported. Class position is reported in the MSPE as top third, middle third, and lower third, with special notation for students in the top 10% of the class\*.

Class position appears in the MSPE but is not included on the academic transcript. The calculation of the class position is based on an average of a Phase 1 score and a Phase 2 clinical score, as described below.

### Phase 1 Score for Class Position Calculations

A) For classes completing Phase 1 in Academic Year 2024-2025 or earlier:

The Phase 1 score applicable to class position calculations is the weighted average of all Block examinations and Clinical Skills (CS) examinations as follows:

$$\text{Phase 1 Score} = \left[ \frac{2}{3} \times (\text{Mean of Block exams}^{**}) \right] + \left[ \frac{1}{3} \times (\text{Mean of all CS exams}^{***}) \right]$$

B) For classes completing Phase 1 in Academic Year 2025-2026 or later:

The Phase 1 score applicable to class position calculations is the average of all Block examinations as follows:

$$\text{Phase 1 score} = \text{Mean of Block exams}^{**}$$

### Phase 2 Clinical Score for Class Position Determination

Grades of Honors, High Pass, Pass, Fail earned in clerkship courses during Phase 2 will be assigned a numeric value and will be weighted based on the respective course credits designated in Banner. The Phase 2 numerical score applicable to class position is the sum of these weighted clerkship rotation grades divided by the total number of clinical course credits in eight required core clerkships in Phase 2.

### Final Calculation of Class Position at the End of Phase 2

The overall class position score is the average of the Phase 1 score and the Phase 2 clinical score. Each curricular phase is weighed equally in this calculation. Students are then determined to be in the top third, middle third, or

lower third of the class based on the overall class position score.

*\*For the classes of 2027 and earlier, a special notation is also made in the MSPE for the Top Ten students. This designation will not be reported for the classes of 2028 and later.*

*\*\*Block exam grades used in this calculation include both the MCQ and anatomy practical if both are administered, or only MCQ if no anatomy practical is administered. The exam grade used for the Neurological Systems/Psychiatry Block is 25% midterm, 75% end of block exam.*

*\*\*\*Includes block CS exams and summative OSCEs.*

***Governance: Vice Dean, Student Affairs | Version 6 | Approved 5/31/2024***

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## Course Grade Grievance Policy

### Purpose

This policy establishes the grievance process to be followed if a student disagrees with the final grade they were assigned for a course or clinical rotation.

### Overview

SKMC is committed to establishing and following a process for students who have a grievance with the final grade assigned to them for a course or clinical rotation. The following policy outlines the timing and the process students should follow in case of such a grievance.

### Related LCME Element

1.6 Student Access to Educational Records

### Policy Statement

#### *Grievance Process Timing*

1. Once the grade is published, a 1-week reflection period will be enforced during which student cannot appeal their grade.
2. After the reflection period, students have up to 20 business days to appeal their grade. No grade appeal will be considered if received more than 25 business days after the grade is published.

#### *Grievance Process*

1. After the reflection period, the student may contact the course director\* for clarification of their grade, and to state why they believe that grade does not accurately represent their performance. The course director\* will respond within 10 business days by either scheduling a meeting with the student, or by responding to the student in writing with the explanation.

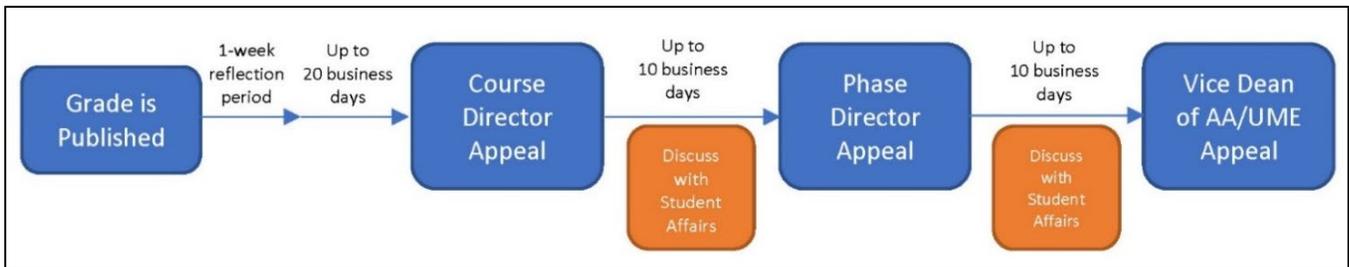
*\*For Foundations of Medicine (FOM) the Phase 1 Director will serve as the course director.*

- If the student is dissatisfied with the outcome of the initial grade appeal, they will meet with their Student Affairs dean to review the information and seek further guidance. With such guidance, students can choose to appeal their grade to the director of the curricular phase\* during which the course occurred. Such appeal must be made in writing and within 10 business days of the final decision by the course director and will only be considered if it was made first to the course director.

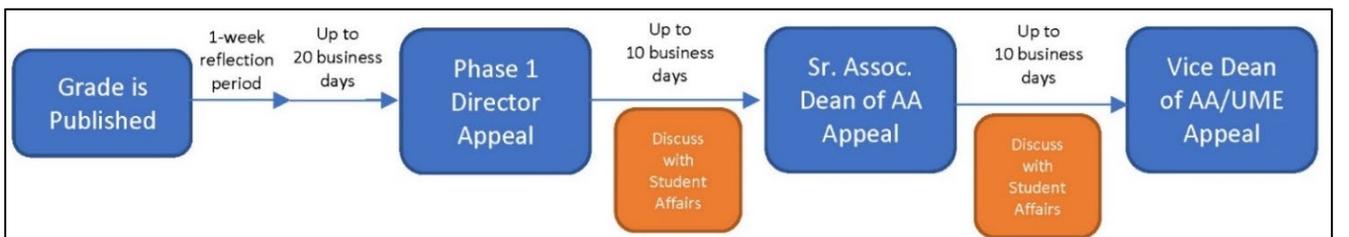
*\*For Foundations of Medicine the appeal should be made to the Senior Associate Dean of Academic Affairs (AA).*

- If the student is dissatisfied with the outcome of their appeal as detailed above, they will again meet with their Student Affairs dean to review the information and seek further guidance. With such guidance, students can choose to appeal their grade further, to the Vice Dean of Academic Affairs and Undergraduate Medical Education. Such appeal must be made in writing. Such appeal must be made in writing and within 10 business days of the final decision by the phase director and will only be considered if it was made first to the phase director.
- The decisions made by the Vice Dean of Academic Affairs and Undergraduate Medical Education are final.

**For all courses except FOM**



**For FOM courses**



*Governance: Curriculum Committee | Version 2 | Approved 10/19/2021*

# Clinical Supervision of Medical Students Policy

## Purpose

In its efforts to ensure effective learning, professionalism, and quality patient care, this policy statement should guide faculty physicians and housestaff officers (i.e., resident physicians) when supervising medical students in clinical learning contexts. This policy will also guide the students in what supervision they will receive during clinical duties. The statement defines the graded supervision of medical students in clinical environments at sites where medical students rotate and/or participate in learning activities throughout their medical training at SKMC.

## Overview

During clinical rotations, students are valuable members of the healthcare team, participating in the evaluation and management of patients. It is imperative that students receive appropriate supervision during patient care at all times. SKMC has dual responsibility to its students and patients. This policy describes the requirements to meet the standards of appropriate supervision in the clinical environment to ensure safety in the delivery of care, while still serving to maximize student learning.

## Related LCME Standards

9.3 Clinical Supervision of Medical Students

## Principles

### *The Clinical Learning Environment*

SKMC is committed to bringing the core values outlined by the American Medical Association (i.e., advocacy, leadership, excellence, and integrity) to its clinical learning environments for undergraduate medical student education. Appropriate, adequate, graded, and progressive faculty supervision in clinical learning environments at SKMC and its affiliated clinical sites will provide for the efficacious guidance, observation, and assessment of students' clinical activities.

It is the responsibility of the supervising faculty member to ensure policy standards are followed for all students participating in clinical rotations. It is also expected that supervising faculty will provide for a learning environment that is free from mistreatment, including, but not limited to, exploitation of the power differential in the faculty-student relationship; intimidation; harassment (i.e., physical, emotional, or sexual); embarrassment; and humiliation.

### *Supervision: Definition and Roles*

Medical students are not to provide care in an unsupervised environment. Medical students participating in patient care must be supervised at all times. It is understood that the primary supervising physician will be a

faculty physician employed by Thomas Jefferson University (TJU) or a volunteer/affiliated/community faculty physician provider with a SKMC faculty or adjunct faculty appointment, practicing within the scope of his/her discipline as delineated by the credentialing body of the physician's respective clinical site and/or department. Faculty supervising medical students will have their credentials verified by the Office of Faculty Records of SKMC at the time of their initial faculty appointment.

During instances in which a medical student is participating in a clinical setting where resident/fellow physicians or other healthcare professionals are actively involved in medical student education, it is the responsibility of the supervising faculty physician to assure all personnel are appropriately prepared for their roles for teaching and supervision of medical students within the scope of their practices. When the faculty physician is not physically present in the clinical area, the responsibility for supervising medical students will be delegated to the appropriately prepared resident/fellow physician at the discretion of the primary faculty physician.

It is expected that supervising physicians will be involved in the education of medical students. Supervising faculty will set a model of professionalism, collegiality, compassion, and quality cost-conscious care; demonstrate an ethical approach to patient care and health delivery; maintain professional relationships with medical students and all members of the clinical team; and uphold the SKMC Code of Professional Conduct.

Clinical supervision is designed to foster progressive responsibility. Supervision will be based on the medical student's level of training, demonstrated competence, and the objectives for the clinical experience.

### **Supervision During Clinical Experiences**

Students may be supervised at one of two broad levels:

1. **Direct Observation:** the supervising faculty member is present with the student and the patient.
2. **Immediately Available, Indirect Supervision:** the supervising faculty member, while not in the presence of the student and/or patient, is immediately available to the learners and/or at the site of care to provide direct supervision, when required.

The amount of supervision required for each medical student will vary according to the circumstance of each clinical encounter, and will be commensurate with the level of training, education, and experience of the student that is involved with the patient's care. Course directors and clerkship directors will provide specific guidance for each clinical experience, including the student's level of responsibility and scope of approved activities and procedures that are permitted and/or expected during the rotation. Faculty and clinical preceptors will have SKMC Competencies, rotation-/experience-specific objectives, supervisory recommendations, and access to educational resources, including assessment instruments. Resources will be available to faculty at the start of the

medical student's clinical experience, and will also be available remotely via a Learning Management System (LMS).

To facilitate student education, supervising physicians are expected to provide opportunities for students to demonstrate ownership for patient care responsibilities; these opportunities may be in the form of taking patient histories; performing complete and/or focused physical examinations; reporting and entering findings in the patient's electronic health record (EHR) with the explicit approval of the patient's supervising faculty member. History and physical examination findings must be reviewed with a supervising faculty or housestaff member immediately after such a clinical encounter.

The supervising faculty or housestaff member is responsible for reviewing all student documentation, and will countersign documentation and progress notes, while providing constructive feedback on documentation.

Students may perform discharge counseling of a patient only under direct supervision of the housestaff officer or faculty member. All other counselling can be performed under immediately available indirect supervision, as long as the content of such counselling is discussed in advance with a housestaff officer or faculty member.

Supervising physicians, faculty and/or housestaff, must provide medical students with regular, periodic, timely, and specific feedback. The clerkship or course director will be expeditiously contacted if there is concern for any potential academic and/or professional gaps in student performance. Should there be any concern regarding clinical, administrative, professional, educational, or safety issues during their rotation, students will be encouraged to immediately contact the supervising physician, clerkship/course director, or Dean for Student Affairs.

### **Graded Responsibility of Medical Students**

Clinical supervision of medical students is designed to foster progressive responsibility across the four years of training.

In the clinical setting, Phase 1 medical students can gather history and perform a physical examination under immediately-available indirect supervision of a faculty member with immediate follow up with such faculty member immediately after such encounter.

Phase 2 and 3 medical students participate in the care and management of patients, including procedures (discussed below). Students may collect history and perform a physical examination under immediately available indirect supervision, and must review the history and physical exam findings with either a member of the housestaff or a faculty member immediately after such an encounter. Findings may be noted in the medical record by Phase 2 and 3 medical students only with the approval of the patient's supervising physician. It is the responsibility of the supervising physician to review medical student documentation, and provide feedback for

educational purposes. Clinical interventions are never to be executed by medical students without a supervising physician's awareness and/or permission.

Concerns about adequacy and availability of supervision should be reported to the course/clerkship director verbally or in writing at any time. Concerns will be reviewed by the course/clerkship director upon receipt, with the respective clinical service, to investigate the situation and remediate any noted deficiencies. Repeat issues concerning student supervision will be escalated by the course/clerkship director to the Phase director.

### **Procedural Supervision**

Medical student participation in invasive and non-invasive procedures requires direct supervision by the supervising faculty physician or duly-credentialed housestaff physician at all times of the procedure. The supervising physician must have the privileges and authorization to perform the procedure being supervised. According to standard protocol, patient consent must be obtained prior to the procedure. Students may obtain informed consent, under direct supervision, for procedures they will perform under the supervision of the housestaff officer or faculty member. Students must not obtain informed consent for procedures they will not perform.

In addition, assisting in procedures may only be performed when the supervising faculty physician agrees that the student has achieved the required level of competence, maturity, and responsibility to perform the procedure. Occasionally, the student may perform first-assistant duties when judged competent by the faculty physician, and permission is granted by the patient.

Students may perform basic procedures, including but not limited to, Foley catheter placement, venous cannulation, phlebotomy, arterial blood sampling, and nasogastric tube placement, only once they received education about such a procedure, and only under direct supervision by a member of the housestaff, fellow, nursing (if appropriate), or a faculty member. This includes students who may possess knowledge of such procedures due to prior clinical experiences. Students must not perform any procedure, even under supervision, that they do not feel comfortable performing.

*Governance: Curriculum Committee | Version 5 | Approved 2/15/2022*

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## **Community Standards Policy & Process**

### **Introduction**

Sidney Kimmel Medical College is committed to providing an atmosphere of intellectual fulfillment where students can achieve academic success and personal growth. The Community Standards embody this

commitment and establish certain guidelines to coordinate the interactions of individuals to create a safe living and learning environment. Students are responsible for knowing their rights and responsibilities as stated within the Community Standards, and bear responsibility for their own conduct.

### **Related LCME Element**

#### 7.7 Medical Ethics

### **Policy**

By accepting admission and registering for course(s), students accept responsibility to be compliant with academic regulations, course syllabi, class policies as determined by course instructors, student policies, the SKMC Student Handbook, and procedures and all other policies, manuals, or guidelines pertaining to any specific operation, program, or course within the University. In addition, students must comply with all local, state, and federal laws and directives.

When a student fails to abide by University or SKMC policies and procedures, as set forth above, or comply with the law, the SKMC may gather information and/or resolve concerns through the SKMC Community Standards process (“SKMC Community Standards Process”) as described in this document. To the extent the SKMC Community Standards Process set forth below differs or conflicts with the University’s Community Standards, the SKMC Community Standards Process supersedes and controls for SKMC students.

### **SKMC Community Standards Process**

1. Initial concern: Concerns of student misconduct should be reported to a Community Standards Officer (CSO), which may be the Professionalism Dean or the Student Professional Conduct Committee (PCC). Referrals of concerns to a CSO may originate from any Jefferson or affiliate personnel, or through a reporting mechanism such as a Professionalism/Physicianship form. The CSO should discuss such reports with the Vice Dean for Student Affairs or their designate. A PCC representative must consult with the PCC faculty advisor and Professionalism Dean if considering referral to a Community Standards Board (CSB).
2. Administrative hearing: Following the report to the CSO, an administrative hearing with the student is convened to discuss circumstances surrounding the misconduct report and to consider whether the concern may be a Community Standards violation. There are three possible outcomes of the administrative hearing and resulting actions:
3. Possible serious Community Standards violation - a CSB hearing is convened.
4. Minor Community Standards violation - review by the Professionalism Dean with the student. A plan of remediation may be initiated.

5. No Community Standards violation – no further action is warranted.
6. Community Standards Board hearing: A CSB, comprised of three SKMC faculty and two SKMC students, is convened. The Committee on Student Promotions (COSP) is informed by the CSB of the decision to convene. During the hearing, the CSB considers whether there is a violation of the Community Standards. If there is, the CSB determines the appropriate sanction, which may include suspension or dismissal. The student may appeal such sanctions of the CSB to the Vice Provost of Student Affairs. If there is no violation of the Community Standards, no further action is taken. The CSB communicates all its decisions to the student, Student Affairs, the Dean of Professionalism and COSP.

*For further information on the Thomas Jefferson University Community Standards, see*

<https://www.jefferson.edu/life-at-jefferson/handbooks/rights-responsibilities/community-standards.html>.

*Governance: Office of Student Affairs and Career Counseling | V2 | Approved 6/24/2025*

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## Due Process for Decisions other than Academic Dismissal Policy

### Principles

A medical school ensures that there is a fair and formal process for taking any action that may affect the status of a medical student, including timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond, and an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal. Students who disagree with a decision made by COSP are due a fair and streamlined process for appeal of the decision.

### Policy

A student who is at risk of repeating an academic year, phase, or course may submit a letter in advance of the monthly COSP meeting at which their case will be discussed. The student may provide relevant information related to their academic performance that may be helpful for COSP deliberations.

Students will be informed of an adverse decision by COSP (other than Academic Dismissal), including repeat of an academic year, phase, or course, or of altered curriculum stipulations upon extension to a leave of absence within 3 days of the COSP meeting at which the decision was made. Student appeal of such an adverse decision by COSP may be made in writing to the Vice Dean of Academic Affairs & Undergraduate Medical Education within 10 calendar days of receipt of the COSP letter outlining its decision. The letter of appeal should include new and relevant information. The appeal will be reviewed by the Vice Dean of Academic Affairs and three Associate

Deans, selected by the Vice Dean, from the Office of Academic Affairs. A written decision on the appeal must be made within 15 calendar days of receipt of the appeal and sent to the student and to the Chair of COSP. Decisions following appeal are final.

*Governance: Committee on Student Promotions / Version 2 / Approved 7/13/2022*

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## Electives Policy

### Purpose

This policy provides clarity on elective opportunities and procedures regarding these courses for Phase 3 students.

### Overview

SKMC is committed to policies and practices that encourage medical students to use electives to pursue a broad range of interests.

### Related LCME Element

6.5 Elective Opportunities

### Policy

1. All students must complete a minimum of 28 total elective weeks to be eligible for graduation.
2. Electives taken during Phase 3 will be graded according to the SKMC Grade Policy.
3. All electives will follow the SKMC Phase 3 attendance policy. Students who are unable to meet the

requirements necessary to satisfy any elective experience should contact the Course Director and Course Coordinator immediately.

4. Approved Electives may be selected from:
  - a. Electives in the SKMC Course Catalog.
  - b. Electives in the Course Catalog of other LCME-accredited Medical Schools.
  - c. Courses required during active duty service for those students with Military obligations.
5. General Information on Electives
  - a. A three credit elective consists of a minimum of 135 hours of educational and/or clinical activities over four weeks. A 1.5 credit elective consists of a minimum of 67.5 hours of educational and/or clinical activities over two weeks.
6. Students may not be assessed by a family member during an elective.

