



University of Colorado Anschutz

School of Medicine

TREK CURRICULUM FOR

Class of 2027

Class of 2028

Class of 2029

Class of 2030

This handbook is not intended to, and does not, constitute a contract, either expressed or implied, between the University of Colorado Anschutz School of Medicine, and any student. The University reserves the right, at its sole discretion and at any time, to modify, amend, delete, or add to the policies, procedures, or other provisions contained herein.

The policies and statements set forth in this handbook are intended to serve as general guidelines rather than binding or absolute rules. The University reserves the right to make exceptions or grant deviations from these policies when, in its judgment, circumstances warrant such action.

In the event of a conflict between this handbook and any other University or School of Medicine policy, publication, or governing document, the most current version of the applicable policy or handbook shall govern.

The policies described in this handbook apply to all medical students, including those enrolled in dual-degree programs, regardless of enrollment status.

Specific curriculum requirements for each phase are outlined in the corresponding phase handbooks and should be consulted accordingly.

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1. Introduction/Purpose of the Document

Revised annually, this document (aka “The Student Handbook”) seeks to provide students with all the policies and procedures affecting students at the University of Colorado Anschutz School of Medicine (CUSOM). This document provides a “topographical map” of some key educational “landmarks” (aka policies), including promotion, grading, attendance, codes of conduct and clinical requirements. This document “orients” a student on how to approach a question or issue (e.g., who to speak to, how to initiate a process). There are twelve main sections to this document. The first section is this introduction. The following sections are described and summarized below:

Section 2: Curriculum Structure and Leadership – This section focuses on how we treat each other in order to create a climate that supports learning by all, including our Teacher-Learner Agreement, lapses in enacting this agreement, absence, and evaluation obligations.

Section 3: Learning Environment – This section focuses on how we treat each other in order to create a climate that supports learning by all, including our Teacher-Learner Agreement, lapses in enacting this agreement, absence, and evaluation obligations.

Section 4: Medical Education Continuous Quality Improvement – This section provides guidance on feedback both provided and required.

Section 5: Requirements for Advancement and Graduation: This section describes the technical standards needed for admission, as well as the specific requirements for promotion from one phase to the next and the graduation requirements.

Section 6: Due Process Committees: This section covers the Student Promotions Committee and its subcommittees which include the Trek Progress Committee and the Student Professionalism Committee. It also discusses the educational handoff that will occur for some students led by the progress committee. Finally, it discusses the Medical Student Honor Council and the Student Impairment Policy.

Section 7: Assessment and Grading: This section covers assessment and grading policies and processes. This section covers the grading system, timely access to grades, narrative and formative feedback, academic misconduct, and the Medical Student Performance Evaluation (MSPE).

Section 8: Academic Rights and Appeals: This section addresses student privacy and student access to their own academic files.

Section 9: Equal Opportunities, Accommodations, and Non-Discrimination: This section covers these three topics.

Section 10: Scheduling, Attendance, and Leave: This section covers the policies around absences by phase. It covers adding, withdrawing, or dropping a course. It also covers curricular pause, dual degree programs, additional degree and scholar’s year timing policy, limitations on course registration, and tuition and financial aid.

Section 11: Administrative and Operational Policies: This section covers other administrative policies and procedures including Longitudinal Intergraded Clerkships (LIC) match, LIC move policy, Clerkship Site Assignment Policy, Campus Transfer Policy, Duty Hours Policy, Off-cycle LIC policy and security, student safety, and disaster preparedness.

Section 12: Clinical Education Policies: This section combines a variety of policies, including student privacy, clinical requirements, malpractice, workers’ compensation and health insurance, and guidelines for shadowing and other clinical experiences.

To the extent possible, we have tried to make this a reader-friendly document that allows efficient access to its content.

Abbreviations of Terms Used in this Handbook: [Campus Resources: Acronyms](#)

CUSOM Trek Curriculum Phases

Pre-Clerkship	Plains	Phase I	Year 1
Clerkship	Foothills	Phase II	Year 2
Post-clerkship	Alpine-Summit	Phase III	Years 3 & 4

2. Curriculum Structure and Leadership

Structure of the Curriculum

The curriculum consists of three longitudinal pillars of medical science, clinical science, and health & society that are taught in developmental phases: The Plains, the Foothills, and the Alpine-Summit. Please see [MD Degree Curriculum Overview](#) for more information.

The **Plains Curriculum** comprises the first 12 months of medical education. These 12 months are separated into ten organ system-based courses, each integrating foundational medical sciences, clinical sciences, and health & society concepts. Students are enrolled in a longitudinal Traverse course, which is ultimately 5 weeks in length, and course activities occur every 6-10 weeks, between certain courses; these weeks focus on assessments, reflection, coaching, and well-being. Students also participate in two Inter-professional Education Foundational courses integrated throughout the Plains curriculum as well as a Mentoring & Scholarly Activity longitudinal course. The medical science, clinical science, and health & society pillars are integrated into all Plains courses.

The **Foothills Curriculum** follows the Plains and a short summer break. This is the clerkship phase of the curriculum that further integrates the pillars in a Longitudinal Integrated Clerkship (LIC) format over 11 months. It provides intensive clinical experiences in hospitals, emergency and operating rooms, and community, rural, and/or urban clinics, complemented by classroom sessions highlighting all curricular pillars.