## Procedures

1. Phase 3 Director oversees all electives offered at SKMC.
2. Each Elective will have a designated Course Director at SKMC (and each affiliate site if offered at affiliates).
3. The Course Director and the Pathway Director are responsible for ensuring that:
  - a. Electives have clear goals, objectives and evaluations.
  - b. Evaluations of the student are completed in a timely fashion (per SKMC Grade Timeliness Policy).
  - c. All failures are referred to the COSP for review.
4. Creation of Electives
  - a. New electives must be approved by the Phase 3 curriculum subcommittee and SKMC Curriculum Committee.
  - b. Requests for new electives must be submitted to the Phase 3 Director using the New Elective course proposal.
  - c. New elective proposals must be submitted no later than 4 months prior to the start of the new academic year.
5. Independent Electives
  - a. Faculty sponsored independent electives must be designed by student and mentor using SKMC competencies with clear objectives and deliverables.
  - b. Faculty must submit the request to Phase 3 director at least 6 weeks prior to the start date.
6. Special Circumstances

- a. The Vice Dean of Academic Affairs must approve electives that fall outside this policy.

*Governance: Curriculum Committee / Version 2 / Approved 3/15/2022*

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## Faculty Recusal from Student Assessment & Promotion

### Purpose

To describe faculty recusal from decisions on student assessment and/or promotion at the Sidney Kimmel Medical College (SKMC).

### Overview

This policy outlines expectations for when faculty at SKMC are expected to recuse themselves from being involved in student academic assessment and/or promotion.

### Related LCME Elements

9.9 Student Advancement and Appeal Process

12.5 Non-Involvement of Providers of Student Health Services in Student Assessment / Location of Student Health Records

### Principles

Faculty who provide or have provided health services, including psychological/psychiatric counseling, to SKMC students or who have any personal and/or financial association with a student, must have no involvement in their academic assessment and/or promotion. Faculty who have had a direct impact on educational outcomes of a student; e.g., failed a student, must have no involvement in their academic promotion. SKMC is committed to ensuring student privacy and confidentiality, as well as fair assessment and promotion.

### Policy

1. SKMC faculty who provide or have provided medical and/or psychiatric care, psychological counseling, or other sensitive health services to an SKMC medical student, whether in person or through telehealth, must recuse themselves from the student's academic assessment. In addition, SKMC faculty who have any personal and/or financial association with a student must recuse themselves from the student's academic assessment. In such cases, the faculty member must have no involvement in assessing or evaluating the medical student's academic performance. Medical student privacy is to be preserved at all times. Should the potential for this conflict of interest arise, the faculty member and/or the medical

student are advised to immediately contact the appropriate course/clerkship director and/or Dean for Student Affairs.

2. A member of the Committee on Student Promotions (COSP) who provides medical and/or psychiatric care, psychological counseling, or other sensitive health services to a medical student, whether in person or through telehealth, or who has a personal and/or financial association with a student, must recuse themselves from discussions and decisions regarding the medical student's promotion and/or graduation. Medical student privacy is to be preserved at all times. In addition, a member of COSP who has had a direct impact on educational outcomes of a student; e.g., failed a student, must recuse themselves from discussions and decisions regarding the medical student's promotion and/or graduation. In all such situations where the potential for a conflict of interest exists, the COSP member is advised to immediately contact the Chair of COSP and the Associate Dean for Academic Affairs. The COSP Chair and the Associate Dean for Academic Affairs will review the nature of the conflict of interest and make a determination as to whether the COSP member may participate in the meeting, with the exception of the case in conflict, or be excused from the entire meeting.

*Governance: Curriculum Committee & Committee on Student Promotions | Version 3 | Approved  
9/20/2022 (CC) & 9/27/2022 (COSP)*

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## Formative Assessment & Feedback Policy

### Purpose

This policy establishes expectations that students are provided with assessment and formative feedback sufficient in quality and timing to provide all students an opportunity to improve and enhance their achievement.

### Related LCME Element

#### 9.7 Formative Assessment and Feedback

The medical school's curricular governance committee ensures that each medical student is assessed and provided with formal formative feedback early enough during each required course or clerkship to allow sufficient time for remediation. Formal feedback occurs at least at the midpoint of the course or clerkship. A course or clerkship less than four weeks in length provides alternate means by which medical students can measure their progress in learning.

## Policy Statement

In all required courses and clerkships, each student must be assessed and provided with formative feedback that allows progress in learning to be monitored. Feedback must be provided early enough to allow sufficient time for remediation at least by the approximate midpoint of a course or clerkship to enable opportunity for improvement prior to awarding final grades.

### Required Phase 1 Courses

- For all Phase 1 courses, students will receive formative formal feedback by at least the mid-point of each required course.

### Required Phase 2 and 3 Courses

- For all required clerkships and courses four or more weeks in length, students will receive formative feedback by at least the mid-point of the rotation.
- For all required clerkships and courses less than 4 weeks in duration, students will be provided timely verbal and/or written formative feedback.

### Responsibility

It is the responsibility of the course/clerkship director to ensure all students receive formative feedback early enough in each required course/clerkship to enable mid-course correction before awarding final grades. Compliance is monitored by Phase Directors on an ongoing basis and is part of the course/clerkship review process at the relevant Phase 1, 2 or 3 Curriculum Subcommittees. Data from these reviews is forwarded to the Curriculum Committee to ensure compliance.

Throughout all courses and clerkships, course directors or their faculty designee must be available to meet with students on as-needed basis to discuss their progress, obtain additional feedback, or discuss the experience in the course.

*Governance: Curriculum Committee / Approved 8/18/2021*

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## Grade Change Policy

All requests for a course grade change must be submitted by the course director or educational coordinator to COSP for approval. The Chair of COSP and the Dean's Representative to COSP will carry out administrative evaluation of the request for the grade change, with their recommendation reported at the next meeting of COSP. COSP approval is required for acceptance of grade change.

*Governance: Committee on Student Promotions / Version 2 / Approved 7/13/2022*

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## Leave of Absence Policy

### Leave of Absence

Leaves of absence may be granted to students upon request to the Committee on Student Promotions (COSP). A leave of absence is required for any gap in enrollment during Sidney Kimmel Medical College's required educational program that exceeds the duration of a "Short Term Break", see below, which is determined based on the student's curricular phase. Details about types of leaves are specified in this policy.

A request for Leave of Absence should be made at least 30 days prior to the start of the leave of absence, when reasonably possible. Leaves of Absence are only approved during the monthly COSP meetings, except under extenuating circumstances. When required by the University Tuition Refund policy, tuition refunds will be issued after COSP approves the leave of absence [see Tuition Refund policy].

### Timing of Return and Repeat of Courses/Clerkships

#### *Phase 1*

- Students in good academic standing requesting a leave of absence prior to the completion of JMD 101, JMD 102, JMD 203, or JMD 204 will be required to return to the curriculum at the beginning of the course from which they departed.
- A student who is on leave for more than one year during Phase 1 may be required to restart the year in which they were enrolled at the start of their leave.

#### *Phase 2*

- A student who takes a leave of absence after completing Transition to Clerkships course, but does not complete any other Phase 2 courses, will be required to repeat Transition to Clerkships upon their return to SKMC.
- A student who is on leave of absence for more than one year during Phase 2 may be required to repeat courses already completed and/or restart Phase 2 if COSP deems that extended time away from the curriculum may negatively impact academic progress.

#### *Phase 3*

- A student who takes leave of absence after completing Gateway A course, but does not complete any other Phase 3 courses, will be required to repeat Gateway A course upon their return.

## **Activities Completed While on Leave of Absence**

Activities completed while on Leave of Absence do not count towards graduation requirements. Leaves of Absence are noted in the student's academic transcript with the start and end date displayed and are noted on the MSPE.

### **Short-Term Break**

Students who need to be absent from curricular activities for more than the approved number of absences [see Absence Policy] should speak to the Phase Director. If the length of absence is short enough in length (see Phase information below), students may not be required to request an official leave of absence; however, students seeking multiple short-term breaks over their course of academic study may require approval of COSP.

#### ***Short-Term Break (in Phase 1)***

A short-term break in Phase 1 is an absence from the curriculum that exceeds limits outlined in the absence policy; however, a short-term break typically cannot exceed 2 weeks. A short-term break in Phase 1 must be approved by the Phase 1 Director and supported by the student's Student Affairs (SA) Dean; these do not necessitate a request for an official Leave of Absence. A plan to make up the work will be determined by the Phase 1 Director in consultation with the SA Dean and Course Directors. If an absence extends beyond 2 weeks, the student will be required to request an official leave of absence.

#### ***Short-Term Break (in Phase 2 or 3)***

A short-term break is a gap in enrollment of eight weeks or less in duration and does not necessitate an official Leave of Absence. A student who wishes to take a short-term break must work with their Student Affairs Dean to determine if a short-term break is appropriate. If granted, the student will work with the Registrar's Office to drop the appropriate courses and substitute vacation time from Phase 3.

Students in Phase 2 or 3 who take a short-term break once a course has commenced will receive a grade of Incomplete or Withdraw in that course [see Grade policy for information on this and for information on the time in which a grade of Incomplete must be resolved]. For courses that have not yet started, the student will be dropped from the course that occurs during the short-term break, but the rest of the schedule will be retained.

#### ***Student Status while on a Short-Term Break***

While on short-term break, a student is considered enrolled full-time at SKMC. Students are eligible to participate in all SKMC-related activities, including assessments. Students in Phase 2 and Phase 3 will use vacation time from Phase 3 and cannot be enrolled in any credit-bearing coursework while on a short-term break. Students continue to pay full-time tuition and are covered by liability coverage. For Phase 2 or 3 students, if a short-term break needs to be extended beyond a total of eight weeks, the student must submit a request to COSP for a Leave of

Absence. The start date of the Leave of Absence will be the first day of non-enrollment in the curriculum (i.e., the start of the short-term break).

Short-term breaks will not be noted on the Medical Student Program Evaluation (MSPE) unless multiple short-term breaks occur that result in the delay of academic progress.

### **Academic Enrichment/Personal/Non-Medical Leave of Absence**

Examples: military service, research, additional non-Jefferson degrees, childbirth, adoption, and other personal responsibilities.

#### ***Academic Enrichment/Personal/Non-Medical Leave of Absence***

A leave of absence is required for any gap in enrollment during Sidney Kimmel Medical College's required educational program that is longer than the time of a short-term break (depending on Phase; see descriptions above). Leave of absence for academic enrichment and personal, non-medical reasons, may be considered by COSP upon receipt of a written request from the student. The student must indicate in their request to COSP the reason(s) for the leave of absence. In cases of leave for academic enrichment, the letter must include the name and institution of the degree program or sponsoring mentor. As a corollary, should such leave be granted, COSP, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. In addition, the date for submission of the request to return to the curriculum is included in the letter to the student from COSP approving the leave. Generally, such a leave will be for no more than one (1) year in duration. A non-medical leave does not involve or require action or approval by the Medical Director of the Jefferson Occupational Health Network (JOHN).

#### ***Request to Return from an Academic Enrichment/Personal/Non-Medical Leave of Absence***

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a request to return to COSP in time to permit COSP review and approval to return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

#### ***Student Status while on Academic Enrichment/Personal/Non-Medical Leave of Absence***

While on Academic Enrichment/Personal/Non-Medical Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, or clinical course work. Students on Academic Enrichment/Personal/Non-Medical leave of absence are permitted to take assessments, including USMLE Step 1 or 2CK exams, and complete outstanding academic assignments. Students may participate in SKMC extra-

curricular activities, but they are not permitted to engage in activities involving direct patient care. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Students on leave of absence are not covered by the medical school's liability policy. Non-SKMC curricular activities (including research and clinical activities) completed while on Leave of Absence do not count towards graduation requirements.

Leaves of Absence are noted in the student's academic transcript with the start and end date displayed and are noted on the MSPE.

### **Course Grade at Time of Leave**

Upon the initiation of a leave of absence, a grade of Withdrawal or Incomplete will be assigned on the transcript for any course that has not received a final grade [see Grade policy]. If a grade of Incomplete is assigned, it must be resolved within 1 year of the course end date and prior to the student's advancement to the next year/phase of the curriculum or it will be changed to a grade of Withdrawal. A student cannot graduate with a grade of Incomplete. If the course is required in the curriculum and a grade of Withdrawal is awarded, the student is required to repeat that course prior to being promoted to the next year or Phase of the curriculum.

### **USMLE Score Deadline for Students on Academic Enrichment/Personal/Non-Medical Leave of Absence**

Please see the USMLE Step 1 policy for details on Step 1 timing and curricular re-entry.

### **Medical Leave of Absence**

(Example: personal illness)

#### ***Medical Leave of Absence Request***

A student who wishes to take a medical leave of absence must:

- Complete the COSP Leave of Absence request form requesting a medical leave of absence.
- Meet with the Medical Director of the Jefferson Occupational Health Network (JOHN), or their designee, prior to the start of the leave to discuss the reasons for the leave and to provide information from the treating clinician.

The Medical Director will evaluate the student and will communicate in writing to COSP if a Medical Leave of Absence is warranted. In the event of an urgent medical condition, the Medical Director may opt to forego a personal visit with the student and may gather the necessary information from the treating clinician with the student's consent. If the Medical Director is the treating provider of the student, an alternate, independent

physician will be selected to evaluate the need for a Medical Leave of Absence. If the Medical Director deems it necessary, they may consult an independent specialist, or require the student to be evaluated by an independent specialist, for medical or psychiatric recommendations.

COSP will consider both the request from the student and the letter from JOHN. Approval for a Medical Leave of Absence will be provided to the student, outlining the process for a future return from the leave. A Medical Leave of Absence is typically approved for no more than one year (see below for Request for Extension to Leave of Absence).

#### ***Request to Return from Medical Leave of Absence***

Students requesting a return from a Medical Leave of Absence must advise, in writing, the Medical Director of JOHN and COSP of their intent. The deadline for submission of this request is included in the letter to the student from COSP approving the leave. If the Medical Director deems it necessary, they may consult an independent specialist, or require the student to be evaluated by an independent specialist, for medical and/or psychiatric clearance, as designated by JOHN. The Medical Director will provide a written opinion regarding the whether the student is fit to return to SKMC. This may include stipulations that are required for continued enrollment. COSP will consider the information provided and will notify the student in writing of their approval and any conditions required for continued enrollment.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the letter that approved the student's leave. Failure to submit a request to return to COSP in time to permit COSP to review and approve the return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

#### ***Student Status while on a Medical Leave of Absence***

While on Medical Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, clinical course work, as well as SKMC extra-curricular activities. Students are prohibited from taking assessments and USMLE Step 1 or 2CK exams until a clearance is received from JOHN. Students on a medical leave of absence are not permitted to engage in patient care activities and are not covered by the medical school's liability policy. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Activities completed while on Leave of Absence do not

count towards graduation requirements. Leaves of Absence are noted in the student's academic transcript with the start and end date displayed and are noted on the MSPE.

### **Jefferson Combined Degree Leaves of Absence**

Example: MD/Ph.D. (at Jefferson), MD/MPH (at Jefferson), other Jefferson master's programs

#### ***Request for a Leave for an MD/MPH or MD/MBA***

The duration of the MPH portion of the MD/MPH dual degree program, as well as the MBA portion of the MD/MBA dual degree program, is typically one year. When a student applies to either of these dual degree programs, they should work with their Student Affairs Dean on their plan for departure from the MD program as well as their timing of re-entry. Students will need approval for a leave of absence from COSP. Leave of absence requests for a combined degree will be considered by COSP upon receipt of a written request from a student. The student must supply to COSP the acceptance notification from the program. As a corollary, should such leave be granted, COSP, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. Generally, such leaves will be for no more than one (1) year in duration.

#### ***Request to Return from a Leave for an MD/MPH or MD/MBA***

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the letter that approved the student's leave. Failure to submit a request to return to COSP in time to permit COSP to review and approve the return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

#### ***Request for Leave for an MD/Ph.D.***

Leave of absence for Ph.D. work at Thomas Jefferson University will be granted for up to 4 years. Students who are not matriculated into the TJU MD/Ph.D. program may request a leave of absence to pursue a Ph.D. at Jefferson or an outside university for COSP consideration for a leave of up to 4 years. Extension to a leave for students completing their Ph.D. will be considered with support from their Ph.D. program.

#### ***Request to Return from a Leave for an MD/PhD***

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a request to return to COSP in time to permit COSP to review and approve the return to the SKMC curriculum within six calendar years from the start of the Ph.D. leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

### ***Student Status while on a Combined Degree Leave of Absence***

While on a Jefferson Combined Degree Leave of Absence, students will not have active student status at SKMC but will have active status in their new college and program of study. Students are prohibited from participating in formal educational programs within SKMC, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, or clinical coursework. Students on a combined degree leave of absence may participate in SKMC extra-curricular activities that do not involve direct patient care. Students are permitted to take assessments (e.g. the USMLE Step 1 or 2CK examinations) and complete outstanding academic assignments. Students are not permitted to engage in activities involving direct patient care. Students will not pay tuition or fees to SKMC while on leave; however, their tuition and financial aid are determined by their enrollment in their non-SKMC program. If enrolled in a Jefferson program, students can retain their health insurance coverage through Thomas Jefferson University and are required to maintain health insurance coverage if specified. Students on leave of absence are not covered by the medical school's liability policy. Activities completed while on Leave of Absence do not count towards SKMC graduation requirements.

Combined degree Leaves of Absence are noted in the student's academic transcript with the start and end dates displayed and are noted on the MSPE.

### **Mandatory Medical Leaves of Absence**

#### ***Mandatory Medical Leave of Absence***

Sidney Kimmel Medical College has an obligation to protect patients, students, faculty, and employees from harm caused by the actions of any student. If remaining in a course or clerkship or in medical school is thought to be detrimental to classmates, faculty, employees, or to the delivery of patient care, the Dean of the Medical College or the Dean's designee has the right to temporarily remove a student from the SKMC curriculum, pending medical and/or psychiatric evaluation. Such medical and/or psychiatric evaluation will be coordinated by the Director of the Jefferson Occupational Health Network (JOHN) and communicated to COSP in writing. A letter from the Dean of the Medical College or the Dean's designee, explaining the removal of the student from the SKMC curriculum, will also be supplied to COSP. COSP will consider both the letter from the Dean and the letter from JOHN.

Approval for a medical leave of absence will be provided to the student, outlining the process for a future return from the leave.

#### ***Request to Return from Mandatory Medical Leaves of Absence***

Students requesting a return from a Mandatory Medical Leave of Absence must advise, in writing, the Medical Director of JOHN and COSP of their intent. For reentry after medical and/or psychiatric leave, if the Medical Director deems it necessary, they may consult an independent specialist, or require the student to be evaluated

by an independent specialist, for medical and/or psychiatric clearance designated by JOHN. The Medical Director will provide a written opinion regarding the return of the student. This may include recommendations for continued enrollment. COSP will consider the information provided and will notify the student in writing of their approval and any conditions of continued enrollment. In addition, the date for submission of the request to return to the curriculum is included in the letter to the student from COSP approving the leave.

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a request to return to COSP in time to permit COSP review and approval to return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

Students in good academic standing who are placed on a mandatory leave of absence prior to the completion of JMD 101, JMD 102, JMD 203, or JMD 204 will be required to return to the curriculum at the beginning of the course from which they departed. A student who is on leave for more than one year during Phase 1 may be required to restart the year in which they were enrolled at the start of their leave. Students in Phase 2 or 3, who are placed on a Mandatory Medical Leave of Absence once a course has commenced, will receive an Incomplete or Withdraw in that course [see Grade policy for the timing of the resolution of a grade of Incomplete]. The remainder of the student's schedule during the Leave of Absence will be dropped.

#### ***Student Status while on a Mandatory Medical Leave of Absence***

While on Mandatory Medical Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, clinical course work, as well as SKMC extra-curricular activities. Students are prohibited from taking assessments and the USMLE Step 1 or 2 CK examinations until a clearance is received from JOHN. Students on a mandatory medical leave of absence are not permitted to engage in direct patient care activities and are not covered by the medical school's liability policy. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Activities completed while on Leave of Absence do not count towards graduation requirements.

#### **Administrative Leave of Absence**

##### ***Administrative Leave of Absence***

Students with a gap in enrollment greater than the short-term break who have not formally requested a leave of absence will be placed on Administrative Leave of Absence. If the student subsequently requests their own leave

of absence, the administrative leave of absence is superseded by the student's request and the student's request is backdated to the start of the Administrative Leave. Administrative leaves must be approved by COSP and the student will be notified of the decision. As a corollary, should such a leave be granted, COSP, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. Non-medical leaves do not involve or require action or approval by the Medical Director of JOHN.

#### ***Request to Return from an Administrative Leave of Absence***

All requests to return to the SKMC curriculum must be received by COSP by the deadline specified in the approval letter. Failure to submit a request to return to COSP in time to permit COSP review and approval to return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

#### ***Student Status While on an Administrative Leave of Absence***

While on Administrative Leave of Absence, students will not have active student status. Students are prohibited from participating in formal educational programs, including classroom (virtual or in-person) activities, laboratory, clinical skills sessions, clinical course work, as well as SKMC extra-curricular activities. Students on administrative leave of absence are not permitted to take assessments, including USMLE Step 1 or Step 2 CK exams, or complete outstanding academic assignments. Students are not permitted to engage in direct patient care activities and are not covered by the medical school's liability policy. Students will not pay tuition or fees and are not eligible for federal student loans or financial aid. Students can retain their health insurance coverage through Thomas Jefferson University but are not required to maintain health insurance while on leave. Activities completed while on Leave of Absence do not count towards graduation requirements.

#### ***Requests for Extension of Leave of Absence***

Requests for extension to a leave of absence will be considered on a case-by-case basis. Such requests will involve additional review by COSP of the student's academic history and will include a review of 1) the point in the curriculum at which the initial leave was started and 2) outstanding grades of Incomplete, Conditional Pass, or Fail. Potential changes to leave of absence stipulations may include a repeat of course(s) for which a grade of Incomplete or Conditional Pass was received, and/or a repeat of courses already completed if the COSP deems that extended time away from the curriculum may impact future progress. Please see above for information for returning from a specific type of Leave of Absence.

## Requests to Return from Leave of Absence

When a leave of absence is approved by COSP, the formal communication will include the deadline by which the student must request to return from a leave of absence. Students must request to return from leave of absence by this deadline in writing. Failure to do so may result in an inability to register for courses.

Failure to submit a request to return from a leave of absence to COSP in time to permit COSP to review and approve the return to the SKMC curriculum within two calendar years from the start of the leave of absence may result in either an administrative withdrawal or an administrative dismissal by COSP, depending on academic standing. Also, see Policy on Maximum Time Frame in the Medical Curriculum.

	Short Term Break	Combined Degree Leave of Absence	Leave of Absence (Personal/Academic/Research)	Leave of Absence (Medical)	Leave of Absence (Mandatory Medical)	Leave of Absence (Administrative)
Leave Duration	Two weeks or less in Phase 1 Eight weeks or less in Phases 2 and 3	1-4 years depending on degree program	Up to 1 year	Up to 1 year	Up to 1 year	Up to 1 year
SKMC Student Status	Active	Active (in program)	Inactive	Inactive	Inactive	Inactive
Take outstanding assessments (OSCE, NBME subject exam, quizzes, tests)	Yes	Yes	Yes	No, student must be cleared by JOHN before resuming any SKMC related activities	No, student must be cleared by JOHN before resuming any SKMC related activities	No
Participate in lectures or small group sessions	Yes	No	No	No	No	No
Completing missing assignments, papers, or non-clinical academic contact	Yes	Yes	Yes	No	No	No
Patient Contact Activities	Yes	No	No	No	No	No
Participate in SKMC sponsored extracurricular activities	Yes	Yes	Yes	No	No	No
Tuition and Fees	Yes	Yes, for the program enrolled	No	No	No	No
Financial Aid	Yes, regular financial aid rules apply	Yes, based on enrollment in non-SKMC degree program	Not eligible for financial aid or loans	Not eligible for financial aid or loans	Not eligible for financial aid or loans	Not eligible for financial aid or loans

	Short Term Break	Combined Degree Leave of Absence	Leave of Absence (Personal/Academic/Research)	Leave of Absence (Medical)	Leave of Absence (Mandatory Medical)	Leave of Absence (Administrative)
Health Insurance	Yes, student must maintain health insurance coverage	If enrolled in a Jefferson dual degree program, a student must maintain health insurance coverage	Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)	Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)	Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)	Eligible to maintain Jefferson Health Insurance coverage while on leave (not required)
Liability/Malpractice Coverage	Yes	No	No	No	No	No
Noted on Transcript	No (student registered for vacation)	Yes	Yes	Yes	Yes	Yes
Noted on MSPE	No	Yes	Yes	Yes	Yes	Yes
To Return from Leave of Absence	N/A	Request to COSP	Request to COSP	Request to COSP with letter of support from JOHN	Request to COSP with letter of support from JOHN	Request to COSP
Access to Gym	Yes	Yes	Yes	Yes	Yes	Yes
Access to Library/Library Resources	Yes	Yes	Yes	Yes	Yes	Yes
Access to TJU Email/Canvas	Yes	Yes	Yes	Yes	Yes	Yes
Ability to stay in Jefferson sponsored housing	Yes	Yes, if enrolled in Jefferson program	No, see housing policy for Leaves of Absence	No, see housing policy for Leaves of Absence	No, see housing policy for Leaves of Absence	No, see housing policy for Leaves of Absence

*Governance: Committee on Student Promotions / Version 6 / Approved 1/27/2026*

## Maximum Time Frame Policy

A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absence.

A student enrolled in the MD/PhD program is expected to complete the combined curriculum in twelve (12) years, inclusive of approved leaves of absence.

A student who exceeds the maximum time, and for whom an exception to this policy has not been approved by the Committee on Student Promotions, may be administratively withdrawn or administratively dismissed by the Committee, depending on their academic standing. Neither administrative dismissal nor administrative withdrawal may be appealed by the student.

*Governance: Committee on Student Promotions / Version 3 / Approved 6/6/2024*

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## Medical Student Survey Policy

### Purpose

The purpose of this policy is to monitor the volume and appropriateness of survey requests made to medical students, reduce their survey burden, and maintain the effectiveness of required surveys. This policy allows us to remain compliant with accreditation standards, strengthen educational research, improve program evaluation, and facilitate curricular innovation.

### Overview

SKMC must survey the students for the purposes of continuous quality improvement and accreditation. Excessive surveying of the student body can diminish student engagement, completion rates, and compromise the robustness of data collection.

### Related LCME Standards

8.5: Medical Student Feedback

### Policy

SKMC requires anyone who sends surveys to medical students to do so in accordance with the procedures outlined in this policy. This policy strictly pertains to survey distribution through formal, internal, SKMC-supported communications, such as SKMC-managed student listservs or Canvas announcements. This policy statement does not restrict students from being able to distribute surveys themselves through external, non-SKMC supported channels, such as Facebooks posts or WhatsApp groups.

## Procedures

1. Students, staff, and faculty interested in soliciting responses from SKMC students by means of an institutionally sanctioned survey must seek approval from the Vice Dean for Academic Affairs and Undergraduate Medical Education. All surveys require and release of surveys will occur only after approval of the final draft of the survey instrument.
2. Use of SKMC mailing lists and/or listservs is restricted to those surveys meeting the criteria above.
3. Outside vendors, organizations and individuals not officially associated with the School of Medicine must have approval from the Vice Dean for Academic Affairs and Undergraduate Medical Education to survey SKMC medical students. The Medical College reserves the right to refuse access to our medical students by external constituents.
4. Approval of research by the Institutional Review Board (IRB) does not serve as approval for distribution of the survey instrument through formal, internal SKMC-supported communications.

*Governance: SKMC Office of Academic Affairs | Approved 3/19/2024*

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## N95 Exemption Policy

### Purpose

N95 respirator masks protect clinicians against airborne pathogens, and require a fit testing process to ensure correct fit for optimal protection. The Occupational Safety and Health Administration (OSHA) (29 CFR 1910.134) requires respirator users to be fit tested to confirm the fit of any respirator that forms a tight seal on the face before using it in the workplace.

### Policy

N95 fitting is required for all Phase 2 and 3 students before they start clinical rotations. Some students may seek exemptions from the requirement to wear an N95 respirator mask. Potential reasons may include:

- Religious restrictions
- Medical exemptions
- Inability to successfully pass the fit testing process

In all instances where students seek an exemption from the N95 respirator requirement, the following process is to be followed:

- Students seeking religious exemptions should submit the [Application for Religious Exemption](#). Students

will receive notification if their request is approved and can submit the documentation to the Phase Director.

- Students with medical exemptions or those who were not able to successfully complete the fit testing process must meet with Jefferson Occupational Health to obtain documentation and submit this documentation to the Phase Director.

Any student choosing not to be N95 fit tested for personal reasons other than those set forth above must meet with the Phase Director (or another Academic Affairs designee) and their Student Affairs Dean to discuss the educational impact of their request.

*Governance: Office of Student Affairs and Career Counseling | Approved 7/17/2024*

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## Objective Structured Clinical Exam (OSCE) Policy

### Purpose

To outline the policy regarding student expectations and student conduct just prior to, during, and after the administration of an objective structured clinical exam (OSCE) assessment.

### Overview

The Student Code of Conduct (Honor Code) mandates honesty before, during, and after all assessments. Students are expected to comply with all tenets of the Code of Conduct as a matter of professional integrity.

### Related LCME Element

9.8 Fair and Timely Summative Assessment

### Principles

This policy allows for uniform guidance for students with regards to administration of OSCE assessments and maintaining professional behavior during assessments.

### Policy

Students MUST arrive no later than 15 minutes before the official start time of an OSCE examination. No students will be admitted for testing after the official start time. Students who arrive late for an OSCE examination will not be permitted to take the examination that day. These students must contact their Student Affairs Dean and the Phase Director for End of Phase OSCEs regarding their situation via the absence portal. For End of Clerkship OSCEs, students must contact their Clerkship Director and the Phase 2 Director regarding their situation via the

absence portal. If it is determined that a make-up examination will be permitted, the student will be informed by email and the make-up Exam will be scheduled.

Unprofessional behavior of any kind, including inappropriate remarks, or failure to adhere to OSCE assessment rules or directions provided by proctors, will be reported to the Dean of Assessment immediately and will result in disciplinary action.

Discussion and/or sharing of content of cases is a breach of the honor code and academic integrity. Any attempt to subvert the assessment process by obtaining exam materials early, bringing unauthorized materials or equipment to a test space, copying or reconstructing test questions, or sharing test materials will result in disciplinary action. If a student is made aware of other students discussing or sharing the OSCE content, the student must immediately notify their Student Affairs Dean and the Phase Director.

*Governance: Curriculum Committee / Approved 3/31/2025*

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## Out-of-Phase Student Course Assessment Policy

### Purpose

The purpose of this policy is to ensure that in a single course offering, all registrants for the same course taken at the same time are graded utilizing the same assessment standards.

### Overview

In Phases 2 and 3 of the curriculum, out-of-phase students are students who, due to their individual academic needs, complete at least one course or clerkship outside of the scheduled Phase academic cycle. This typically results in these students taking courses simultaneously with the student cohort that will graduate later than the students' original cohort. Since course and clerkship components, requirements, assessments, and assessment standards may change from one academic cycle to another, as approved by the Curriculum Committee, this policy clarifies the curriculum and assessment standards for students whose courses and clerkships fall outside of the scheduled Phase academic cycle.

### Related LCME Element

9.8 Fair and Timely Summative Assessment

### Policy

All students registered for a course at the same time are held to the same requirements and assessment standards to ensure fairness and transparency. Therefore, out-of-phase students are held to the course/clerkship

requirements and assessment standards in effect during the time period that they are registered for the course/clerkship.

Students who are repeating courses/clerkships or their components during the next academic cycle are held to the course/clerkship requirements and assessment standards for the academic cycle in which they are repeating the course/clerkship.

Students should refer to the learning management system for the course in its current term to access all information including course requirements, assessments, passing thresholds, and any other information required for the successful completion of the course.

*Governance: Curriculum Committee | Approved 2/20/2024*

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## Phase 1 & Phase 2 MCQ Exam Policy

### **Purpose**

To outline the policy regarding student expectations and student conduct just prior to, during, and after the administration of a multiple choice question (MCQ) assessment.

### **Overview**

The Student Code of Conduct (Honor Code) mandates honesty before, during, and after all assessments. Students are expected to comply with all tenets of the Code of Conduct as a matter of professional integrity.

### **Related LCME Element**

9.8 Fair and Timely Summative Assessment

### **Principles**

This policy allows for uniform guidance for students with regards to administration of assessments and maintaining professional behavior during assessments.

### **Policy**

Students **MUST** arrive no later than 15 minutes before the official start time of an examination. No students will be admitted for testing after the official start time. Students who arrive late for an MCQ examination will not be permitted to take the examination that day. These students will have to contact their Student Affairs Dean and the Phase Director regarding their circumstance via the absence reporting portal. If permitted by their Student Affairs Dean and the Phase Director, a make-up examination will be scheduled.

Unprofessional behavior of any kind, including harsh or inappropriate remarks, or failure to adhere to assessment rules or directions provided by proctors, will be reported to the Dean of Assessment immediately and may result in a disciplinary action.

All electronic devices MUST be turned off and all personal belongings MUST be stored for the duration of the assessment and any applicable review period. Electronic devices include, but are not restricted to: all phones, tablets, laptops, noise-canceling headphones, earbuds/in-ear headphones (and wired/wireless variations), and smartwatches.

Any student found to have an electronic device on their person during the assessment or any review of assessment material will be referred to a Community Standards Officer and the matter will be handled in accordance with the Community Standards Policy.

Any attempt to subvert the assessment process by obtaining exam materials early, bringing unauthorized materials or equipment to a test space, copying or reconstructing test questions, or sharing test materials will result in disciplinary action.

*Governance: Curriculum Committee / Approved 8/15/2023*

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## Phase 1 Multiple Choice Question Examination Disruption Policy

### **Purpose**

To outline the policy and procedures following an unplanned disruption or interruption in the administration of multiple choice examinations.

### **Overview**

Disruptions may occur during the exam administrations, resulting in a non-standard testing environment or a complete exam interruption. SKMC recognizes the impact this can have on student performance. This policy outlines the procedures to be followed to support the students should an exam disruption occur.

### **Related LCME Element**

9.8 Fair and Timely Summative Assessment

### **Policy**

Disruptions during examinations may include, and are not limited to, campus emergencies, power outages, and significant technical issues that limit access to the examination. When an interruption of this nature occurs in any of the testing rooms, all scores will be nullified and the assessment will be rescheduled for all students in the cohort.

In an instance where there is no cohort-wide disruption, but an examinee perceives their individual exam circumstance represents an exam disruption, the examinee should report this to the proctor at the time of occurrence. The proctor will report the circumstances to the Office of Assessment and Phase 1 leadership. The Office of Assessment and Phase 1 leadership will review the report and determine whether the individual circumstances reported represent a non-standard testing condition. **No reports of this nature will be considered once the examination scores are released to the students.** If the report is determined to represent a non-standard testing condition, the following will apply:

- The student will be offered the opportunity to retest.
- For students who choose to take the reassessment, the original test score will be nullified and the retest score will be the score of record.

*Governance: Curriculum Committee / Approved 8/15/2023*

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## Phase 1 Promotion Policy

### Overview

Phase 1 of JeffMD consists of four discrete course sequences: The Foundations of Medicine series (JMD 101/102/203/204); Scholarly Inquiry courses (JMD 150 and JMD 250); Humanities Selectives (JMD 152/153/252) and the Clinical Experience course (JMD 151).

All Phase 1 Year 1 requirements must be met and all courses passed in order to progress to Phase 1 Year 2. All Phase 1 requirements must be met and all courses passed in order to progress to Phase 2.

### Failure in Foundations of Medicine (JMD 101, 102, 203, 204)

A student must pass all assessment components (weekly quizzes, Block Exams, case-based learning, and clinical skills) to pass the course.

A failing grade in any assessment component of Foundations of Medicine courses will result in a failing grade for the entire course, reportable to COSP as an action item. Any student with a failing grade will be placed on Academic Monitoring. If the student is determined by COSP to be eligible for remediation of the failing grade, the Phase 1 Director will advise the student on the remediation requirements as outlined in the Foundations of Medicine course guide. A Foundations of Medicine course in Phase 1 passed by a reexamination will be denoted on the transcript with a pound sign (#).

Failure of JMD 102 after failing JMD 101 will result in repeat of the year or academic dismissal.

Failure of JMD 204 after failing JMD 203 will result in repeat of the year or academic dismissal.

Failure of any Foundation of Medicine course reexamination(s) will result in either a repeat of the year or academic dismissal.

### **Failure in Scholarly Inquiry (JMD 150 & 250), Humanities Selectives (JMD 152/153/252), or Clinical Experience (JMD 151)**

Failing course grades for Scholarly Inquiry (JMD 150/250), the Humanities Selectives (JMD 152/153/252) or Clinical Experience (JMD 151) will be reported to COSP as an action item. Any student with a failing grade will be placed on Academic Monitoring. If the student is determined by COSP to be eligible for remediation of the failure, the Course Director will determine the appropriate remediation requirements. A Scholarly Inquiry, Humanities Selective, or Clinical Experience course in Phase 1 passed by remediation will be denoted on the transcript with a pound sign (#).

### **Repeat of Year in Phase 1**

When a student is directed by COSP to repeat an entire academic year in Phase 1, they are required to retake each course and all examinations, unless explicitly excused by COSP. A grade must be resubmitted for each course.

A student will only be permitted to repeat one academic year during their career at Sidney Kimmel Medical College. Students repeating a year must pass all courses. COSP may terminate a student's SKMC enrollment if they fail to pass any course in its timely sequence during a second attempt at a curricular year.

*Governance: Committee on Student Promotions | Version 3 | Approved 5/30/2025*

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## **Phase 2 Grading Policy**

### **Purpose**

To establish and maintain a structured grading process during all Phase 2 courses.

### **Policy**

#### **1. Grading systems**

- a. The grading system for all clinical Phase 2 courses has 4 tiers – Honors, High Pass, Pass, Fail. Grading policies that specify how students are assigned the grades of Honors, High Pass, and Pass are defined by each course director.
  - In courses using the NBME shelf exam, the exam comprises 20% of the final course grade;
  - In courses using a summative OSCE, the OSCE score comprises 10% of the final course grade;

- Every required course has a professionalism component which comprises 5% of the final course grade. This is awarded or deducted in its entirety (i.e. no partial credit);
  - Courses may choose to include other projects or assignments as a part of their final course grade. The contribution of each such component towards the final course grade is determined by the course director;
  - Courses performed in the clinical setting include a clinical component as a part of a final grade. The contribution of this component to the final course grade is determined by the course director.
- b. Grading for the Transition to Clerkships course, Dimensions of Clinical Medicine course, and the Scholarly Inquiry course is Pass/Fail. Grading policies that specify requirements to pass each course are defined by each course director.
2. All passing grades are reported on the transcript. Grade of “Incomplete”
- a. An Incomplete (I) will be assigned to students who are not able to complete a component of a course, or who complete at least 50% of a course due to personal or medical leave of absence or significant life event, with the understanding that they will make up the missing portion of the course upon their return.
  - b. A grade of Incomplete will be submitted by the course director to the registrar and will be presented to the Committee on Student Promotions as an informational item.
  - c. All missing components of the course that lead to a grade of Incomplete (I) must be completed within 1 year of the end date of the course. If the student does not complete the missing components of the course within 1 year of the course end date, the grade will be changed to a withdrawal (W) and the student will be required to repeat the course in its entirety.
  - d. When the student successfully completes the missing portion of the course, the assigned grade will replace the Incomplete. At that time, the change will be sent to the Committee on Student Promotions as an action item.
  - e. A grade of Incomplete will be reported on the transcript until the student successfully completes the course. At that time, the actual course grade will replace Incomplete. No permanent annotation on the transcript or mention in Medical Student Performance Evaluation will be made.
  - f. A student will not be permitted to advance to subsequent phase of the curriculum nor graduate with a grade of Incomplete on the transcript.