The **Alpine-Summit Curriculum** encompasses the 20 months following the Foothills before graduation. This phase starts with a semester of Advanced Science Courses that integrate advanced clinical experiences with advanced science learning. This is followed by USMLE protected study and exam time. Then, students complete an individualized learning plan, consisting of an Acting Internship and other required and elective clinical and non-clinical experiences with the goals of deepening their knowledge and skills as well-rounded physicians-in-training, choosing, and preparing for their chosen residency and enhancing their ability to positively transform the health of their future community beyond their direct clinical practice.

Students participate in longitudinal elements throughout the 4-year curriculum, such as mentored scholarly activity and basecamps. In the Foothills and Alpine-Summit, students complete longitudinal requirements and experiences related to professional identity formation and career development, 1–4-week Basecamps to help them complement and consolidate prior learning and prepare for the next phase of learning, and Mentored Scholarly Activity, which expands upon students' work in the Plains with the opportunity to work closely with a faculty mentor on a project of mutual interest across all four years.

Authority and responsibility of Courses/Clerkships

The curriculum consists of Courses and Clerkships. Courses may consist of non-clinical activities, clinical activities, or both clinical and non-clinical activities. In Plains, there are ten major organ system-based courses that integrate medical science, clinical science, and health & society concepts in addition to both interprofessional education courses and the longitudinal Traverse and Mentoring & Scholarly Activity courses. During the Foothills, each student completes a longitudinal integrated clerkship (LIC) comprised of seven clinical

courses and an LIC course inclusive of non-clinical elements. During the Alpine, students complete an individualized schedule of Courses and Clerkships as well as other required Courses such as Basecamps.

The director and/or co-director for each required Course and Clerkship have overall responsibility and authority for its conduct. The directors represent the School of Medicine in the design and presentation of the specific curricular content for each Course or Clerkship. Each director or designee is expected to present the overall goals and objectives, requirements of enrolled students, and grading policies to the students at the beginning of the Course or Clerkship. All Courses in the Plains are graded Pass/Fail and utilize a grading committee to determine final grades and/or other actions. All required Longitudinal Integrated Clerkships (LIC) in the Foothills utilize a grading committee to determine final grades. In the Alpine, students are allowed to take courses at institutions other than the CUSOM. For these away courses, the School of Medicine course director assigns the final grade after reviewing the evaluation and recommended grade from the faculty who have supervised the student at the host institution.

A list of the director(s) for the required curricular courses and clerkships along with their contact information is found on the course Canvas pages.

Curriculum Committees

The Curriculum Steering Committee (CSC) is charged with oversight of the entire curriculum and its evolution and continuous quality improvement, guided by systematic evaluation of the entire curriculum. The CSC is also charged with ensuring that the curriculum meets the goals and objectives of the School of Medicine mission, recognizing that these objectives are derived from the knowledge, experience, and commitment of the faculty. Thus, the CSC codifies and guides the development and implementation of educational goals and objectives for the MD degree, recognizing that these educational goals and objectives must be defined by the faculty. With appropriate faculty input, the CSC:

- Guides reviews and approve courses, curricular content, and educational formats.
- Conducts systematic reviews of the whole curriculum, and at the phase and course levels on a rotating schedule.
- Establishes the evaluation procedures for curriculum, student, and faculty assessment which focuses on achieving specific curricular outcomes associated with graduating superior physicians.
- Reviews and amends educational policies.
- Provides institutional oversight for the review, approval, and implementation of curricular changes. The CSC collaborates with Assistant Deans across the Pre-Clerkship, Clerkship, and Post-clerkship phases; pillar directors; curriculum development faculty; and other Undergraduate Medical Education (UME) subcommittees to evaluate proposed changes, guide revisions, monitor implementation, and ensure alignment with program objectives and accreditation standards. Through this process, the CSC promotes coordination across the curriculum and supports continuous quality improvement.
- Student class and campus student representatives sit on the committee as voting members and report back to the Medical Student Council (MSC)
- The CSC reports periodically to the Faculty Senate.
- The CSC has several subcommittees represented in the table below:

CSC Trek Curriculum Subcommittees	
UME Leadership Meeting - Oversees and manages the undergraduate medical education program. Coordinates curriculum development and instruction. Issues charges to and acts on recommendations to CSC from various subcommittees.	Chair: Executive Vice Dean of Education
Plains Phase - Oversees curricular content, instructional delivery, and management of educational policies in courses occurring during the Plains Pre-Clerkship phase of the curriculum.	Chair: Associate Dean of Medical Education, Pre-Clerkship
Foothills Phase - Oversees curricular content, instructional delivery, and management of educational policies in required Longitudinal Integrated Clerkships (LIC) during the Foothills clerkship phase of the curriculum.	Chair: Assistant Dean of Medical Education, Clerkship
Alpine-Summit Phase - Oversees curricular content, instructional delivery, and management of educational policies in Alpine-Summit Phases, electives, and Capstone in the post-clerkship phase.	Chair: Assistant Dean of Medical Education, Alpine-Summit
Health & Society Pillar - Oversees curricular content, instructional delivery, and management of educational policies in the Health & Society curriculum throughout all four years. Oversees case-based curricular materials to ensure they represent the diversity of the people and communities CU SOM serves, do not perpetuate stereotypes, and respect patients as individuals within a socioecological context. (Includes Courses, IPE, and Global Health Track)	Chair: Director of Health & Society
Medical Science Pillar- Oversees curricular content, instructional delivery, and management of educational policies regarding Basic Medical Science curriculum throughout all four years. (Includes Medical Science Content Directors, Radiology)	Chair: Director of Medical Science
Clinical Science Pillar- Oversees curricular content, instructional delivery, assessment, and policies regarding clinical content across 4 years of curriculum (includes clinical content directors)	Chair: Director of Clinical Science
Assessment, Evaluations, & Outcomes (AEO) - Coordinates assessment and evaluation across all phases of the curriculum; focuses on program outcomes and graduation requirements. Defines student assessment and evaluation methods and policies for the overall education program and for its individual components. Also includes Information Strategy and Services (ISS) & Instructional Technology that oversees information technology, data management, and instructional technology and manages IT policies for the education program.	Chair: Associate Dean of Medical Education, Assessment, Evaluation, and Outcomes