### 3. Grade of Conditional Pass

- a. Conditional Pass is a temporary grade assigned to students who do not successfully complete the requirements of a course but are deemed by the course director not to have failed the course.

Conditional Pass is a temporary grade only and is considered neither a passing nor a failing grade. It does not grant the student graduation credit for a given course. A student will not be allowed to advance to subsequent phase of the curriculum with a grade of Conditional Pass on the transcript.

- b. Conditional Pass is assigned to a student who has one or more deficiencies in their clinical performance; whose unprofessional behavior impairs clinical performance, resulting in a clinical deficiency; or who did not complete or submit course assignments, including clinical observation documentation and electronic patient logs.
- Conditional Pass for these stated reasons will trigger a mandatory Individualized Learning Plan (ILP) process and remediation. An ILP team will be assembled, including at least the student, the course director, and the Student Affairs Dean. Additional team members may include the director of the clinical phase in which the student is enrolled, Director of Clinical Proficiency Remediation, Clinical Skills Center staff, the Dean of Professionalism, other course directors, or others as deemed appropriate.
  - The ILP team will determine the contents and conditions of the remediation, providing the plan in writing to each ILP team member and the student. Examples of remediation include but are not limited to additional clinical time (duration to be determined by the ILP team), submission of a missing project and completion of electronic patient logs. If the ILP team determines that the student needs additional clinical time in a given course in excess of 50% of the course duration, the student will be assigned a failing grade for the course; “Failure” grade policies will apply in such instance.
  - The course director will supervise the remediation process and determine by the end of the remediation process whether the student met the course goals and objectives to receive a passing grade.
    - The course director will determine how to grade the clinical performance in this instance, and what final course grade will be assigned based on other course components.
    - Students who received a grade of Conditional Pass due to missing course assignments or components will receive no credit for the professionalism component of the final passing grade.

- Students who do not meet the course goals and objectives by the end of the remediation period will be assigned a grade of Failure.
  - Students who fail to meet with the ILP team upon receipt of the grade of Conditional Pass, or fail to fulfill the plan outlined by the ILP team, will receive a grade of Failure for the course.
- c. A grade of Conditional must be remediated within 1 year of the end date of the course. If the student does not remediate the CP within 1 year of the course end date, the grade will be changed to a failure (F). Under extenuating circumstances, a deadline in excess of one year may be requested by the student with support from the Student Affairs Dean, Phase Director, and Course Director. Such requests must be submitted in writing to the Committee on Student Promotion (COSP) for consideration.
- d. Conditional Pass is assigned to a student who fails the end-of-course NBME exam once.
- A Conditional Pass assigned for this reason will trigger a mandatory ILP process and remediation. An ILP team will be assembled, including the student, course director, Clinical Examination Remediation Specialist, and the Student Affairs Dean. The ILP team will determine the remediation plan and the timing of the re-examination.
  - As a part of the ILP plan, the student will be required to take and achieve a pre-determined score on the NBME subject practice examination. The score report will be submitted to the Clinical Examination Remediation Specialist, who will ultimately grant permission for re-examination to the student and the phase 2 leadership; re-examination will not be scheduled until such explicit permission is granted.
  - The minimum passing score for the re-examination will be same as was used for the original examination attempt.
  - A student who passes the retake exam will be assigned a passing grade for the course if they were on track to pass the course based on the other grading components. During the calculations of the final grade, the NBME score will be replaced by the minimum passing NBME exam score.
  - Students who fail the retake exam will be assigned a grade of Failure for the course.
- e. Conditional Pass is assigned to a student who fails the End-of-Phase OSCE examination in a corresponding course, JMD301 Dimensions of Clinical Medicine.
- Students who receive a Conditional Pass for this reason must participate in a mandatory OSCE remediation course with the Director of Clinical Proficiency Remediation. Upon successful

completion of the course, the grade of Pass will be assigned for the corresponding course, provided that all other components of the course are completed successfully.

- Student who fails to participate in the OSCE remediation course, or who does not successfully complete the OSCE remediation course, will be assigned a grade of Failure for the corresponding course of which the end-of Phase OSCE is a component.
- f. Student may only receive a grade of Conditional Pass once per each course – i.e. they must either successfully pass the course or fail the course at the end of the remediation period.
- g. A grade of Conditional Pass will be replaced on the transcript by the grade the student ultimately earns, whether passing or failing. No transcript annotation will be made once “Conditional Pass” is replaced by a final grade. All grades of Conditional Pass will be reported on the Medical Student Performance Evaluation with an explanation of the type of remediation the student received.
- h. Any first grade of Conditional Pass for a student will be presented to the Committee on Student Promotions as a potential actionable item; any subsequent grades of Conditional Pass will be presented to COSP as an action item. COSP will review each such instance, and grant, if appropriate, a permission to remediate the identified deficiencies that led to the grade of Conditional Pass
4. Grade of “Failure”
- a. A grade of Failure will be assigned to:
- Students who fail to meet goals and objectives of the course and are deemed by the course director and/or grading committee to benefit from repeating the entire course;
  - Students who received a Conditional Pass and are determined by the ILP team to need to repeat clinical time greater than 50% of the course duration;
  - Students who received a Conditional Pass but failed to meet goals and objectives of the course at the end of the remediation period that was determined by the ILP team;
  - Students who received a Conditional Pass but fail to fulfill the remediation plan as determined by the ILP team;
  - Students who fail the course NBME subject exam twice;
  - Students who display unprofessional behavior during the course that is determined by the course director and/or grading committee to be too egregious to be remediated via the ILP process.
- b. All grades of Failure are permanent and will be reported on the transcript.
- c. All grades of Failure will be presented to the Committee on Student Promotions as action items.

- The Committee on Student Promotions will determine if the student is allowed to repeat the course. If the student is allowed to repeat the course, the ILP process will be invoked.
  - An ILP team will be assembled, including at least the student, the course director, and the Student Affairs Dean. Additional team members may include the director of clinical phase in which student is enrolled, Director of Clinical Proficiency Remediation, Clinical Skills Center staff, Clinical Examination Remediation Specialist, Dean of Professionalism, other course directors, or others as deemed appropriate.
  - The ILP team will determine what additional resources and processes the student will require to maximize the chances of success. The ILP team will provide, in writing, a copy of the plan to each ILP team member and the student.
- d. A student repeating the course due to course failure may receive a grades of Honors, High Pass, Pass, or Fail upon completion of the clerkship. A grade of “Conditional Pass” is not available for the repeat; the student must either successfully pass the course or fail the course upon the completion of the repeat course.
- e. A student failing the course twice will be presented to the Committee on Student Promotions for action. Possible outcomes include repeat of the entire phase of the curriculum or academic dismissal.
5. Grade of “Withdraw”
- a. A Withdraw (W) will be assigned to students who are not able to complete a course due to personal or medical leave of absence or significant life event, and completed less than 50% of the course at the time of stoppage.
6. All grade changes must be presented to the Committee on Student Promotions for approval.
7. In an event that student withdraws or is dismissed from the medical college, or is required to repeat a phase of the curriculum, all grades of Incomplete and Conditional Pass will be converted to a grade of Withdraw by the Registrar.

	CONDITIONAL PASS					
	FAILURE	INCOMPLETE	CLINICAL DEFICIENCY	NBME FAILURE	MISSED ASSIGNMENT	OSCE FAILURES
<b>ACTION</b>	<i>Course repeat</i>	<i>Student to complete</i>	<i>ILP</i>	<i>Exam Retake</i>	<i>ILP</i>	<i>ILP</i>
<b>TRANSCRIPT IMPACT</b>	<i>Failure reported</i>	<i>None</i>	<i>CP to new grade</i>			
<b>MSPE IMPACT</b>	<i>Failure reported</i>	<i>None</i>	<i>Notation</i>	<i>Notation</i>	<i>Notation</i>	<i>Notation</i>
<b>GRADE IMPACT</b>	<i>Failure reported</i>	<i>No</i>	<i>No<sup>1</sup></i>	<i>Yes<sup>2</sup></i>	<i>Yes<sup>3</sup></i>	<i>Yes<sup>2</sup></i>
<b>COSP ACTIONABLE</b>	<i>Yes</i>	<i>No</i>	<i>Information unless past academic issue</i>			
1. If need for remediation/repeat is <50% of course duration						
2. Minimum passing score is assigned when calculating final grade						
3. Student receives no credit for professionalism component on final grade						

*Governance: Curriculum Committee / Version 3 / Approved 2/20/2024*

## Phase 2 NBME Subject Examination Disruption Policy

### Purpose

In each core clerkship, students take an NBME Subject Examination as a summative assessment. These examinations are administered in a standard testing environment and in compliance with the NBME examination policies. SKMC is committed to establishing a secure testing environment with minimal distractions to students' exam performance. The purpose of this policy is to outline a standard approach to reconciling examination results when the environment is subject to unforeseen disruptions.

### Overview

Disruptions may occur during the exam administrations, resulting in a non-standard testing environment or a complete exam interruption. These may include and are not limited to campus emergencies, power outages, acute personal illness occurring during the examination, and significant technical issues that limit access to the examination. A non-standard testing environment is determined by the exam proctor, who will report the details of the event to the Office of Assessment and Phase 2 leadership.

A cohort of students is defined as all the students who are taking the examination at the same time and location.

### Related LCME Element

9.8 Fair and Timely Summative Assessment

### Policy

When the exam administration is interrupted such that examinees are not able to engage with the examination for the entire duration of the testing period, the examination will be rescheduled.

When a non-standard testing environment is experienced by the entire cohort of students, the Office of Assessment will analyze the exam performance for this cohort using appropriate statistical procedures. Exam performance for this cohort will be compared to the performance on the same examination by the students during the same block in prior academic years.

- If the performance of the affected cohort is not significantly different as compared to the performance by the examinees during prior years, the results of the examination will be accepted by the Office of Assessment.
- If the performance of the affected cohort is significantly lower, as determined by the appropriate statistical procedures, scores will be released to the examinees. Once scores are reviewed, students will be given the option to retake the examination. For students who choose to retake the examination, the original exam score will be nullified, and the retake examination score will be the score of record. Students must retake the examination during the next available exam date.
- Regardless of the performance of the entire cohort, students who received a failing score will be allowed to retake the examination; the original failing score will be annulled. Students must retake the examination during the next available exam date.

An examinee who perceives their individual exam circumstances to represent an exam disruption should report this to the proctor at the time of occurrence. The proctor will report the circumstances to the Office of Assessment and Phase 2 leadership. The Office of Assessment and Phase 2 leadership will review the report and determine whether the individual circumstances reported represent a non-standard testing condition. **No reports of this nature will be considered once the examination scores are released to the students.**

- If the report is determined to represent a non-standard testing condition, the student will be notified by the Office of Assessment and given an option to retake the exam. The exam score will not be released to the student. Student must reply with their answer within 24 hours. After 24 hours, the exam scores will be finalized, and the option to retake the examination will no longer be available.
- For students who choose to retake the examination, the original exam score will be nullified, and the retake examination score will be the score of record.
- All students retaking the examination must do so during the next available exam date.

*Governance: Curriculum Committee | Approved 8/15/2023*

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## Phase 2 Outstanding NBME Subject Examination Policy

### Purpose

In each core clerkship, students take an NBME Subject Examination as a summative assessment. Students can defer exams due to excused absence (see policy). Students who fail an NBME Subject Exam are given a second opportunity to pass the NBME Subject Examination, but a second failed attempt results in a failing grade for the Clerkship. The term “Outstanding NBME Subject Examinations” encompasses both the exams not taken due to an approved deferral and the exams that must be repeated due to a failing NBME Subject exam score.

NBME Subject Examinations require dedicated preparation in order to receive a passing score. To make up any deferred or failed exam, students must take the assessment during any available make-up date. Make-up exam dates are scheduled throughout Phase 2 during the fall, winter, and spring breaks. If a student has more than one outstanding NBME Subject Examination, it is challenging for them to be successful and continue their expected academic load.

### Overview

SKMC is committed to establishing an academic environment that maximizes students’ chances of successful NBME subject exam completion and assures adequate attention to each clinical discipline. The following policy limits the number of outstanding exams a student is permitted to have at any given time during Phase 2 and the consequences of exceeding these limits.

### Policy

Students in Phase 2 are not permitted to continue with clinical rotations if they have three outstanding NBME subject exams. Students with three outstanding exams are required to stop their clinical rotations and successfully pass at least two of those exams before resuming Phase 2 clinical rotations.

*Governance: Curriculum Committee / Approved 3/28/2023*

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## Phase 3 Grading Policy

### Purpose

To establish and maintain a structured grading process during all Phase 3 courses. Phase 3 uses both tiered course grading and pass/fail course grading as specified below.

### Policy

1. Tiered course grading

- a. All 4 week long clinical courses in Phase 3 utilize 4 tiers for grading – Honors, High Pass, Pass, Fail. Individual course grading policies determine requirements for these grades; these criteria are defined by each course director and posted on the course Canvas page.
2. Pass/Fail course grading
  - a. Phase 3 courses that are research (regardless of duration), Advanced Basic Science courses, Gateway to Internship, Scholarly Inquiry and all 2-week courses are graded Pass/Fail. Individual course grading policies determine requirements to receive a grade of Pass; these criteria are defined by each course director and posted on the course Canvas page.
3. All final grades are reported on the transcript.
4. Grade of “Incomplete”
  - a. An Incomplete (I) will be assigned to students who are not able to complete a component of a course, or who complete at least 50% but not all of a course due to personal or medical leave of absence or significant life event, with the understanding that they will make up the missing portion of the course upon their return.
  - b. A grade of Incomplete will be submitted by the course director to the registrar and will be presented to the Committee on Student Promotions as an informational item.
  - c. All missing components of the course that lead to a grade of Incomplete must be completed within 1 year of the end date of the course. If the student does not complete the missing components of the course within 1 year of the course end date, the grade will be changed to a withdrawal (W) and, if a required course, the student will be required to repeat the requirement in its entirety.
  - d. When the student successfully completes the missing portion of the course, the assigned grade will replace the Incomplete. At that time, the change will be sent to the Committee on Student Promotions as an action item.
  - e. A grade of Incomplete will be reported on the transcript until the student successfully completes the course. At that time, the actual course grade will replace Incomplete. No permanent annotation on the transcript or mention in Medical Student Performance Evaluation will be made.
5. A student will not be permitted to graduate with a grade of Incomplete on the transcriptGrade of Conditional Pass
  - a. Conditional Pass is a temporary grade assigned to students who do not successfully complete the requirements of a course but are deemed by the course director not to have failed the course.
  - b. Conditional Pass is a temporary grade only and is considered neither a passing nor a failing grade.

It does not grant the student graduation credit for a given course. A student will not be allowed to graduate with a grade of Conditional Pass on the transcript.

- c. Conditional Pass can be assigned to a student who has one or more deficiencies in their clinical performance; or who exhibits unprofessional behavior; or who fails the end of Phase 3 OSCE; or a combination of the above stated reasons. The initial grade of Conditional Pass will be presented to the Committee on Student Promotions as an information item and any subsequent grades of Conditional Pass will be presented to COSP as an action item. COSP will review each such instance, and grant, if appropriate, permission to remediate the identified deficiencies that led to the grade of Conditional Pass.
- d. Conditional pass assigned to a student who has one or more deficiencies in their clinical performance initiates the following process:
  - i. Conditional Pass will trigger a mandatory Individualized Learning Plan (ILP) process and remediation. An ILP team will be assembled, including at least the student, the course director, and the Student Affairs Dean. Additional team members may include the director of the clinical phase in which the student is enrolled, Director of Clinical Proficiency Remediation, Clinical Skills Center staff, the Dean of Professionalism, other course directors, or others as deemed appropriate. The ILP team will determine the content and conditions of the remediation, providing the plan in writing to each ILP team member and the student. Examples of remediation include but are not limited to additional clinical time (duration to be determined by the ILP team), submission of a missing project and additional assignments.
  - ii. If the ILP team determines that the student needs additional clinical time in a given course in excess of 50% of the course duration, the student will be assigned a failing grade for the course; "Failure" grade policies will apply in that instance.
  - iii. Each ILP plan must contain a deadline for completion, not to exceed 1 year from the end date of the course. After the deadline has passed, the grade will become a failure. Under extenuating circumstances, a deadline in excess of one year may be granted with support from the Student Affairs Dean, and permission of the Phase Director, Course Director, and COSP, in consultation with the ILP team.
  - iv. The course director will supervise the remediation process and determine by the end of the remediation process whether the student met the course goals and objectives to receive a passing grade. The course director will determine how to grade the clinical performance in this instance, and what final course grade will be assigned based on other course components.

1. Students who do not meet the course goals and objectives by the end of the remediation period will be assigned a grade of Failure.
  2. Students who fail to meet with the ILP team upon receipt of the grade of Conditional Pass, or fail to fulfill the plan outlined by the ILP team, will receive a grade of Failure for the course.
- e. Conditional Pass assigned to a student for unprofessional behavior will initiate the following process:
- i. The unprofessional behavior will be reported to a Community Standards Officer for an administrative hearing (see SKMC Handbook, Community Standards Policy and Process). The outcome of this hearing will be communicated to the student, the course director and the Committee on Student Promotions.
  - ii. The contents and conditions of the remediation will be determined by the Dean of Professionalism and the course director. The course director and the Dean of Professionalism will supervise the remediation process and determine by the end of the remediation process whether the student met the course goals and objectives to receive a passing grade.
  - iii. Students who do not successfully complete the professionalism remediation requirements will be assigned a grade of Failure for the course (please see ILP process above for further details).
- f. Conditional Pass is assigned to a student who fails the end-of-Phase 3 OSCE examination in the Gateway to Internship B course, of which this OSCE is a mandatory component.
- i. Student must participate in mandatory OSCE remediation with the Director of Clinical Proficiency Remediation. Upon successful completion of the remediation, the grade of Pass will be assigned for this course, provided that all components of the course are completed successfully.
  - ii. Student who fails to participate in the OSCE remediation, or who does not successfully complete the OSCE remediation will be assigned a grade of Failure for the Gateway B course.
- g. A grade of Conditional Pass must be remediated within 1 year of the end date of the course. If the student does not remediate the CP within 1 year of the course end date, the grade will be changed to a failure (F). Under extenuating circumstances, a deadline in excess of one year may be requested by the student with support from the Student Affairs Dean, Phase Director, and Course Director. Such requests must be submitted in writing to the Committee on Student Promotion (COSP) for consideration.
- h. Student may only receive a grade of Conditional Pass once per each course – i.e. they must either successfully pass the course or fail the course at the end of the remediation period.

- i. A grade of Conditional Pass will be replaced on the transcript by the grade the student ultimately earns, whether passing or failing. No transcript annotation will be made once “Conditional Pass” is replaced by a final grade.
  - j. Any first grade of Conditional Pass for a student will be presented to the Committee on Student Promotions as a potential actionable item; any subsequent grades of Conditional Pass will be presented to COSP as an action item. COSP will review each such instance, and grant, if appropriate, a permission to remediate the identified deficiencies that led to the grade of Conditional Pass.
6. Grade of “Failure”
- a. A grade of Failure will be assigned to:
    - i. Students who fail to meet goals and objectives of the course and are deemed by the course director and/or grading committee to benefit from repeating the entire course;
    - ii. Students who are determined by the ILP team to need to repeat clinical time greater than 50% of the course duration;
    - iii. Students who received a Conditional Pass but fail to meet with the ILP team;
    - iv. Students who received a Conditional Pass but failed to meet goals and objectives of the course at the end of the remediation period that was determined by the ILP team;
    - v. Students who received a Conditional Pass but fail to fulfill the remediation plan as determined by the ILP team;
    - vi. Students who display unprofessional behavior during the course that is determined by the course director and/or grading committee and/or through the Community Standards policy and process to be too egregious to be remediated; or who do not successfully complete the remediation requirements.
  - b. All grades of Failure are permanent and will be reported on the transcript.
  - c. All grades of Failure will be presented to the Committee on Student Promotions as action items.
    - i. The Committee on Student Promotions will determine if the student is allowed to repeat the course. If the student is allowed to repeat the course, the ILP process will be invoked:
      - 1. An ILP team will be assembled, including at least the Student, Course Director, Director of Clinical Proficiency Remediation and the Student Affairs Dean. Additional team members may include the director of clinical phase in which student is enrolled, Clinical Skills Center staff, Dean of Professionalism, other course directors, or others as deemed appropriate.

2. The ILP team will determine what additional resources and processes the student will require to maximize the chances of success. The ILP team will provide, in writing, a copy of the plan to each ILP team member and the student.
  3. If a student fails a Phase 3 requirement, the student must successfully complete a course that fulfills that requirement to graduate.
  4. If a student fails an elective course, the student must successfully complete the required number of elective credits to graduate.
- d. A student repeating the course due to course failure will receive a grade upon completion of the course. A grade of “Conditional Pass” is not available for the repeat course; the student must either successfully pass the course or fail the course upon the completion of the repeat course.
7. Grade of “Withdraw”
    - a. A Withdraw (W) will be assigned to students who are not able to complete a course due to personal or medical leave of absence or significant life event, and completed less than 50% of the course at the time of stoppage.
  8. All grade changes must be presented to the Committee on Student Promotions for approval.
  9. In an event that student withdraws or is dismissed from the medical college, or is required to repeat a phase of the curriculum, all grades of Incomplete and Conditional Pass will be converted to a grade of Withdraw by the Registrar.

				CONDITIONAL PASS		
	FAILURE OF REQUIREMENT	FAILURE OF ELECTIVE COURSE	INCOMPLETE	CLINICAL DEFICIENCY	PROFESSIONALISM CONCERN	END OF PHASE OSCE FAILURES
<b>ACTION</b>	<i>Complete requirement</i>	<i>Complete credits</i>	<i>Student to complete missing requirements</i>	<i>ILP</i>	<i>Remediation</i>	<i>Remediation</i>
<b>TRANSCRIPT IMPACT</b>	<i>Failure reported</i>	<i>Failure reported</i>	<i>None</i>	<i>CP; new grade after remediation</i>	<i>CP; new grade after remediation</i>	<i>CP; new grade after remediation</i>
<b>GRADE IMPACT</b>	<i>Failure reported</i>	<i>Failure reported</i>	<i>No</i>	<i>No<sup>1</sup></i>	<i>No<sup>1</sup></i>	<i>No</i>
<b>COSP ACTIONABLE</b>	<i>Yes</i>	<i>Yes</i>	<i>No</i>	<i>Information unless past academic issue</i>	<i>Information unless past academic issue</i>	<i>Information unless past academic issue</i>

<sup>1</sup> If need for remediation/repeat is <50% of course duration

*Governance: Curriculum Committee | V3 | Approved 7/16/2024*

## Phase 2 & Phase 3 Promotion Policy

Please refer to the Phase 2 and Phase 3 Grading Policies for complete definitions and conditions under which a grade of Conditional Pass, Incomplete, or Failure would be assigned for a course in Phase 2 or Phase 3.

Successful completion of each course in each phase is required for advancement to the next phase of the curriculum. All academic deficiencies and grades of Conditional Pass and Incomplete will be reported to COSP and must be resolved before a student may be promoted to the next phase of the curriculum. Under certain circumstances, COSP can permit a student to enroll in non-clinical Phase 3 courses before promotion to Phase 3, but students cannot begin clinical courses until they are promoted to Phase 3.

A grade of Incomplete will be reported to COSP as an information item.

A student who fails the NBME Subject Examination on their first attempt will be assigned a grade of Conditional Pass for the entire clerkship. Subject Examination failure in students who have been on academic monitoring, will be presented to COSP as an action item. COSP will review each such instance, and grant, if appropriate, permission to retake the examination.

A grade of Conditional Pass for reasons other than NBME Subject Examination failure will be presented to COSP as an action item.

A student who fails the NBME Subject re-examination will be assigned a grade of Fail for the entire clerkship, which will be reported to COSP as an action item.

Students with more than one grade of Conditional Pass may be required to repeat the entire curricular phase. All grades of Fail are reported to COSP as an action item. COSP will evaluate all relevant factors in the student's entire academic record when deciding on the consequences of a failing grade. COSP actions may include:

- Requirement to repeat the clerkship/course
- Requirement to repeat the entire Phase of the curriculum
- Academic dismissal from SKMC

When a student is directed by COSP to repeat the entire curricular phase, they are required to retake each course/clerkship in their entirety, including all curricular components and examinations, unless explicitly excused from a course/clerkship by COSP.

A student will only be permitted to repeat a curricular year only once during their enrollment at SKMC. Students repeating the entire curricular phase must pass all courses. COSP may dismiss a student if they fail to maintain satisfactory academic performance. A student is expected to complete the medical curriculum, as a full-time student, in a maximum of six (6) years, inclusive of approved leaves of absence, unless extenuating circumstances

are presented to and approved by Committee on Student Promotions – please see the Maximum Time Frame policy for more information.

*Governance: The Committee on Student Promotions | V2 | Approved 5/30/2025*

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## Policy on Continuous Quality Improvement (CQI)

### Purpose

To identify Liaison Committee for Medical Education (LCME) accreditation elements that the SKMC will monitor on a regular basis to improve the quality of its medical education programs.

### Overview

It is the policy of the Sidney Kimmel Medical College to continuously engage in ongoing quality improvements of all college policies, programs and processes to ensure the achievement of the mission and the effective monitoring of the medical education program's compliance with Liaison Committee for Medical Education (LCME) accreditation standards.

### Related LMCE Standard

#### 1.1 Strategic Planning and Continuous Improvement

### Principles

1. Accreditation elements that impact student well-being and educational operations are subject to ongoing review. Examples include elements related to learning environment, grade timeliness, curricular review.
2. This policy outlines the minimum standards for Continuous Quality Improvement (CQI).

### Policy

1. Monitoring of selected LCME elements and SKMC identified elements will occur on a regular basis.
2. The Vice Dean for Academic Affairs and Undergraduate Medical Education or their designee has primary responsibility for and authority over this monitoring and the process of CQI
3. The Vice Dean for Academic Affairs and Undergraduate Medical Education or their designee is responsible for managing the process, as well as receiving and analyzing relevant data. Standing committees and senior administrators within the college contribute to the monitoring effort, and additional associated personnel provide coordination and support the process.
4. The Vice Dean for Academic Affairs and Undergraduate Medical Education ensures that appropriate resources are allocated for these activities, including personnel, information technology systems and

infrastructure for the collecting and reporting of data.

5. Areas for monitoring and/or improvement are identified from the following categories:
  - a. Elements identified as areas of focus by SKMC strategic plan goals.
  - b. Elements that have been cited as “not in compliance” or “compliance with monitoring” during previous accreditation visits.
  - c. New elements or elements in which Liaison Committee on Medical Education (LCME) expectations have evolved, as communicated through Association of American Medical Colleges meetings, the LCME website or other communication from the Secretariat.
  - d. Elements that are affected by review or changes to Sidney Kimmel Medical College policies.
  - e. Elements that explicitly require regular monitoring or relate to regularly occurring processes.
  - f. Other components brought forth as a result of the program evaluation process, and items brought forward to the Curriculum Committee as areas of concern from the faculty or students, including results of institutional or national surveys such as internal questionnaires, student feedback surveys and the AAMC Graduation Questionnaire.

*Governance: Vice Dean, SKMC | Approved 12/17/2019*

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## Policy on Exposure to Infectious & Environmental Hazards

### Purpose

This policy describes the mandatory training, education, and resources to ensure our students understand how to protect themselves against infectious and environmental hazards. This applies to SKMC medical students and visiting students.

### Related LCME Element

12.8: Student Exposure Policies/Procedures

### Policy and Procedures

#### *1. Blood – Body Fluid Exposure*

All students must successfully complete required online learning modules and classroom training on blood-borne pathogens, infection control and airborne pathogens at enrollment and prior to start of clerkships.

Procedure for immediate care and treatment due to blood – body fluid exposure:

For clerkships/courses within Thomas Jefferson University Hospital (TJUH) or the Jefferson Network:

1. The student must immediately report the incident to the faculty supervising the clinical service.
2. The student must immediately report to Jefferson Occupational Health Network (JOHN, 33 South 9th Street, Suite 204, Philadelphia PA 19107) or one of its satellite offices between Monday and Friday, from 7:30 AM-4:00 PM. For care and treatment at any other time, the student should report to the Thomas Jefferson University Hospital Emergency Department (1020 Sansom Street, Philadelphia, PA 19107), or the emergency department of the Jefferson network hospital where the exposure occurred.

If a medical student has been exposed to a patient's blood or body fluids in a manner that may transmit HIV or Hepatitis B or C, JOHN will ensure that the hospital will test the source patient's blood for HIV and Hepatitis B and C. The source patient's treating physician or designee will order the source patient's tests. If appropriate, JOHN (or the TJUH emergency department, or the emergency department of the applicable Jefferson network hospital) will order the exposed student's tests and provide all necessary prophylactic treatment.

For clerkships/courses outside of the Jefferson Network:

1. The student must immediately report the incident to the faculty supervising the clinical service.
2. The student must immediately report to the occupational health office of the clinical site where the exposure occurred during business hours. For care and treatment at any other time, the student should report to the emergency department of the hospital where the exposure occurred.
3. The student must notify Jefferson Occupational Health Network (215-955-0152) of the exposure. If a medical student has been exposed to a patient's blood or body fluids in a manner that may transmit HIV or Hepatitis B or C, JOHN will ensure that the clinical site will test the source patient's blood for HIV and Hepatitis B and C. If appropriate, JOHN will order the exposed student's tests and provide all necessary prophylactic treatment.

**Procedure for follow-up care and treatment due to blood – body fluid exposure:**

A student who has been evaluated and/or treated for exposure to blood and body fluids at any clinical site will be referred to JOHN for follow-up.

Follow up care for the medical student is done through JOHN services at a reasonable, appropriate later date. When seen in the JOHN office, the JOHN provider will evaluate the risk of exposure and provide any necessary treatment and schedule any follow-up testing. Policies and procedures related to exposure to infectious agents are available through JOHN.

Billing: All costs for testing, immunization, diagnostics, and prophylactic medications as a result of occupational exposure will be billed to the student's insurance.

The visit to any Emergency Department (whether TJUH or outside affiliate hospital) is charged to the student's insurance. It is the student's responsibility to pay any balance of the bill. Students who are prescribed HIV post-exposure prophylaxis must submit the prescription through their insurance for coverage.

Any out-of-pocket costs incurred to an SKMC student as a result of clinical site blood/body fluid exposure can be discussed with the Office of Student Affairs for potential cost offsetting assistance.

**Management of infectious disease or disability on medical student learning activities:**

SKMC will provide reasonable accommodations to any student infected with a bloodborne pathogen in a manner consistent with JOHN Policy. Reasonable accommodations will be determined on an individualized basis by an interactive process between the medical student, JOHN and Accessibility Services.

Students located at a clinical affiliate site requiring accommodation may be reassigned to another clinical site for as long as accommodations are needed.

**2. Environmental Hazards**

All students must complete required education on personal safety and environmental exposures prior to beginning dissections and prior to beginning clinical clerkships.

Procedure for immediate care and treatment due to environmental hazard:

A student who is exposed to a hazardous chemical must inform the supervising faculty member and immediately report to either JOHN (Monday and Friday, from 7:30AM-4:00PM) or the Emergency Department (if outside of these hours).

*Governance: Committee on Student Affairs | Approved 9/14/2022*

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## Residents as Teachers Policy

### Purpose

To ensure that all residents that teach SKMC students participate in a formal educational program to ensure that they are familiar with the competencies expected of SKMC students and exposed to the fundamental concepts of instruction and evaluation of SKMC students.

### Overview

It is the policy of the Sidney Kimmel Medical College to ensure that all residents with teaching responsibilities for the SKMC students will be instructed in a formal fashion in the SKMC medical education program objectives, general concepts of teaching students on clinical rotations, on the institutional evaluation and feedback system and on the institutional policies related to student education.

## Related LMCE Standards

### 9.1 Preparation of Resident and Non-Faculty Instructors

#### Principles

1. Medical students have significant contact time with residents and fellows in various disciplines across the ACGME accredited training programs sponsored by SKMC and its academic affiliates.
2. Residents and fellows enter their GME programs with variable skills in teaching, feedback and written evaluation.
3. A standardized program will ensure that these trainees are provided with the knowledge and skills to instruct and evaluate SKMC students.

#### Policy

1. All trainees with teaching responsibilities must complete a mandatory educational program.
2. The content of the educational program will include:
  - a. SKMC Medical Education Program Objectives
  - b. SKMC policies related to student education, including at least:
    - i. Student Mistreatment policy
    - ii. Clinical Duty Hour policy
    - iii. Clinical Supervision of Medical Student policy
    - iv. Student Absence policy
    - v. Formative Assessment and Feedback policy
    - vi. Timely Summative Assessment policy
3. Required clinical encounters and course learning objectives
4. Fundamentals of feedback
5. SKMC evaluation tools and process

#### Processes

1. The SKMC Director of CQI and Data Analytics will provide an annual update of the educational program to the Office of GME and Affiliations.
2. The Office of GME and Affiliations will distribute, annually, the educational program to all residents and fellows with teaching responsibilities for SKMC students.
3. Completion attestation logs will be collected by the Director of CQI and Data Analytics for annual review by the SKMC Curriculum Committee.

*Governance: Curriculum Committee | Approved 6/21/2021*

## Student Attendance & Absence Policies

### Phase 1

#### *Purpose*

To outline the policy regarding student absences from Phase 1 of the curriculum.

#### *Overview*

SKMC recognizes that a need for absences during education may arise due to students' personal or medical needs. SKMC has a responsibility to ensure that each student is present during the academic time to ensure appropriate participation in all curricular elements that will ultimately lead to successful attainment of the SKMC graduation competencies. SKMC utilizes an online Absence Reporting System to manage requests:

[https://jeffline.jefferson.edu/education/programs/skmc\\_absence\\_reporting/](https://jeffline.jefferson.edu/education/programs/skmc_absence_reporting/)

#### *Related LCME Element*

12.4 Student Access to Health Care Services

#### *Principles*

The policy allows for adequate absences to accommodate medical and personal needs of students while ensuring appropriate academic contact time for each student.

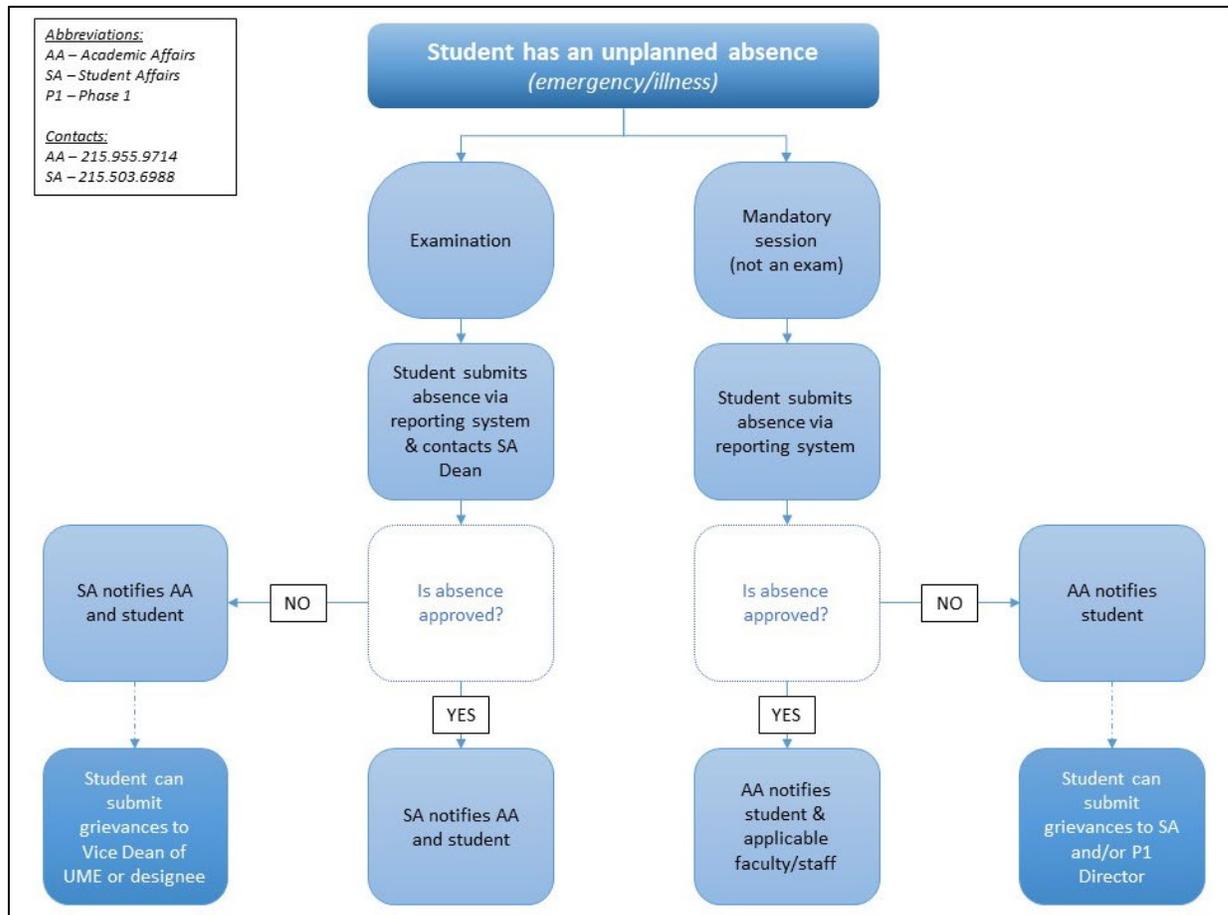
#### *Policy*

Attendance is required for Case-Based Learning (CBL) sessions, Clinical Skills sessions, Clinical Experience, sessions when a patient is present, assessments, and all other sessions labeled mandatory. Excused absences may be granted in the case of illness, personal/family emergency, or religious holidays.

#### 1. Acute Illness or Emergency

- Block and Clinical Examinations: A student must contact their Student Affairs Dean to be excused at 215-503-6988 (after business hours, follow the prompt for after-hour emergencies). Students must submit a medical note for all health-related excuses for missing examinations in order to be excused. Make-up for the missed examination will take place on designated exam make-up dates and times. Students are responsible for contacting the Student Assessment Office to schedule missed block quizzes/examinations/anatomy practicals, and the Rector Clinical Skills and Simulation Center for missed Clinical Skills examinations/OSCEs. If the Student Affairs office approves the absence from the examination as excused, they will notify Academic Affairs. Academic Affairs will communicate this information to the Phase 1 Director, Associate Dean of Assessment, and applicable faculty/staff for informational purposes. Students with grievance of decision should contact the Vice Dean of UME or their designee.