Membership of Trek Curriculum Subcommittees: Each standing Undergraduate Medical Education (UME) subcommittee shall consist of a chair who is a member of the Curriculum Steering Committee, faculty members, a student representative, ex-officio faculty members, and a staff member. The chair(s) of the Curriculum Steering Committee will be responsible for the assignment of faculty members, students, and staff to subcommittees.

Student representatives to courses and committees

Elected by their peers or selected by an application process, student representatives from each class year sit on each of the curriculum subcommittees described above. Student representatives are full voting members of each committee and represent the student perspective during meetings. Each class may select up to four representatives, depending on the committee, who share one vote representing that class year. The [Medical Student Council](#) (MSC) manages the selection of representatives.

Curricular Leadership

Executive Vice Dean of Education	Shanta Zimmer, MD	Shanta.Zimmer@cuanschutz.edu
Associate Dean of Medical Education, Assessment, Evaluation & Outcomes	Tai Lockspeiser, MD, MHPE	Tai.Lockspeiser@cuanschutz.edu
Associate Dean of Medical Education, Plains (pre-clerkship)	David Ecker, MD	David.Ecker@cuanschutz.edu
Associate Dean of Medical Education, Foothills (Clerkship) & Accelerated 3 year Pathway	Jennifer Adams, MD	Jennifer.E.Adams@cuanschutz.edu
Assistant Dean of Medical Education, Foothills (Clerkship)	Kate Adkins, MD	KATLYNN.ADKINS@CUANSCHUTZ.EDU
Associate Dean of Medical Education, Alpine-Summit (post-clerkship)	Chad Stickrath, MD	Chad.Stickrath@cuanschutz.edu
Assistant Dean of Medical Education, Alpine-Summit (Post-clerkship)	Anna Neumeier, MD	ANNA.NEUMEIER@CUANSCHUTZ.EDU
Assistant Dean for Education, Colorado Springs LIC Programs	Jaime Baker, MD	JAIME.L.BAKER@CUANSCHUTZ.EDU
Associate Dean for Education, Fort Collins Campus	Suzanne Brandenburg, MD	Suzanne.Brandenburg@cuanschutz.edu
Assistant Dean for Education, Fort Collins Campus	Christie Reimer, MD	CHRISTINA.REIMER@CUANSCHUTZ.EDU
Director of Clinical Science Pillar	Brandy Deffenbacher, MD	Brandy.deffenbacher@cuanschutz.edu
Director of Health and Society Pillar	Kristin Furfari, MD	Kristin.furfari@cuanschutz.edu
Director of Medical Science Pillar	Nicole Kelp-Sullivan, PhD	Nicole.kelp@cuanschutz.edu
Director of COMPASS Program	Tim Bernard, MD	TIMOTHY.BERNARD@CUANSCHUTZ.EDU
Assistant Director of COMPASS Program	Chelsea Wolf, MD	Chelsea.wolf@cuanschutz.edu

Curriculum Mailboxes:

UME Shared Inbox Directory

Plains Medical Sciences Pillar: SOM.MedicalSciences@cuanschutz.edu

Health & Society Pillar: som.healthandsociety@cuanschutz.edu

DOCS: som.docs-classroom@cuanschutz.edu

Clerkship/Foothills: SOM.ClinicalCore@ucdenver.edu

Post-clerkship: SOM.Alpine-Summit@cuanschutz.edu

COMPASS: som.compass@cuanschutz.edu

Assessment: SOM.UME-Assessment@ucdenver.edu

Evaluation: som.evaluations@cuanschutz.edu

Office of Student Life/[Student Affairs/Admissions](#):**Office of Student Life (OSL)**

University of Colorado School of Medicine | CU Anschutz Medical Campus

Office of Student Life - Fitzsimons Building, Room N1219 | Mail Stop C292

13001 E. 17th Place, Aurora, CO 80045

Main Office Phone: 303-724-6407

Student Affairs, SOM Dean: SOM.StudentAffairs@ucdenver.edu

Document Request: [Click Here](#)

Our office is open Tuesday-Friday 8am-4:30pm on non-university Holidays.

Our office staff is remote on Mondays.