- Other Mandatory Sessions (such as CBL, Clinical Skills, quizzes, etc.): A student must submit the absence online via the Absence Reporting System to be excused. Students must submit a medical note for all health-related excuses for missing mandatory sessions in order to be excused. If a student is unable to access the Absence Reporting System due to emergency/illness, the student must contact the Academic Affairs office (JeffMD@jefferson.edu or 215-955-9714; a student must leave a voicemail for all unanswered calls). Students are responsible for make-up arrangements for all missed work. Students with grievance of decision should contact Student Affairs.



## 2. Requests for Absence due to Religious Holidays

- Students must notify Academic Affairs in writing via the online Absence Reporting System of any days they will miss class because of religious holidays **within three business days of the start of classes on a semester-by-semester basis**. Students will not be excused from class for days intended for travel for religious observance.
- (For more information refer to <https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/student-religious-observance-policy.html>).

- Students with grievance of decision should contact the Office of the Provost.
3. Requests for Absence due to Special Circumstances
- Examples of special circumstances where absences from mandatory sessions (which include examinations) may be approved include family member weddings or student presentation at a conference. Since dates for these special circumstances are known in advance, requests must be made in writing via the online Absence Reporting System to the Office of Academic Affairs as early as possible **but at least four weeks prior to the event**. The more advance notice that is given, the more likely the request will be able to be accommodated. Students with grievance of decision should contact Student Affairs.
4. Unexcused Absences
- Maintaining professionalism in all spheres of a student’s education and interactions is vital as one goes through medical school and one’s career thereafter. As part of a student’s assessment of professionalism in medical school, absences are tracked. The number of allowed unexcused absences varies by course in Phase 1.
    - **If a student has more than two unexcused absences per year in any combination of courses in Phase 1**, a Physicianship/Professionalism Form will be filled out and submitted to the Dean of Professionalism and Student Affairs.
    - **Students are only allowed to miss one session in a Humanities selective.**
    - Students should refer to individual Canvas courses for details regarding unexcused absences in all the other Phase 1 courses.

*Governance: Curriculum Committee / Approved 3/18/2025*

## Phase 2

### *Purpose*

To outline the expectations of attendance and absence for students during Phase 2 of the curriculum.

### *Overview*

SKMC recognizes that a need for absences during education may arise due to students’ personal or medical needs. SKMC has a responsibility to ensure that each student is present during the academic time to ensure appropriate participation in all curricular elements that will ultimately lead to successful attainment of the SKMC’s educational program objectives.

SKMC utilizes an online Absence Reporting System to manage requests in Phase 2:

[https://jeffline.jefferson.edu/education/programs/skmc\\_absence\\_reporting/phase2/](https://jeffline.jefferson.edu/education/programs/skmc_absence_reporting/phase2/)

### *Related LCME Element*

#### 12.4 Student Access to Health Care Services

##### *Principles*

The policy allows for adequate absences to accommodate medical and personal needs of students while ensuring appropriate academic contact time for each student.

##### *Policy*

Active participation in the clinical rotations and related activities indicates the student's understanding and mastery of professional responsibilities. When it is necessary for students to be absent from a required activity, students must approach such absences with the same standard of professional responsibility required of practicing physicians; professional responsibility extends to one's patients and members of one's team. Extracurricular activities in medical school should not interfere with clinical obligations. Students at all times should prioritize attending clinical rotations.

Only the course/clerkship director may excuse a student from a course/clerkship, and not a site director, clerkship coordinator, supervising faculty or housestaff. All absences must be reported by students via the online Absence Reporting System. Any absences not reported *prior* to absence occurring via the Absence Reporting System are considered unexcused and constitute a breach of professional conduct.

Any necessary appointments, such as medical and dental appointments, should be scheduled in the least disruptive way possible. Any recurring medical appointments, apart from being scheduled in a least disruptive way, must be discussed with the course/clerkship director in advance of the course/rotation. Students do not need to disclose the nature of the appointments or the underlying medical condition to the course/clerkship director.

An absence day is defined as any full day that a student is expected to be present for didactic or clinical activities. This includes weekend days and holidays if clinical duties for the course/clerkship are scheduled during those times.

Absences during Phase 2 are accounted for in 0.5 day increments. Any absences 4 hours in duration or less are considered a 0.5 day absence.

Absences of more than 1 day during any course 4 weeks or less in duration, or 2 days during any course 6 weeks or longer will require make up. Make-up for missed days is at the course director's discretion and may include additional clinical shifts at the location and time deemed appropriate by the course director, or additional

assignments. Please note that make-up must constitute a meaningful clinical experience, and some departments will require such make-up to be during a regularly scheduled fall, winter, or spring break.

The student will receive a grade of Incomplete until missed time is made up. Please refer to the Phase 2 grading policy for details.

Absences exceeding 7 days during the entirety of Phase 2 will require make up, even if the student has not met the absence limit for their current course. Students who require more than 7 absences during Phase 2 must meet with their student affairs dean to address their needs.

Two absence types are recognized:

#### Unplanned Absences

*Definition:* absence for personal, medical, and family urgencies and emergencies. The student should use their judgment about whether they are too sick to report to the course safely.

*Notification:* Notification should occur as soon as possible. Student must submit their absence through the Absence Reporting System and must notify via e-mail the course/clerkship director and coordinator, the site director (if applicable) and their clinical team (if applicable). Failure to notify will make an absence unexcused. For absences during critical dates (orientations, NBME subject exam days, OSCE dates, and Interclerkship days) students must also contact their Student Affairs Dean and the Phase Director for approval.

*Documentation and logistics:* For all health-related absences during critical dates (orientations, NBME subject exam days, OSCE dates, and Interclerkship days) students must provide a medical note. Missed NBME subject exams must be taken during the next scheduled exam administration. Missed end-of-clerkship OSCEs must be taken during the next scheduled administration. If a student is unable to take the exam at the next scheduled exam administration, additional medical documentation is required.

#### Planned Absences

*Definition:* absences for planned medical appointments, religious observances, legal activities, and special personal events (weddings, graduations, family events). Students are only excused to present at a scientific meeting when they are the first author for a poster or an oral presentation. Students are only excused for the day of the presentation and travel time, and not to attend the entire conference. Absences to attend meetings of any kind unless the student is presenting are not allowed.

*Notification:* These requests need to be submitted at least four weeks in advance of the absence via the Absence Reporting System, and will be approved at the course/clerkship director's discretion.

*Limits:* Planned absence requests for critical dates (orientations, NBME subject exam days, OSCE dates, and Interclerkship days) will likely be denied.

### Unexcused Absences

*Definition:* any absence not falling into the above categories, or any absences outlined above without appropriate notification. Unexcused absences are unprofessional and will result in student being reported to the Dean of Professionalism. Additionally, students will not receive professionalism points that contribute toward the final grade. At the discretion of the course director, a student with unexcused absences may fail the entire course.

### University Closure

If Thomas Jefferson University announces a closure due to inclement weather or an event, students will be excused from clinical duties, regardless of the site of current clinical rotation. These absences do not need to be submitted via the Absence Reporting System and do not count towards students' total number of absences. Instances may arise when the inclement weather is present at a clinical site where the student rotates but the University remains open. If a student feels that they will not be able to get to their clinical site safely, they should request an absence. Such absence requests will be treated as unplanned absences (see section above for details) and count towards the total number of absences permitted.

### Jury Duty

While civic duty is an important responsibility of all citizens, the time students spend directly caring for patients is paramount for their professional growth. Any student who receives a jury summons should discuss this immediately with their Student Affairs dean, who will help the student request a postponement or an excusal. Students who choose to serve on Jury Duty can treat Jury Duty absences as a planned absence (see section above for details) and count towards the total number of absences permitted.

*Governance: Curriculum Committee / Approved 2/18/2025*

## **Phase 3**

### *Purpose*

To outline the expectations of attendance and absence for students during Phase 3 of the curriculum.

### *Overview*

SKMC recognizes that a need for absences during education may arise due to students' personal or medical needs. SKMC has a responsibility to ensure that each student is present during the academic time to ensure

appropriate participation in all curricular elements that will ultimately lead to successful attainment of the SKMC's educational program objectives.

SKMC utilizes an online Absence Reporting System to manage requests in Phase 3:

[https://jeffline.jefferson.edu/education/programs/skmc\\_absence\\_reporting/phase3/](https://jeffline.jefferson.edu/education/programs/skmc_absence_reporting/phase3/)

### ***Related LCME Element***

#### 12.4 Student Access to Health Care Services

##### ***Principles***

The policy allows for adequate absences to accommodate medical and personal needs of students while ensuring appropriate academic contact time for each student.

##### ***Policy***

Active participation in the clinical rotations and related activities indicates the student's understanding and mastery of professional responsibilities. When it is necessary for students to be absent from a required activity, students must approach such absences with the same standard of professional responsibility required of practicing physicians; professional responsibility extends to one's patients and members of one's team. Extracurricular activities in medical school should not interfere with clinical obligations. Students at all times should prioritize attending clinical rotations.

Only the course director may excuse a student from a course, and not a site director, site coordinator, supervising faculty or housestaff. All absences must be reported by students via the online Absence Reporting System. Any absences not reported *prior* to absence occurring via the Absence Reporting System are considered unexcused and constitute a breach of professional conduct.

Any necessary appointments, such as medical and dental appointments, should be scheduled in the least disruptive way possible. Any recurring medical appointments, apart from being scheduled in a least disruptive way, must be discussed with the course director in advance of the course. Students do not need to disclose the nature of the appointments or the underlying medical condition to the course director.

An absence day is defined as any day that a student is expected to be present for didactic or clinical activities. This includes weekend days and holidays if clinical duties for the course are scheduled during those times.

Absences during Phase 3 are accounted for in 0.5 day increments. Any absences 4 hours in duration or less are considered a 0.5 day absence.

Absences of more than 1 day during any course 2 weeks or less in duration, or 2 days during any course 4 weeks or longer will require make up. Make-up for missed days is at the course director's discretion and may include additional clinical shifts at the location and time deemed appropriate by the course director, and/or additional assignments. Please note that make-up must constitute a meaningful clinical experience, and some departments will require such make-up to be during a regularly scheduled fall, winter, or spring break. Students are strongly encouraged to resolve temporary grades (CP and Incomplete) in the semester that they receive the grade. For any courses before winter break, make up should be completed by the end of winter break. For any courses after winter break and before graduation, make up should be completed before commencement. If any make up work remains incomplete, the student may not be able to participate in commencement activities.

Please refer to the Phase 3 grading policy for details on how absences affect the final grade. A student will not be permitted to graduate with a grade of Incomplete or Conditional Pass on the transcript.

Two absence types are recognized:

#### Unplanned Absences

*Definition:* absence for personal, medical, and family urgencies and emergencies. The student should use their judgment about whether they are too sick to report to the course safely.

*Notification:* Notification should occur as soon as possible. Student must submit their absence through the Absence Reporting System and must notify via e-mail the course director and coordinator, the site director (if applicable) and their clinical team (if applicable). Failure to notify will make an absence unexcused. For absences during critical dates (orientations, OSCE dates, and gateway to internship days) students must also contact their Student Affairs Dean and the Phase Director for approval.

*Documentation and logistics:* For all health-related absences during critical dates (orientations, OSCE dates, and gateway to internship days) students must provide a medical note.

#### Planned Absences

*Definition:* absences for planned medical appointments, religious observances, legal activities, and special personal events (weddings, graduations, family events). Students are only excused to present at a scientific meeting when they are the first author for a poster or an oral presentation. Students are only excused for the day of the presentation and travel time, and not to attend the entire conference. Absences to attend meetings of any kind unless the student is presenting are not allowed.

*Notification:* These requests need to be submitted at least four weeks in advance of the absence via the Absence Reporting System, and will be approved at the course director's discretion.

*Limits:* Planned absence requests for critical dates (orientations, OSCE dates, and gateway to internship days) will likely be denied.

### Unexcused Absences

*Definition:* any absence not falling into the above categories, or any absences outlined above without appropriate notification. Unexcused absences are unprofessional and will result in student being reported to the Dean of Professionalism. At the discretion of the course director, a student with unexcused absences may fail the entire course.

### University Closure

If Thomas Jefferson University announces a closure due to inclement weather or an event, students will be excused from clinical duties, regardless of the site of current clinical rotation. These absences do not need to be submitted via the Absence Reporting System and do not count towards students' total number of absences.

Instances may arise when the inclement weather is present at a clinical site where the student rotates but the University remains open. If a student feels that they will not be able to get to their clinical site safely, they should request an absence. Such absence requests will be treated as unplanned absences (see section above for details) and count towards the total number of absences permitted.

### Jury Duty

While civic duty is an important responsibility of all citizens, the time students spend directly caring for patients is paramount for their professional growth. Any student who receives a jury summons should discuss this immediately with their Student Affairs dean, who will help the student request a postponement or an excusal. Students who choose to serve on Jury Duty can treat Jury Duty absences as a planned absence (see section above for details) and count towards the total number of absences permitted.

*Governance: Curriculum Committee / Approved 4/9/2025*

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## Student Clinical Duty Hours Policy

### **Purpose**

To outline the total number of hours medical students are required to spend in clinical and educational activities during clinical courses.

## Overview

This policy outlines expectations for clinical students' workloads during clinical courses in order to allow participation while also attending to their needs for rest, study, and personal time.

## Related LCME Element

### 8.8 Monitoring Student Time

## Principles

Medical students must learn to balance the long hours that patient care and learning demand while at the same time getting adequate rest to ensure that they function at the highest level while caring for their patients. Sidney Kimmel Medical College is committed to providing a safe and supportive learning environment for our students.

## Policy

1. "Duty hours" are defined as all clinical and academic activities undertaken by students. These activities include patient care, time spent on call in the hospital, and scheduled academic activities such as conferences. Duty hours do not include reading and preparation time spent away from duty site.
2. Each student must have no more than 80 hours per week of duty hours, averaged over a four-week period.
3. One day in seven must be free from required clinical and educational experiences averaged over a 4-week period. A day is defined as one continuous 24-hour period free from all clinical, educational, and administrative activities.
4. Continuous on-site duty hours must not exceed 24 hours.
5. Work periods must be separated by at least 8 hours free from duty.
6. Students must have at least 14 hours free of duty after a continuous 24 hours of in-house call.
7. Compliance is monitored by the course directors who receive the data from student questionnaires administered at the end of each clinical course.
8. Any violations of this policy should be reported by the student to the course director. The faculty member or resident who is responsible for the violation will be contacted to make sure that the policy is understood, and future violations do not occur. If repeated violations occur, the course director will report the problem to the phase director.
9. This policy must be discussed annually by the course director with each clinical site director and with students at the beginning of each block.

*Governance: Curriculum Committee | Version 2 | Approved 12/21/2021*

# Student Mistreatment Policy

## Purpose and Overview

The Sidney Kimmel Medical College is committed to fostering a positive learning environment where student mistreatment is prohibited. The SKMC Honor Code directs students, housestaff and faculty to create a community based on honor, integrity and awareness of others. All community members are expected to conduct themselves in an ethical and professional manner and demonstrate respect for others. As defined in this policy, student mistreatment by employees including faculty and housestaff is a violation of the SKMC Honor Code.

## Related LCME Standard

### 3.6 Student Mistreatment

#### Definition of Mistreatment

As defined by the AAMC, mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of mistreatment include but are not limited to: sexual harassment; discrimination or harassment based on race, religion, ethnicity, gender, sexual orientation or personal physical characteristic; humiliation, psychological or physical punishment; and the use of grading and other forms of assessment in a punitive manner.

#### Mechanisms to Report Mistreatment

A student who feels that they have been subjected to mistreatment by another member of the Jefferson community is urged to report their concern through any of the following means (more than one may be used):

1. contacting a SKMC Dean;
2. contacting the University's Title IX Coordinator ([titleIX@jefferson.edu](mailto:titleIX@jefferson.edu));
3. contacting the course/clerkship/phase director, or the site clerkship director;
4. posting the concern confidentially on the end of clerkship evaluation via New Innovations, or
5. posting the concern confidentially or anonymously on the [online reporting site](#).

#### Responding to and Adjudicating Allegations of Mistreatment

SKMC takes every report of alleged mistreatment seriously and makes every effort to respond to such reports in a responsible manner, prevent any risk of retaliation, and conduct investigations in a manner that upholds a duty of care to its community members.

Sexual Misconduct: Allegations of sexual misconduct, including sexual harassment, sexual assault, stalking and relationship violence that are submitted to SKMC through one of the reporting options identified in this policy will

be referred to the University's Title IX Coordinator. More information about the University's Title IX Office and the University's Sex and Gender-Based Misconduct Policy can be found at <https://www.jefferson.edu/life-at-jefferson/student-resources-services/academics-career-success/title-ix-sexual-misconduct.html>.

Other Forms of Misconduct: The Dean's Office will determine how to address other allegations of mistreatment and may work or consult with other appropriate offices depending on the nature of the allegations. If a complainant is not satisfied with the resolution of the complaint, the complainant should contact their Student Affairs Dean for further discussion.

### **Policy on Retaliation**

Retaliation, which may include but is not limited to threats, intimidation, lowered grades of evaluations, demotion, or discharge, is strictly prohibited and anyone found to have engaged in retaliation may face disciplinary action up to and including dismissal/termination of employment.

### **False claims**

A person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, may be subject to disciplinary action.

*Governance: Curriculum Committee | Version 2 | Approved 12/21/2021*

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## **Student Narrative Assessment Policy**

### **Purpose**

This policy relates to LCME Element 9.5, which states: "...that a narrative description of a medical student's performance, including his or her non-cognitive achievement, is included as a component of the assessment in each required course and clerkship of the medical education program whenever teacher-student interaction permits this form of assessment."

### **Overview**

SKMC provides meaningful narrative feedback to students wherever possible. Written narrative feedback provides students with the opportunity to reflect on their attributes and skills, contributing to their growth and improvement as professionals.

### **Related LCME Element**

9.5 Narrative Assessment

## Policy

1. Students receive written narrative feedback from faculty whenever teacher-student interaction permits. Students in courses with classroom settings utilizing groups of 10 students or less for all enrollees and that have longitudinal teacher continuity of at least 4 weeks, will receive written narrative feedback as part of the final course assessment.
2. Written narrative feedback is required on all clinical evaluation forms. Teachers are required to provide global written narrative evaluation of the student's performance for inclusion in the student's MSPE. Additionally, formative comments are gathered from teachers who evaluate students in order to provide specific directions for improvement or encouragement to continue excellent work and behavior.

*Governance: Curriculum Committee | Version 2 | Approved 2/15/2022*

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## Student Unscheduled Study Time Policy

### Purpose

To outline expectations regarding pre-clerkship student scheduling for in-class and out-of-class activities, with the goal of ensuring time for independent study and a manageable workload.

### Overview

The faculty of SKMC is committed to assuring that there is sufficient time available for independent study and other non-curricular activities during the pre-clerkship phase of the curriculum. This policy provides guidelines on the density of weekly scheduling and the provision of unscheduled time to foster students' independent and self-directed learning skills.

### Related LCME Element

6.3 Self-Directed and Life-Long learning

### Policy

1. The pre-clerkship courses must provide the students with, on average, four two-hour blocks in each 5-day academic week free from scheduled didactic activities.
2. Unscheduled free time must not be converted to any mandatory curricular activity, including, but not limited to lecture, directed small group sessions, laboratory activities or clinical skills training.
3. Adherence to this policy will be reviewed by the Curriculum Committee at least annually, or as needed.