[University of Colorado School of Medicine Current Students \(CUAnschutz\)](#)

OSL Leadership

Associate Dean of Student Life	Brian Dwinnell, MD	BRIAN.DWINNELL@CUANSCHUTZ.EDU
Associate Dean of Admissions & Student Affairs	Jeff SooHoo, MD	jeffrey.sooHoo@cuanschutz.edu
Assistant Dean of Admissions	Tyler Coyle, MD	TYLER.COYLE@CUANSCHUTZ.EDU
Assistant Deans of Students Affairs	Maurice Scott, MD Nida Awadallah, MD Deb Seymour, PsyD Elizabeth Gundersen, MD	MAURICE.SCOTT@CUANSCHUTZ.EDU NIDA.AWADALLAH@CUANSCHUTZ.EDU DEB.SEYMOUR@CUANSCHUTZ.EDU ELIZABETH.GUNDERSEN@CUANSCHUTZ.EDU
Associate Dean of Student Advocacy	John Repine, MD	John.Repine@cuanschutz.edu
Financial Aid Program Manager	Matthew Holland	matthew.2.holland@cuanschutz.edu

3. Learning Environment

Teacher Learner Agreement

Among the four missions of the CUSOM is the education of future physicians. Our students have gone through a rigorous selection process and represent a group of highly skilled and academically well-prepared students. The CUSOM holds in high regard professional conduct and behaviors and attitudes, including altruism, integrity, respect for others and a commitment to excellence. All members of the medical school community, including students, faculty, residents, fellows, staff, and administrators, are held to high standards in these areas.

Effective learning is best fostered in an environment of mutual respect between teachers and learners. In the context of medical education, the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff, as well as others from whom students learn. Students and teachers share the challenge of learning and teaching not only the art and science of medicine, but also the acquisition of behaviors and values that characterize the ideal physician.

This Agreement serves both as a pledge and a reminder to teachers and students that their conduct in fulfilling their mutual obligations is the medium through which the profession perpetuates its ethical values. Failure to uphold the principles of the teacher learner agreement may result in referral to the PATH Office (Faculty/GME), [Medical Student Professionalism Committee](#), or the Student Promotions Committee (Students).

Guiding Principles

Duty: Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession's standard of care but also to model the values and attitudes required for preserving the medical profession's social contract with its patients.

Integrity: Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values, attitudes, and, especially, behaviors.

Respect: Respect for every individual is fundamental to the ethics of medicine. Mutual respect between students, as novice members of the profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher-learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

Responsibilities of Teachers and Students

Category	Teachers Must	Students Must
Duty	Maintain high professional standards in all interactions. Provide relevant, timely information. Provide explicit learning and	Be active, enthusiastic, curious learners. Demonstrate professional behavior in all settings. Recognize informal and formal

	behavioral expectations early in a course. Provide timely, focused, accurate, and constructive feedback. Use insightful questioning without being aggressive or humiliating. Know Honor Council and Student Professionalism Committee processes. Provide thoughtful, timely evaluations. Disclose financial ties or conflicts of interest. Guide students in reporting mistreatment confidentially.	learning. Set personal learning goals and engage actively. Commit to life-long learning. Acknowledge responsibilities of working with patients. Place patient welfare first. Respect patient privacy. Provide constructive feedback to faculty and the institution. Know the Teacher-Learner Agreement and report professionalism lapses or strengths.
Integrity	Display honesty, integrity, and compassion. Seek feedback from students about teaching and interactions.	Recognize personal limitations and seek help. Display honesty, integrity, and compassion; uphold Honor Council Principles. Seek feedback and understand criticism is not abuse.
Respect	Treat students and colleagues fairly, respectfully, and without bias. Be prepared and on time. Welcome and treat respectfully individuals of all backgrounds in all settings. Respect patient privacy rights.	Treat teachers and peers fairly, respectfully, and without bias. Be prepared and on time. Welcome and treat respectfully individuals of all backgrounds in all settings. Respect patient privacy rights.

Relationships between Students and Teachers

Students and teachers should recognize the special nature of the teacher-learner relationship, which is, in part, defined by professional role modeling, mentorship, and supervision. There is a power differential, as expressed by the fact that teachers often evaluate student performance, and the results of their evaluations may affect the student's future. Conversely, students evaluate the quality of their teachers, and this can affect the teacher's career.

Because of the special nature of this relationship, students and teachers should strive to develop a relationship that is characterized by mutual trust, acceptance, and confidence. They both have an obligation to respect and maintain appropriate boundaries. Students and teachers must avoid any and all behaviors that conceivably could lead to the perception of a

boundary violation; avoiding boundary violations is crucial to a proper teacher-student relationship. There are similar boundaries between students and patients that exist because of the nature of this special and trusting relationship. Boundary violations or actions that may give the appearance of a boundary violation should routinely be avoided. A partial list includes:

- Romantic involvement.
- Business relationships, other than those that might emerge from joint educational projects.
- Faculty or students accepting services or personal favors from each other (e.g., babysitting, house sitting, pet care, work in the office).
- Accepting substantial gifts.
- Special treatment of a student, including gifts, meals, entertainment, or social contacts (this includes social media), which differs substantially from the usual teacher-learner relationship with other students.