*Governance: Curriculum Committee | Version 2 | Approved 7/26/2022*

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# Technical Standards Policy

## Purpose

Delineation of technical standards is required for the accreditation of U.S. medical schools by the Liaison Committee on Medical Education (LCME). The purpose of this policy is to outline the technical standards defined by the medical school as necessary for admission and required for completion of the medical education program.

## Related LCME Element

10.5 Technical Standards

## Policy

Applicants to Sidney Kimmel Medical College (SKMC) are selected based on academic credentials, extracurricular accomplishments, and personal characteristics critical for developing competent physicians. Additionally, certain minimum physical and cognitive abilities, defined here as technical standards, are deemed necessary to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study, participate fully in all aspects of medical training, and ensure patient safety.

As requirements for admission, promotion, and graduation, a candidate for the MD degree at SKMC must possess the abilities and skills to meet the technical standards listed below, with or without accommodations:

1. The ability to analyze, synthesize and solve problems, and reach diagnostic and therapeutic judgments.
2. Sufficient use of the senses of vision and hearing and somatic sensation necessary to perform a physical examination using observation, palpation, auscultation and percussion and the ability to execute motor movements reasonably required to provide both general patient care and emergency treatment.
3. The ability to relate to patients and to establish sensitive, professional relationships with patients.
4. The ability to work as an effective team member of the health care team.
5. The ability to communicate in writing and verbally with patients and medical colleagues with accuracy, clarity and efficiency in both routine and emergency conditions. Accommodation through use of a trained intermediary or other communications aide may be appropriate when this intermediary functions as an information conduit.
6. The ability to learn and perform certain laboratory and diagnostic procedures.
7. The ability to use good judgment in the assessment and treatment of patients.
8. The ability to accept criticism and to respond by appropriate modification of behavior.
9. No infectious disease which would prevent the performance of essential clinical activities required to complete the curriculum.

10. The perseverance, diligence and consistency to complete the medical school curriculum and to enter the independent practice of medicine.

Sidney Kimmel Medical College is committed to providing all students with opportunities to take full advantage of the educational and academic programs. The medical school recognizes that students with documented disabilities may require reasonable accommodations in order to achieve curricular objectives and to meet the technical standards listed above. Students who believe they require accommodations to meet medical program objectives and technical standards should contact Student Accessibility Services as early as possible.

### **Process for Monitoring**

All candidates who are accepted to the medical school are expected to review these technical standards and attest that they are capable of meeting them, with or without accommodation. Enrolled students will reaffirm their ability to meet the technical standards through an online attestation at the beginning of each curricular year.

*Governance: Curriculum Committee | Approved 7/13/2022*

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## **Timely Summative Assessment Policy**

### **Purpose**

This policy relates to LCME Element 9.8, which states: “A medical school has in place a system of fair and timely summative assessment of medical student achievement in each course and clerkship of the medical education program. Final grades are available within six weeks of the end of a course or clerkship.”

### **Overview**

SKMC is committed to the timely reporting of summative assessment. The following policy and procedures outline the mechanisms, oversight and monitoring for timely reporting of grades.

### **Related LCME Element**

9.8 Fair and Timely Summative Assessment

### **Policy**

1. Grades are expected within four (4) weeks after the completion of the course or clerkship.
2. Grades are considered late at 6 weeks after completion of the course or clerkship.
3. The end of course/clerkship is defined as completion of all course/clerkship components.

## Process for Monitoring

1. At 3 weeks after the completion of a course/clerkship, the Registrar will contact the Office of Assessment (Phase 1) or course/clerkship directors and Educational Coordinators (Phases 2 and 3) of the upcoming deadline.
2. At 4 weeks after the completion of a course/clerkship, the Registrar will provide the Educational Coordinators and Phase Director with a list of unsubmitted grades.
3. At 5 weeks after the completion of a course/clerkship, the Registrar will provide the Phase Director, Department Chair and Vice Dean for UME with a list of unsubmitted grades.
4. Repeated episodes of grade lateness will be reported to the Vice Dean for Academic Affairs and Undergraduate Medical Education, and potentially to the Department Chair and Dean.

*Governance: Curriculum Committee | Approved 11/16/2021*

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## USMLE Step 1 Examination Policy

### USMLE Step 1 Examination

Students are required to pass Step 1 of the United States Medical Licensing Examinations (USMLE) to be promoted to Phase 2 of the curriculum. Students are eligible to take USMLE Step 1 after all Phase 1 requirements have been successfully completed. A student with a grade of Fail or Incomplete in any Phase 1 course will not be permitted to take USMLE Step 1 until they have successfully remediated the grade of Fail or resolved the grade of Incomplete.

USMLE Step 1 must be taken prior to the first day of the Transition to Clerkships course in order to begin Phase 2 clinical clerkships on time. All students must take and pass the Transition to Clerkships (TTC) course to start any other Phase 2 coursework.

### Delay of USMLE Step 1

In certain circumstances, an extended study period and delay of USMLE Step 1 may be approved by the Office of Student Affairs and Career Counseling. If an extended study period is approved, the student must complete the Transition to Clerkships course, drop their first clinical rotation(s), and take USMLE Step 1 prior to starting clinical rotations. In order to start Phase 2 in the same academic year, a student with an approved USMLE Step 1 delay must take the exam **before the start of Block MA**.

A student who does not take USMLE Step 1 prior to Block MA will not be permitted to start Phase 2 until the following academic year and the student's Phase 2 schedule for the remainder of the current academic year will

be dropped. In this circumstance, the student will request a leave of absence for the remainder of the year. In order to begin Phase 2 clerkships in the following year, the student must take the USMLE Step 1 examination before the next Transition to Clerkships course and must repeat the Transition to Clerkships course. If the student takes USMLE Step 1 exam prior to the Phase 2 scheduling process in the fall, they will be permitted to participate in that scheduling process. If they have not taken the exam before the scheduling process, they will receive a Phase 2 schedule, based on slot availability, only after they have taken the USMLE Step 1 exam.

### **Failure of the USMLE Step 1**

Failure of USMLE Step 1 on the first attempt may result in one of the following Committee on Student Promotions (COSP) actions:

- Approval by COSP to take the USMLE Step 1 examination for a second time and placement in Academic Monitoring status, **OR**
- Academic dismissal from SKMC

Failure of the USMLE Step 1 examination on the second attempt may result in one of the following COSP actions:

- Approval by COSP to take the USMLE Step 1 examination for a third and final time and continued Academic Monitoring status, **OR**
- Academic dismissal from SKMC

Failure of the USMLE Step 1 Examination on the third attempt will result in academic dismissal from SKMC.

### **Academic process following a failed USMLE Step 1 examination**

When a failure of USMLE Step 1 is reported BEFORE a student has started Phase 2 clerkships, the following provisions will apply:

a) Regarding Phase 2 courses:

The students will complete the Transition to Clerkships course but will not start any other Phase 2 courses.

b) Regarding the duration of the absence for preparation for re-examination:

Students may request a study period of up to eight (8) weeks to prepare for and take a USMLE Step 1 re-examination without necessitating a leave of absence. After approval by the Office of Student Affairs & Career Counseling, any clerkships within that study period will be dropped from the student's schedule.

Any student who requires more than 8 weeks to prepare for and take a USMLE Step 1 re-examination will need to submit a request to COSP for a leave of absence. Please see the Leave of Absence policy for further details.

c) Regarding the return to Phase 2 curriculum:

In order to start Phase 2 in the same academic year, a student must take the USMLE Step 1 re-examination **before the start of Block MA**. Once the student re-takes the USMLE Step 1 Examination, they will return to Phase 2 to start their next scheduled clerkship rotation.

A student who does not take the USMLE Step 1 re-examination prior to starting Block MA will not be permitted to continue with Phase 2 and will re-start Phase 2 in its entirety in the following academic year. In this circumstance, a student must take the USMLE Step 1 examination by the next Transition to Clerkships course in order to begin Phase 2 in that following year. The student must also repeat the Transition to Clerkships course. If the student takes USMLE Step 1 exam prior to the Phase 2 scheduling process in the fall, they will be permitted to participate in that scheduling process. If they have not taken the exam before the scheduling process, they will receive a Phase 2 schedule, based on slot availability, only after they have taken the USMLE Step 1 exam.

Students permitted by COSP to take the USMLE Step 1 exam for a third time will receive a Phase 2 schedule for the following year only after they have passed the USMLE Step 1 re-examination.

When a failure of USMLE Step 1 is reported AFTER a student has already started a Phase 2 clerkship, the following provisions will apply:

a) Regarding the clerkship in which the student is enrolled:

The student may complete the clinical portion of the clerkship. If the student completes the clinical portion of the clerkship and the clerkship uses an OSCE assessment, the student will take the clerkship OSCE at its scheduled time. The student may choose to either take the NBME Subject Examination for the clerkship as scheduled or delay the clerkship examination until after they retake USMLE Step 1. This decision should be made with the guidance of the student's Student Affairs dean. If a student chooses to delay the NBME Subject examination, they will receive a grade of Incomplete for the clerkship. Please see the Phase 2 Grading policy for information about the deadline to remediate a grade of Incomplete.

Students who fail the USMLE Step 1 on the second attempt will immediately stop the clerkship in which they are enrolled. They will not receive credit for any portion of that clerkship.

b) Regarding the longitudinal Phase 2 courses:

The student will stop participation in the longitudinal courses, such as Dimensions of Clinical Medicine and Scholarly Inquiry, until after repeating USMLE Step 1. COSP will make a decision as to whether the student will receive credit for the work completed in such courses and thus receive a grade of Incomplete, or will need to repeat the entirety of these courses from the beginning.

c) Regarding the duration of the absence for preparation for re-examination:

Students may request a study period of up to eight (8) weeks to prepare for and take a USMLE Step 1 re-examination without necessitating a leave of absence. After approval by the Office of Student Affairs & Career Counseling, any clerkships within that study period will be dropped from the student's schedule. Any student who requires more than 8 weeks to prepare for and take a USMLE Step 1 re-examination will need to submit a request to COSP for a leave of absence. Please see Leave of Absence policy for further details.

d) Regarding the return to Phase 2 curriculum:

In order to start Phase 2 in the same academic year, a student must take the USMLE Step 1 re-examination **before the start of Block MC**. Once the student re-takes the USMLE Step 1 Examination, they will return to Phase 2 to start their next scheduled clerkship rotation.

A student who does not take the USMLE Step 1 re-examination prior to starting Block MC will not be permitted to continue with Phase 2 and will re-start Phase 2 in its entirety in the following academic year. In this circumstance, a student must take the USMLE Step 1 examination by the next Transition to Clerkships course in order to begin Phase 2 in that following year. The student must also repeat the Transition to Clerkships course. If the student takes USMLE Step 1 exam prior to the Phase 2 scheduling process in the fall, they will be permitted to participate in that scheduling process. If they have not taken the exam before the scheduling process, they will receive a Phase 2 schedule, based on slot availability, only after they have taken the USMLE Step 1 exam.

Students permitted by COSP to take the USMLE Step 1 exam for a third time will receive a Phase 2 schedule for the following year only after they have passed the USMLE Step 1 re-examination.

*Governance: Curriculum Committee & Committee on Student Promotions | V2 | Approved 6/17/2025 (CC)  
& 5/30/2025 (COSP)*

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## USMLE Step 2 CK Examination Policy

### USMLE Step 2 CK Examination

Students are eligible to take the USMLE Step 2 Clinical Knowledge (CK) Examination after all Phase 2 requirements have been successfully completed. A student with a grade of Fail, Conditional Pass, or Incomplete in any Phase 2 course or clerkship will not be permitted to take the USMLE Step 2 CK Examination until they have successfully remediated the grade of Fail or resolved the grade of Incomplete or Conditional Pass.

A student must receive a passing score on the USMLE Step 2 CK examination to satisfy graduation requirements. If a student has not obtained a passing grade on the USMLE Step 2 CK Examination by April of their graduation year, the residency program to which the student has matched will be notified.

A passing score on the USMLE Step 2 CK Examination is required for a student to participate in graduation ceremonies and for the student to receive their M.D. degree. Students requesting an exception to this policy, and with expected completion of requirements by July 1st of that year, must submit a written request to COSP no later than April 20th. A student who has not taken and passed the UMLE Step 2 CK examination prior to July 1 will be placed on an Administrative Leave of Absence until a passing score is received. Factors to be considered include compelling exigencies that may have precluded timely completion of these testing requirements. Students who are permitted to participate in graduation but who have not met all graduation requirements will be noted as such with an asterisk in the graduation program and will not be issued a diploma or have their degree conferred until a passing score is received.

Failure of the USMLE Step 2 CK examination at the first attempt may result in one of the following COSP actions:

- Permission to continue in the curriculum, Academic Monitoring status, and approval by COSP to take the USMLE Step 2 examination for a second time.
- Academic dismissal from SKMC

Failure of the USMLE Step 2 CK re-examination at the second attempt may result in the following COSP actions:

- Permission to continue in the curriculum, Academic Monitoring status, and approval by COSP to take the USMLE Step 2 examination for a third time.
- Academic dismissal from SKMC

Failure of the USMLE Step 2 CK Examination on the third attempt will result in Academic Dismissal.

*Governance: Curriculum Committee & Committee on Student Promotions | V2 | Approved 6/17/2025 (CC)  
& 5/30/2025 (COSP)*

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## Withdraws from the Sidney Kimmel Medical College Policy

Students seeking to withdraw from SKMC must first consult with their Dean in the Office of Student Affairs and Career Counseling. Once they have completed this step, if they want to withdraw from SKMC, they must submit a letter requesting to withdraw to the Committee on Student Promotions.

Any student who withdraws from the medical college and wishes to subsequently return within two calendar years must submit a letter with this request to the Committee on Student Promotions. This request must be

submitted by the 14th of the month, so that it may be added to the next COSP agenda, and evaluated by the committee, prior to the student's requested return date. Any and all such requests for readmission will be decided on by COSP on a case-by-case basis.

*Governance: Committee on Student Promotions / Version 3 / Approved 7/26/2022*

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# University Policies & Procedures

This section does not encompass all University policies and procedures. For a full list, [click here](#).

*Please note: the list below includes an introduction to each policy; click the title to review the policy online in its entirety.*

## [Academic Integrity](#)

Academic Integrity is the foundation of all Jefferson teaching, learning, and professional endeavors and is vital to advancing a culture of fairness, trust and respect. All members of the University community must maintain respect for the intellectual efforts of others and be honest in their own work, words and ideas.

## [Alcohol, Drugs, & Prohibited Substances](#)

Thomas Jefferson University (the “University”) expects all students to adhere to all federal, state or local laws regarding the unlawful possession, use or distribution of alcohol, drugs, and illegal substances.

## [Artificial Intelligence](#)

The use of Generative Artificial Intelligence (GAI) tools in a course is under the purview of the faculty in accordance with department, college and University policies and is documented in the course syllabus. The Generative Artificial Intelligence (GAI) Policy elaborates on the use of GAI in the University Academic Integrity Policy. Use of GAI beyond the approved instance and/or lacking appropriate citation is a violation of academic integrity.

## [Assistance Animals](#)

Jefferson University does not discriminate on the basis of disability. Jefferson University strives to maintain all local, state and federal standards in regard to individuals with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and the Fair Housing Act (FHA), Jefferson University accommodates persons with disabilities requiring the assistance of a qualified service or therapy animal.

### Chosen Name

Thomas Jefferson University recognizes that some members of our community use a name, gender, and pronoun other than their legal identifiers. Students are free to elect to have their chosen first name, gender identity and chosen pronoun appear in Thomas Jefferson University's system (subject to technical capacity) where the legal identifiers are not required.

### Community Standards

Thomas Jefferson University (the "University") is committed to providing an atmosphere of intellectual fulfillment where students can achieve academic success and personal growth. The Community Standards embody this commitment and establish certain guidelines to coordinate the interactions of individuals to create a safe living and learning environment. Students are responsible for knowing their rights and responsibilities as stated within the Community Standards, and bear responsibility for their own conduct.

### Covid-19 Vaccination Advisory

The University advises students who are enrolled in programs with clinical or experiential learning requirements (i.e., activities involving patient exposure or activities within a healthcare or experiential learning facility) that it is likely that host facilities will require the COVID-19 vaccine prior to participation in clinical learning. Accordingly, failure to get the vaccine may impede the academic program's ability to secure clinical placements for students who are not vaccinated, which will impact their progression to degree completion.

### Disability Accommodations

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs.

### FERPA - Student Record Access & Confidentiality

This policy addresses Thomas Jefferson University's adherence to the Family Educational Rights and Privacy Act (FERPA) of 1974 and includes references to all educational records, the processes to ensure timely and appropriate access by students to their own records, and security measures to ensure that student records remain confidential, as required, with the exception of directory information.

### [Flu Vaccination Policy](#)

Since annual influenza vaccination is the most effective method for preventing influenza virus infection and its complications and transmission of influenza is a recognized risk to healthcare workers in healthcare facilities, the annual seasonal influenza vaccine is provided free of charge to all Thomas Jefferson University and its controlled affiliates' employees, students and volunteers.

### [Grievance Procedure](#)

All students in the Thomas Jefferson University community have the right to express a grievance when they allege they have been treated in a manner not consistent with the community standards at the university. A grievance may involve a violation of university policy or procedure or improper, unfair, or arbitrary treatment. Students wishing to file a grievance against a faculty member, staff member, or administrator should seek counsel from the Grievance Officer.

### [Health Insurance Policy](#)

All matriculated students are required to have health insurance and must complete the enrollment/waiver process for each academic year. If students have health insurance through another provider, such coverage must meet the stated minimum requirements set forth in the policy linked above to qualify for a waiver. If students do not have coverage through another provider that meets the minimum requirements, then they will be enrolled in the University-sponsored student health insurance plan. Once enrolled, there are no refunds or cancellations after the deadline, except for ineligibility or entry into the armed forces. The Policy is a non-renewable one-year term policy and does not guarantee enrollment in the next policy year.

### [Human Subjects Policy](#)

Faculty, staff and students at Thomas Jefferson University are occasionally involved in the conduct of research involving human subjects. Any research conducted under the auspices of Thomas Jefferson University must protect the rights of human subjects and requires approval from the University's Institutional Review Board (IRB).

### [Inclement Weather Policy](#)

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of Thomas Jefferson University not to cancel classes. However, if on campus sessions are not possible, students will receive a JeffALERT or can check the university website confirming on campus sessions have been cancelled. In this situation students are responsible for checking their university email and/or Canvas for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

### [JEFFAlert Emergency Notification System](#)

With JeffALERT, the University can send simultaneous alerts in minutes through text messaging, voicemail and email to numerous devices such as cellular phones, landline phones, fax machines and PDAs. It is important that students keep their contact information current so that they can be properly notified during an emergency. For detailed information about the JeffALERT Emergency Notification System, please visit the [JeffALERT website](#).

### [Occupational Exposure to Blood & Body Fluids](#)

Students who are exposed to another persons' blood or body fluids during the course of their clinical rotations or lab should report to Jefferson Occupational Health Network (JOHN) as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson's Emergency Department.

### [Sex & Gender-Based Misconduct Policy](#)

Jefferson is committed to fostering a safe living and learning environment for all members of the University community. This includes freedom from any form of discrimination or harassment.

### [Social Media Policy](#)

Thomas Jefferson University is a diverse community of learning. To foster the best educational environment for all members of the community, each member should strive to cultivate personal practices that facilitate a constructive and respectful atmosphere as social media platforms are public spaces.

### [Student Emergency Contact Information](#)

Thomas Jefferson University has an obligation to be able to contact a student and/or a designated contact person in case of an emergency or other situation affecting the welfare of the student.

### [Student Identification Cards](#)

All students are issued photo identification cards to be carried at all times on campus. If a student's identification card is lost or damaged, replacement cards can be secured for a fee by contacting [Photo ID Services](#).