Health providers who provide health services, including psychiatric/psychological counseling, to a medical student or their primary family members will not be involved in the academic assessment or promotion of the medical student receiving those services. When students or their primary family members choose their health care providers from physicians who are on the faculty, they have the potential to be in a conflict-of-interest situation, where their provider is also evaluating their academic or clinical performance. Faculty members are not allowed to complete an evaluation for any students for whom they provide or have provided medical care, including their primary family members. Conflicts arise between a faculty's role as the student's physician and their role as an evaluator of the student's performance. Faculty must notify students as soon as they recognize the conflict. Students likewise must notify a faculty member if they are assigned to a physician for evaluation who is providing or has provided medical care for them or their primary family members in the past. The student must also notify the course director who will find an alternative clinical site or provide an alternative faculty member for evaluation. Students may consult the Office of Student Life (OSL) for a list of physicians who do not teach students. [Educational Conflict of Interest](#)

Mistreatment Policy

Standards of Behavior and the Definition of Mistreatment

The CUSOM has a responsibility to provide an environment conducive to effective learning and compassionate, high-quality patient care by creating an atmosphere of mutual respect and collegiality among faculty, residents, students, and staff.

The CUSOM is committed to creating a learning, research and clinical care environment that is supportive, that promotes learner well-being and that is free from ridicule, exploitation, intimidation, sexual or other forms of harassment, physical harm, and threats of physical harm. To that end, the CUSOM will not tolerate the mistreatment of students, nor will it tolerate retaliation against any learner because they reported, in good faith, a violation of the school's professionalism standards. The CUSOM shall also:

- Provide mechanisms and procedures by which learners may safely report mistreatment against them or others.

- Provide information to students about what will happen to their reports of mistreatment; and
- Use data from these reports to educate faculty, residents, professional staff, and others about what constitutes mistreatment, with the goal of reinforcing a culture of respect.

Definition of Mistreatment

The American Association of Medical Colleges states, “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: public belittlement or humiliation; verbal abuse (e.g., speaking to or about a person in an intimidating or bullying manner); physical harm or the threat of physical harm; requests to perform personal services; being subject to offensive sexist remarks, or being subjected to unwanted sexual advances (verbal or physical); retaliation or threats of retaliation against students; discrimination or harassment based on race, religion, ethnicity, sex, age, or sexual orientation; and the use of grading or other forms of assessment in a punitive or discriminatory manner.

Suboptimal Learning Environment

Although it is not mistreatment, a suboptimal work or learning environment can interfere with learning, compromise patient care, marginalize students, and cause significant distress among students. Student feedback about suboptimal learning environments should be given to course directors, to the assistant deans of Medical Education as appropriate or reported in your course or clerkship evaluation.

Procedures for Reporting Faculty and Staff Unprofessional Behavior

- If a student feels that they have witnessed unprofessional behavior in the learning or clinical environment, the student should contact the [Office of Faculty Relations](#).
- The office can serve as an advocate for fair and equitable treatment for medical students and can facilitate confidential and safe reporting of unprofessional behavior. **To make an online report**, go to [Report an incident of unprofessional behavior/conduct or learner mistreatment](#).
- If a student feels that they have witnessed or been subject to sexual misconduct, or discrimination or harassment based on a protected characteristic, the student should contact the University’s [Office of Equity](#)
 - **Contact by phone** 1-888-CU-TITLE
 - **Contact by email** at equity@ucdenver.edu
 - **To make an online report**, click on the [Submit a Report or Request](#) button
- Office of Equity Policies and procedures can be located here: [University Policies and Procedures](#)

Fostering a Learning Climate

Appropriate Dress

Faculty involved in a Course or Clerkship may request that students wear appropriate professional attire for a lecture or small group session, typically for sessions that involve patients or standardized patients. Students will usually receive notice of such occasions

electronically. You may choose to wear your white lab coat over your professional attire. Details for specific courses may be found in the course syllabi, the Foothills Guidebook, or for a specific hospital setting. Inappropriate attire may result in the completion of a [Professionalism Feedback Form](#) and/or being asked to leave the setting returning wearing appropriate attire.

Appropriate Persons in the Learning Setting

The CUSOM values its students and recognizes the importance of family and friends to the lives of students. The Guidelines for Non-Student Visitors in the Learning Setting addresses and outline the circumstances under which it is appropriate to bring non-student visitors into learning settings, such as classrooms, labs, or clinical exam rooms. The guidelines are intended to foster respect for the needs of all parties, impacted by the presence of non-student visitors.

In general, learning settings, such as classrooms, labs, clinical exam rooms, study rooms, and the like, are typically not appropriate places for a non-student visitor to be present on a frequent or continuing basis. Exceptions may include brief visits, special occasions set aside for such visitors, emergency situations, or by prior arrangement with the instructor after consideration of various factors as established in the policy. Such persons are not permitted in any learning setting in which safety or confidentiality factors exist (e.g., labs, patient interactions).

Exceptions for Non-Student Visitors

Exceptions to the aforementioned general rule include University-sanctioned/sponsored programmatic activities at which attendance by non-student visitors is encouraged, brief visits by non-student visitors (e.g., a parent student brings their child or other minor relative to introduce to fellow students), and visits by non-student visitors that are coordinated with and approved by the Phase dean and/or associate dean of Student Life (e.g., a student with no childcare alternative due to emergency receives advance approval for a non-student minor child to be in the classroom for a brief period of time). The student must supervise non-student visitors at all times and should not leave such persons in the custody of another University employee or student, even for brief periods of time. There are several other factors that are considered when obtaining approval for non-student visitors, including: whether the student is willing to accept full responsibility for the non-student visitor's safety and for any damage to property or injury to persons that is caused by their presence, the extent to which the visitor's presence in a learning setting creates potential danger to the visitor or exposes the University to liability, the risk of breach of confidentiality with respect to information or patient privacy, and the extent to which the visitor's presence disrupts the learning setting and/or creates an atmosphere that is not conducive to achievement of the specific goals and objectives of the learning setting.

No Exceptions for Non-Student Visitors

Non-student visitors may not be present where safety and/or confidentiality factors exist in the learning setting. Examples of such settings include laboratories or specialized work areas that include chemicals, biologic hazards, radioactive hazards, flammables, explosives, compressed gasses, sharp objects, lasers, research animals, hazardous wastes or other environmental hazards, interactions with patients or involving HIPAA (Health Insurance Portability and Accountability) protected information, power plants, shops, mechanical

rooms, confined spaces, food preparation areas, any areas containing power tools or machinery with exposed moving parts or rotating equipment, areas with excessive noise, temperatures, inadequate ventilation or pollutants, university vehicles, heavy duty or other motorized equipment, and any other high-risk area (e.g., rooftops, construction zones).

Social Media Policy

The University of Colorado Anschutz School of Medicine has established a policy for social media use. This Social Media Policy is to be included for distribution in admissions and orientation of materials for medical students.

Patient Privacy: Do not post patient information of any kind on social media or networking sites without the **patient's informed consent**. This guideline applies to de-identified patient information. Informed consent by a patient requires a signed informed consent document stating the patient's willingness to have personal health information documented on the named social networking site.

Clinical Settings: You must have the **written consent of the clinical institution** and comply with the institution's policies regarding social media posts. Photos and posts that include a clinical site, such as images of the building or signage, must be approved by that institution's communications department. This includes CUSOM's primary clinical affiliates, the UHealth system, Denver Health Medical Center, Children's Hospital Colorado, and the Rocky Mountain Regional VA Medical Center. It also applies to community practices and global health experiences. Contact information for university communications and affiliated hospitals can be found at the links below. If one is training at an institution not included below, please refer to the policies of that institution.

- a. University of Colorado Hospital: <https://www.uchealth.org/public-relations-and-communications/>
- b. Denver Health Medical Center: <https://www.denverhealth.org/about-denver-health/media>
- c. Children's Hospital Colorado: <https://www.childrenscolorado.org/about/news/media-resources/>
- d. Rocky Mountain Regional VA Medical Center: <https://www.va.gov/eastern-colorado-health-care/contact-us/>
- e. University of Colorado Anschutz Medical Campus: <https://news.cuanschutz.edu/media-contacts>
- f. University of Colorado Anschutz School of Medicine: <https://medschool.cuanschutz.edu/deans-office/about-us/communications>

Comply with Institutional Policies: Residents and fellows should have a working familiarity with the following documents, which address matters specific to these institutions.

- a. University of Colorado Anschutz Medical Campus Social Media Policy: <https://www.cuanschutz.edu/social-media-policy>
- b. University of Colorado brand and identity guidelines: <https://www.cu.edu/brand-and-identity-guidelines>
- c. Denver Health Social Media policy: <https://denverhealth.policystat.com/policy/7532335/latest/>

Personal Information: Students should always consider their professional roles and associated responsibilities as a student, trainee, or employee of the University of Colorado Anschutz School of Medicine when managing the content of their personal social networking profiles. Students should responsibly use and self-govern personal profiles on social media sites. While we follow the CUSOM's commitment to free speech and encourage you to interact with CUSOM leadership, CUSOM will require one to remove any posts that contain threats, hate speech, sexually explicit or pornographic material, obscenity, illegal suggestions, unauthorized advertisements/SPAM/solicitation, or the exposure of another user's protected data. The following are some tips for responsible social media use:

- Avoid content or material you are not comfortable sharing with coworkers, patients, supervisors, and members of the media.
- Avoid content or material about colleagues that you would not post about yourself, or that would be detrimental to those colleagues.
- Avoid posts that could be considered unprofessional behavior, such as photos or comments depicting alcohol abuse, drug use, sexually explicit or racially derogatory comments.
- Avoid posts with clothing, logos, or signs that imply institutional endorsement of such conduct.

Professional conduct: Posts can create potential liability for future careers and for professional standing within the university and at affiliated clinical settings. The ramifications of unprofessional social media behavior could have serious negative consequences. Complaints to professional governing boards (medical staff credentialing, and medical licensing, e.g., Colorado Medical Board) could come from anyone with direct – or indirect-access to social media, including patients and their family, employers and co-workers, family and friends, and law enforcement agencies.

Privacy Settings: Most social networking sites provide strict privacy settings. It is recommended that you regularly review the privacy settings of your social media accounts to ensure who has access to the information you post. However, privacy settings often do not prevent others who have access to your postings from forwarding or re-posting your content.

Media Contacts: If a student is contacted by the media about issues that relate to work on the campus or at any affiliated clinical setting in any way, it is recommended you contact the School of Medicine Director for Communications Mark Couch and the clinical site's communication director.

Violations of Policy: Violations of this policy will be referred to the Student Professionalism Committee and associate dean of Student Life. In consultation with the relevant legal department(s), they will determine appropriate remediation and/or referral to the Student Promotions Committee for disciplinary actions.