### [Student Religious Observance Policy](#)

Students have a right to observe their recognized religious holiday without being academically penalized for absence, test or assignment due on the same day as the holiday. Students are responsible to communicate about their need for accommodation and together, student and faculty share responsibility to satisfactorily resolve a missed class, assignment or test which occurs on the day of a religious observance.

### Tobacco Free Environment

As an academic medical center and leader in the health care community, Jefferson recognizes that smoking is a health hazard. Thus, Jefferson has adopted a policy for the maintenance of a tobacco-free environment and a tobacco-free hiring policy. All tobacco use is prohibited on the Jefferson Campus.

### Tuition & University Fees Refund Policy

#### **Tuition Prorated Policy for SKMC**

When a SKMC student returns from Leave of Absence, and it does not correspond to the start of a semester, their tuition will be prorated based on the percent of the semester the student will complete (see below).

<b>Percent of Tuition Due</b>	<b>Percent of the Number of Term calendar days enrolled divided by the total number of calendar days of the academic year enrollment period</b>
100%	91 or more%
90%	81-90%
80%	71-80%
70%	61-70%
60%	51-60%
50%	41-50%
40%	31-40%
30%	21-30%
20%	11-20%
10%	10 or less%

Transitions to Clerkship (TTC) Course in Phase 2 is a one-week course required of all students before starting clinical clerkships. Transitions to Clerkship is not a billed course and, therefore, if the student returns only for this course in a semester, there is no charge for that week.

Gateway to Internship in Phase 3 is a total of four weeks, divided into two parts (Gateway A and Gateway B).

Gateway to Internship is not a billed course and, therefore, if the student returns only for Gateway to Internship in a semester, there is no charge for that week.

#### ***Repeated Year Tuition Discount***

Students who are required by COSP to repeat a year of the Phase 1 curriculum will be charged 40% of the tuition for that academic year. Students can only receive one year of discounted tuition.

Students who are required by COSP to repeat Phase 2 or 3 are not eligible for discounted tuition.

Students who take a leave of absence in the middle of an academic year are given a refund for the portion of the academic semester not completed in accordance with the University tuition refund policy.

In Phase 1, in the event a student takes a leave of absence and returns to restart that semester or year, a repeat discount is not given for choosing to repeat a semester or when returning to restart a semester previously not completed. Students who return in the middle of a clinical year (Phase 2 or 3) are charged a prorated tuition amount based on the percent of the semester they will be completing.

### [Use of Electronic Recording Devices](#)

These guidelines apply to any electronic or other recording device, including but not limited to cellular telephones, digital cameras, stand-alone video cameras, Internet accessible webcams, video recorders, audio recorders, and software designed to monitor computer use by a specific user.

### [Weapons Policy](#)

The purpose of this policy is to ensure the safety and protection of all students, employees, patients, contractors, and visitors to Thomas Jefferson University and Jefferson Health campuses.

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# Learning Environment

Sidney Kimmel Medical College values all learners and educators and promotes a learning environment where they feel supported, challenged, valued and respected. Our mission is to enhance and to continue improve upon all the elements that contribute to an outstanding learning environment at Jefferson and partnering with all our affiliates. Experience and research have taught that each learner and teacher have the power to contribute in a meaningful way to a positive learning environment and, conversely, that anyone can also damage or negatively impact that environment. And with that power comes the ability to create and sustain a positive learning environment.

Jefferson offers opportunities to recognize excellence and to report concerns. You can be a part of making the Jefferson learning environment the best it can be! Below you will find easy reporting links for teaching excellence and any concerns with student mistreatment. There is zero tolerance for student mistreatment and any concerns can be addressed through [this form](#). Respectful feedback allows each of us to thrive in a respectful culture.

## How Do I Voice Learning Environment Concerns or Ideas?

### Quick Tools for Handling & Responding to Inappropriate Comments in the Clinical Environment

#### *Inappropriate Happens*

By Patients and Visitors

Inappropriate remarks by patients and their visitors can happen in the clinical environment. It is important to address them in real time. To fail to address them in the moment gives tacit permission to whoever said them and does not support learners.

By Faculty and Staff and Students

Faculty and staff may also make inappropriate comments that may be questionable or, at times, objectionable. Students are encouraged to address or query these comments, if appropriate, when they are made. If the comments cannot be addressed directly, students should reach out for support and next steps through [the website](#) or to Dr. John Spandorfer ([John.Spandorfer@Jefferson.edu](mailto:John.Spandorfer@Jefferson.edu)).

#### *Uncomfortable Happens*

Inappropriate remarks by patients and their visitors impact both learners and providers alike and creates discomfort along with other reactions. It's important to respond appropriately as well as acknowledge and process those feelings and reactions.

## Student Professional Conduct Committee

The Student Professional Conduct Committee (Student PCC) at SKMC is a student-run organization that helps maintain medical professionalism and honorable behavior within the SKMC community. The Student PCC consists of five students from each matriculating class and can be contacted at [jeffpcc@gmail.com](mailto:jeffpcc@gmail.com).

### *Mission Statement*

The purpose of the Student PCC is to help promote medical professionalism within SKMC's student body. The Student PCC confidentially addresses all matters of professionalism pertaining to students brought to its attention, with the goal of providing assistance to students, faculty and the medical school.

Although students, faculty, and administration may proceed directly to the Office of Student Affairs, it is hoped that the Student PCC will be utilized as an initial step for professionalism matters related to students. Student PCC members can meet with students to discuss and provide guidance about professionalism concerns, and minor professionalism issues may be resolved confidentially by the Student PCC in this manner. However, any matters involving possible serious misconduct will be referred promptly to the Office of Student Affairs or Community Standards Boards for appropriate investigation and action. The Student PCC is not involved in disciplinary decisions, as it is not a disciplinary body and does not function as such. If the Student PCC determines that a violation of student rights, freedoms, and responsibilities (as defined in the Student Handbook) may be present, the matter will be referred to as delineated therein.

A primary goal of the Student PCC is to ensure that every SKMC student feels comfortable approaching one of the Student PCC representatives of their class to discuss matters of medical professionalism within the student body. The Student PCC aims to resolve medical professionalism issues brought forth by students, faculty and administration in a confidential and supportive manner.

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# Student Affairs & Career Counseling

The Office of Student Affairs and Career Planning supports students in the following areas:

- Career Planning
- Professional Development
- Academic Support
- Community Engagement
- Student Experience
- Residency Preparation
- Student Wellbeing
- Personal Advising

## Career Planning

There are a number of resources available to students as they seek counseling for career planning, residency training, and assistance with the application process. The deans in the Office of Student Affairs and Career Counseling (OSACC) are available to provide individualized guidance and advice to each student regarding career selection. All students are required to meet at least annually with their assigned dean of Student Affairs to discuss career planning. Additionally, the Deans in the OSACC hold large- and small-group sessions as well as class meetings throughout each year and correspond regularly with students through email and Canvas. In addition, students utilize MD Compass, a career planning resource developed by the deans in the OSACC in collaboration with MD Compass student leaders. These sessions and workshops offered through the OSACC are designed to help students make informed career choices. Students also work with specialty-specific advisors from the clinical departments during Phase 2 and 3 to augment the career advising provided by the Student Affairs deans. The Office of Student Affairs and MD Compass Canvas sites provide links to career exploration, choosing a specialty, instructions on residency planning, timelines, contact information for Jefferson residency directors, as well as specific information regarding electronic residency application and matching services.

## Student Support Services

### Office of Student Affairs and Career Counseling

The goal of the Office of Student Affairs and Career Counseling (OSACC) is to be available for academic, career, and personal advising, as well as to advocate for student needs and improve student access to university resources. The office is located in the College Building, 1025 Walnut Street, Suite 116 and is open from 8:00 a.m. to 5:00 p.m. The number for the OSACC is (215) 503-6988 during business hours, with on-call access for emergencies after hours.

### Academic Advising

The OSACC maintains a proactive stance regarding student academic performance. The deans in the Office of Student Affairs and Career Counseling work closely with the Director of Academic Success, as well as with phase/course directors and others in the Office for Academic Affairs/Undergraduate Medical Education, to provide assistance to students with academic concerns or difficulty.

### Student Counseling

The Student Counseling Center (SCC) offers confidential and accessible contact with a mental health professional to discuss personal and academic concerns. The psychiatrists and therapists of the SCC are available to address a variety of concerns including, but not exclusive to, stress management, problems with personal or family relationships, feelings of depression or anxiety, and issues involving eating disorders or substance abuse. Students can contact the Student Counseling Center directly and confidentially at 215-955-HELP or at 215-503-2817 to set up an appointment. If there is an after-hours emergency, students should go to the Thomas Jefferson University Hospital Emergency Room (located in the Main Hospital Building at 10th and Sansom Streets, 215-955-6840) and ask to speak to the psychiatrist on call.

## Criminal Background Checks & Drug Testing

Participation in clinical experiences and rotations is a required part of the curriculum and a requirement for graduation. A clinical site may require drug testing and/or a criminal background check and/ or child abuse check in order to permit participation. Clinical sites may deny a student's participation in a clinical experience or rotation because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in a delay of graduation or in the inability to graduate from the program. All students will be required to undergo Criminal Background Checks in order to provide patient care.

## Crisis Response Guideline for SKMC Students

In order to assure the most efficient and appropriate communication amongst college/university personnel in the event of a specific student crisis, the following guidelines should be used:

Any student event can activate the student crisis response. Any member of the college/university who witnesses or hears about an event should notify the designated Student Affairs and Career Counseling official and/or Security. Events include, but are not limited to, injury/illness/hospitalization, psychiatric episodes (including attempted suicide), assault, disappearance, housing disturbance, unprofessional behavior or death of a student.

To reach Jefferson Security:

Business Hours and After Hours: 215-955-8888 (or 811 from campus phone)

To reach Sidney Kimmel Medical College Office of Student Affairs and Career Counseling in an emergency:

Business Hours: 215-503-6988

After Hours (on-call): 215-503-6988, follow the prompt for after-hours emergencies

## Health Insurance

As an academic health center, Jefferson requires all matriculated students to have health insurance, and to complete the enrollment/waiver process for each academic year. If you have health insurance through another provider, it must meet the stated minimum requirements to qualify for a waiver. If you do not have coverage through another provider that meets the minimum requirements, then you must enroll in the College-sponsored student health insurance plan. Once enrolled, the plan will be in effect for the entire academic year. You may only terminate the insurance coverage if you have a qualifying life change event. Information about health insurance coverage can be found at: <https://www.universityhealthplans.com/Jefferson>.

### Dental Insurance

*Optional* dental insurance is available for matriculated students at Thomas Jefferson University. Information can be found at: <https://www.universityhealthplans.com/Jefferson>.

### Disability Insurance

Disability insurance is provided to all SKMC medical students as part of their tuition package. The insurance provides coverage in the event of a disability due to a sickness or injury, with the option to continue coverage upon graduation.

# Student Financial Aid

The following information, as well as additional details and forms can be accessed at the [Financial Aid website](#).

The primary responsibility for financing the cost of medical education rests with the student and their family.

However, it is recognized that increasing numbers of students and their families are unable to meet the costs of a medical education without some type of assistance.

The demonstration of need is the key factor in all financial aid awards. Determination of need is based upon a confidential analysis of information provided to the Financial Aid Office via the Financial Aid Supplemental Application and the parent federal tax return for the specified year.

When need is established and the resources of the student and family are clearly identified, the student is directed to obtain a minimum of \$10,000 in the Federal Direct Unsubsidized Loan. If need exists beyond this program, then the Medical College will attempt to meet a portion of this need from programs such as Jefferson's loan and scholarship/grant funds. If funds are available, students demonstrating exceptional financial need (as defined by Health and Human Services) may also be considered for funding under the Loans for Disadvantaged Students (LDS) and Primary Care (PCL) Loan program. The University Office of Student Financial Aid also offers students information about alternative funding options offered via federal, public and private agencies. Eligibility for all forms of financial aid is determined on an annual basis and therefore a complete financial aid application must be submitted every year. All awards are contingent upon the availability of funding.

If a student demonstrates financial need, but is ineligible for federal grants or loans due to default on a prior educational loan and/or a negative credit rating, Sidney Kimmel Medical College will not commit institutional funds to remedy the default or negative credit status, or to compensate for the ineligibility for federal funds. The student is ultimately responsible for resolving all problems involving loan delinquencies, defaults, and/or any other circumstances that would result in the student being ineligible to borrow through any federal loan program. Financial aid programs administered by the University are subject to change or termination at any time without notice or obligation.

## Application Procedures

These instructions should be followed by all SKMC students. However, only currently enrolled and officially accepted students may complete the online Banner Financial Aid application material.

In completing this process, students are reminded of the following:

The submission of online application material certifies that the information is true and accurate to the best of your knowledge. If, after completing a segment of the application process, you find that the information has changed, you will need to submit corrections directly to the University Office of Student Financial Aid. All updates should be emailed to [financial.aid@jefferson.edu](mailto:financial.aid@jefferson.edu).

## What Documents Must be Completed?

If you are applying for Institutional Aid, in addition to applying for Federal Direct, Federal Graduate PLUS and/or Private Alternative Loan Funding, then you must submit the following items:

- 2025-2026 Free Application for Federal Student Aid (FAFSA). To complete the FAFSA online go to <https://studentaid.gov/h/apply-for-aid/fafsa> (FAFSA Code **010021**);
  - The 2025-2026 FAFSA uses 2023 Federal Tax Return information.
- 2025-2026 Financial Aid Supplemental Application, located on Banner Web. Parent financial questions must be completed if you wish to apply for institutional loans or scholarships.
- **A signed copy of YOUR PARENTS' 2023 Federal Income Tax Return.** If your parent(s) did not and will not file a 2023 Federal Income Tax Return, then they must complete the Non-filing Statement located on Banner Web. If your parent(s) file a non-US/international tax return equivalent, a copy of this document with a conversion of all income to US dollars.

If you are NOT applying for Institutional Scholarships and Loans, and are choosing to apply for only Federal Direct, Federal Graduate PLUS and/or Private Alternative Loan Funding then you must submit all of the items outlined above, omitting the requirement for the parent tax return. Additionally, on the Financial Aid Supplemental Application, complete all leading questions and where applicable, indicate your confirmation of NOT applying for Institution Aid, and understanding that by not submitting the required parental information, you will not be considered for university financial aid. All subsequent questions on the Financial Aid Supplemental Application regarding parent financial information will be skipped.

## Additional Documents

In addition to the application requirements outlined above, you may need to submit supplemental documents if you are:

- Applying for Federal Work Study, then you must complete the Federal Work Study Application on Banner Web.

- If you are a first-year Student (2025-2026 will be the first academic year in which you are enrolled at Sidney Kimmel Medical College), then you must complete:
  - A Federal Direct Master Promissory Note (MPN) with the Federal Direct Loan program at <https://studentaid.gov/mpn/>. Please use the generic **Thomas Jefferson University** as the school code.
  - Entrance Counseling (sometimes referred to as an Entrance Interview). Entrance Counseling is required by federal mandate. Students can complete the online counseling “quiz” at <https://studentaid.gov/entrance-counseling/>.

**\*\*Note:** When asked to input your college, you must choose the generic 'Thomas Jefferson University' option. Do NOT choose “Kimmel Med” or other subdivision of Thomas Jefferson University. Additional information covering federal loans is available at <https://studentaid.gov/understand-aid/types/loans>.

If you have questions about the application process, please feel free to contact the University Office of Student Financial Aid at (215) 955-2867 or at [financial.aid@jefferson.edu](mailto:financial.aid@jefferson.edu).

## Satisfactory Academic Progress

For the purpose of student eligibility for financial assistance under the programs governed by Title IV of the Higher Education Act of 1965 as amended, Sidney Kimmel Medical College has established the following standards for measuring whether a student, who is otherwise eligible to receive Title IV funds, is maintaining satisfactory academic progress. These standards apply to all students enrolled in Sidney Kimmel Medical College.

## Grades

A student must complete all required courses and the required number of electives with a passing grade. Minimum passing grades for the different segments of the curriculum are defined in the College Catalog.

## Maximum Time Frame & Special Policies in Regard to Course Incompletes, Withdraws, and Repetitions

[Committee on Student Promotions](#)

## Notification

The Financial Aid Office will notify, in writing, any student receiving financial assistance who does not meet the requirements for satisfactory progress and is not eligible to receive Title IV funds.

## Appeal Procedures

If a student is determined not to be making satisfactory academic progress, resulting in ineligibility for financial assistance under the Title IV programs, the student may appeal to the Director of Financial Aid.

## Reinstatement

After termination from aid, a student may be considered for Title IV aid at the beginning of the next academic year.

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# Facilities & Services

## [Department of Public Safety - Center City](#)

The Security Department is called upon daily to perform a variety of specialized services for both the University and the Hospital. Whether a student, faculty or visitor, Thomas Jefferson University places a high priority on your personal safety.

## [University Office of the Registrar](#)

The Registrar's Office at Thomas Jefferson University assists students and faculty with registration, course scheduling, academic calendar maintenance, enrollment issues, and the graduation process. The office also helps students with degree verifications, transcript processing, and other administrative functions after they are no longer enrolled.

## [Tuition & Financial Aid](#)

The Financial Aid Office at Thomas Jefferson University assists students in securing federal, state, institutional and private funding to help meet the cost of education at Jefferson.

## [Jefferson Occupational Health Network \(JOHN\)](#)

The primary activities of the Jefferson Occupational Health Network for Employees & Students (formerly University Health Services) is to provide the highest standard of medical care for students, occupational health services for employees and immunization screenings for volunteers of Jefferson.

## [Health & Wellness](#)

At Jefferson, we want our students to be physically, mentally and spiritually healthy. Our various health and wellness resources make it easy to stay on top of your health. Whether you need counseling, a doctor visit, a place to work out, or spiritual leadership, we are here to help you take care of yourself.

## [JeffSecure Emergency Fund](#)

The JeffSecure emergency fund is intended to provide matriculated Jefferson students with short-term financial assistance in the event of unforeseen and unavoidable emergency expenses.

### [Scott Memorial Library](#)

The mission of the Scott Memorial Library is to improve lives by strengthening the educational, research, and clinical activities of the Thomas Jefferson University and Thomas Jefferson University Hospital communities.

### [Accessibility Services](#)

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Thomas Jefferson University will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all University sponsored activities and programs.

### [Jefferson Campus Stores](#)

The Jefferson Campus Stores are proud to provide our students, staff, faculty, and alumni with a wide range of quality products. We exist to serve Thomas Jefferson University and Jefferson Hospitals by providing products and services to support teaching, research, and outreach.

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# Student Life

## [Life at Jefferson](#)

Includes overviews on and links to the following: Housing & Dining, Activities & Organizations, Athletics & Recreation, Leadership & Community Service, City Life, Department of Public Safety, Student Resources & Services, Health & Wellness, JeffSecure Emergency Fund, and Consumer Information Disclosures.

## [Office of Student Life & Engagement](#)

The Office of Student Life & Engagement (OSLE) is the home of student activities, student organization management, and university orientation programs for new students.

## [Student Organizations](#)

The Office of Student Life & Engagement aims to support and engage with our more than 100 student organizations here at Thomas Jefferson University. Annually, the Office of Student Life & Engagement publishes two main documents: the Student Organization Manual and the Student Organization Directory.

## [Jefferson Humanities & Health](#)

Jefferson Humanities & Health supports student engagement in the arts and humanities to promote essential skills related to healthcare including close observation, critical thinking, communication and empathy.

## [Office of International Services](#)

The Office of International Services (OIS) works with all departments and individuals to facilitate exchange and to offer guidance to all our international audience.

## [Photo IDs, Commuter Services, & Campus Currency](#)

Click the link above for information on photo identification badges, commuter services, and campus currency.

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