Artificial Intelligence (AI) Guidelines

Artificial intelligence (AI) tools are increasingly used in medical education, clinical care, research, and administrative work. The University of Colorado Anschutz School of Medicine (CUSOM)

supports the responsible, transparent, and ethical use of AI to enhance learning and patient care while preserving academic integrity, clinical reasoning, and human judgment.

These guidelines summarize expectations for medical students in the Trek Curriculum and are aligned with the CUSOM Policy & Guidelines.

Core Expectations for Students

AI is assistive, not a replacement. AI tools may support learning, organization, and efficiency but must never replace independent clinical reasoning, required skill development, or professional judgment.

Human responsibility remains paramount. Students are fully accountable for all work they submit, all documentation they enter, and all clinical decisions they contribute to, regardless of AI involvement.

Transparency is required. When AI is used substantively in academic or clinical work where permitted, students must disclose the tool used and how it contributed to the final product, consistent with faculty instructions and course policies. Routine use of AI for grammar, spelling, or minor editing generally does not require disclosure unless specifically requested. Students and faculty are expected to be transparent about AI use when asked. Example disclosure statements are provided below:

CUSOM AI Disclosure Statement (example): ChatGPT-4o was used to generate an initial outline and first draft of this paper. All content was subsequently revised, verified, and finalized by the student.”

When AI is used in any submitted academic work, students must disclose: the specific tool used (e.g., “ChatGPT-4o was used to draft the assessment and plan”) and how the tool was used (outline, first draft, editing, ambient listening, etc.)

Graduated use across training. Early learners are expected to develop foundational skills independently before using AI for augmentation.

Faculty and preceptor authority. Instructors and clinical supervisors may restrict, permit, or structure AI use in their courses or clinical settings. Course- or clerkship specific guidance always applies.

Permitted Educational Uses (When Allowed by Course/Clerkship)

- Study aids, knowledge review, or concept clarification
- Drafting outlines or improving clarity and organization of written work (with disclosure)
- Comparing independently written clinical documentation to AI generated examples for learning
- Brainstorming differential diagnoses or care considerations after independent reasoning

Prohibited Uses

- Submitting AI generated work without review, editing, and disclosure
- Using AI during exams or assessments unless explicitly authorized
- Entering patient, student, or confidential institutional information into unapproved AI tools
- Using AI before meeting required competency milestones where independent performance is expected

Data Privacy and Security

Protected data must never be entered into unapproved AI tools. This includes patient information (HIPAA), student educational records (FERPA), and confidential institutional data.

Only institutionally approved AI systems may be used for clinical or educational work involving sensitive information.

Students should assume that information entered into nonapproved AI tools may be retained or reused outside their control.

[Graduate School AI Guidance](#)

[AI Hub](#)

[AI Tools Approved For University Use](#)

Use of Recording and Posting of Learning Events and other created learning materials

As part of the ongoing effort to increase student knowledge, learning, and to provide outstanding educational programs, the MD Program of the University of Colorado Anschutz School of Medicine (CUSOM) has determined that the need exists for recording of in-class lectures and large groups during the Trek Curriculum. In addition to the recordings of in-class instruction, the need for creating learning materials for out-of-class learning has been identified. These materials may be created by faculty, with faculty as subject matter experts or to meet faculty and student needs.

Classroom recordings and learning materials are intended primarily for use by currently enrolled CUSOM students, along with the faculty and course and content directors charged with delivering the curriculum and administering the courses. Individuals other than the intended users must receive permission from the instructor to access a recording or created learning material.

In accordance with Policy 5-K of the University of Colorado Board of Regents, entitled “Policy on Intellectual Property that is Educational Material”, faculty members of the University of Colorado (CU) maintain copyright ownership of their lectures. CU will maintain ownership of these recordings, assume responsibility for improper use or distribution of the recordings, and will use recordings in accordance with this policy.

The CUSOM policy for digital audio or video recording of university lectures and large groups and learning materials created by university faculty, staff and students is as follows:

Section 1: Prior Agreement to Terms & Conditions of Use All users of the recordings and materials (students, faculty and course and content directors) must agree to the terms and conditions of this policy prior to website access. The intended users are currently enrolled CUSOM MD students, along with the faculty and directors charged with delivering the instruction [Professionalism Feedback Form](#) and administering the events and courses. Students agree to the terms and conditions of this policy during First Course by signing Acceptance of the Policy on Recording and Posting Recorded Lectures, and Other University Created Learning Materials. By their participation in the curriculum, faculty and course and content directors agree to the terms and conditions stated here.

Section 2: Access and Maintenance of Lecture Recordings and Created Learning Materials

2.1 CU will record selected lectures and large groups given during the Trek medical curriculum.

Recorded instruction will be posted on a secure university-controlled website as soon as possible, after the lecture/large group is delivered.

2.2 University created learning materials will be posted on a secure website controlled by CU SOM MD and approved by the CU AMC OIT Information Security and IT Compliance office.

2.3 The recorded instruction and created learning materials will be maintained on the secured servers for not less than three years after the learning event, with materials accessible to currently enrolled CUSOM students, along with the faculty and course and content directors charged with delivering the events and administering the courses.

Section 3: Limitations Governing Use of Recordings & Materials

3.1 The event recording/learning material and any information contained in the recorded instruction/learning material are protected under copyright laws and **may not be copied, displayed, broadcast or published** without the consent of the instructor/creator and without giving proper attribution to the Instructor/creator. This prohibition includes placing the recording/learning material on any web page, web-based system, or application, including non-University licensed artificial intelligence, or the Internet for use by, or access to, any person, including the student. This prohibition also includes any self-recording by students, staff, and/or faculty of the instruction/learning materials that are protected under copyright laws. In addition to any legal ramifications, misuse of recordings/learning materials will be considered unprofessional behavior and appropriate disciplinary action will be taken according to CU policy and procedures.

3.2 According to copyright policy, instructors/creators maintain ownership of their original instruction/learning materials and may use them as they wish. CU will maintain the routine recordings/learning materials. No recorded event material, university maintained or otherwise, may be shared by CU with any individual or organization within or outside the CU without prior written permission from the instructor/creator. Recordings and materials are for educational use only and are to be considered confidential.

3.3 CU will take reasonable measures to prevent the inappropriate use of such recordings and materials by individuals with access to the web site on which the recorded lectures are posted but cannot guarantee against possible misuse. While students will be able to download audio and video recordings for personal use, sharing or posting the recordings will be considered a violation of copyright and the honor code.

3.4 Materials used in lectures and large groups may be subject to copyright protection. The University provides the following resources to users of recorded materials:

<https://www.cu.edu/ope/aps/1014>.

Office of Student Life gathers completed agreement forms from students through the learning management system.

In accordance with Policy 5-K of the University of Colorado Board of Regents, entitled “Policy on Intellectual Property that is Educational Material” (<https://www.cu.edu/regents/policy/5>),

faculty members of the University of Colorado (“CU”) maintain copyright ownership of their lectures. CU will maintain ownership of these recordings, assume responsibility for improper use or distribution of the recordings, and will use recordings in accordance with this policy.

<http://www.cu.edu/ope/aps/1014>

<https://library-cuanschutz.libguides.com/c.php?g=259525&p=1732599>

<https://www.cu.edu/regents/policy/5>

The University of Colorado Anschutz School of Medicine Student Acceptance of the Policy on Recording and Posting Recorded Learning Events and Other Created Learning Materials

NOTE: This acceptance will be collected electronically during the Trek Curriculum Orientation in the Student Resources course in Canvas, the CU MD program learning management system.

4. Medical Education Continuous Quality Improvement (CQI)

Improving Community: Providing Feedback & Required Evaluations

Student feedback about the quality and effectiveness of course components and faculty teaching are necessary to promote an optimal learning environment and continually improve the student experience and educational quality at the CUSOM. Evaluation results are used by faculty and the Curriculum Steering Committee (CSC) to improve the curriculum and meet [LCME](#) accreditation standards.

How is evaluation data used and disseminated as a part of CQI?

Our CQI process involves gathering data from multiple sources and using it to evaluate program quality, guide improvements to ensure we meet the needs of our stakeholders (students, faculty, patients, and the community) and maintain [LCME](#) accreditation. The goals of the Assessment, Evaluation, and Outcomes (AEO) Office during the CQI process are to:

1. Provide data to curriculum leaders in a timely fashion
2. Encourage reflection and interpretation of the data
3. Help create specific and actionable goals for change

CQI is a joint effort between the AEO Office and phase/pillar leadership. Across all areas of the curriculum, we utilize a discussion-based approach to CQI that involves a meeting to discuss strengths and areas for improvement. AEO provides the data and supports faculty during the analysis phase, but the phase/pillar leadership are responsible for determining next steps toward improvement. The meeting and plan are summarized in a CQI report that's available to anyone in the CUSOM community, including students.

Process for Reviewing Evaluations

Real-time review of evaluations: There are two instances in which student feedback will be reviewed immediately:

1. **Evaluations in which the "I have concerns" box is checked.** All evaluations of faculty and residents include the question, "I have concerns about this individual continuing to work with medical students." This question is yes/no, and if "yes" is selected, the student is required to leave a comment and will be contacted within 2 days by a representative from the AEO Office. Comments in this box are confidential and will not be released to the faculty/resident.
2. **The Trek Real Time Feedback form.** All feedback submitted through this form is immediately sent to the AEO Associate Dean and the student's phase dean. Responses to this form are anonymous, but students may provide their name if they would like follow up from leadership.

https://ucdenver.co1.qualtrics.com/jfe/form/SV_aVP6beHAVvqRfMi

All other evaluations (of faculty and courses) are not read or reviewed until AFTER the course ends.

The AEO Office summarizes all numeric evaluation data and reads ALL student comments within 28 days after a course ends or a content area evaluation closes. Summary data are provided to course directors for review. Teaching evaluations are released to individual faculty and uploaded to PRISM after course director review.

Who has access to individual faculty teaching evaluations?

To help ensure that our students receive high-quality education in an integrated curriculum, faculty teaching evaluations will be viewable by CUSOM leadership to allow for targeted faculty development and recruitment of teachers. However, we do aim to limit the number of individuals who can see teaching evaluations without the explicit consent of the faculty member. The following individuals can access faculty teaching evaluations:

- The individual faculty member and their direct supervisor
- Members of the AEO Office's Evaluation Team, including the Associate Dean of AEO
- Phase deans can review teaching evaluations from their phase, but not other phases
- Course directors can review teaching evaluations from their course, but not other courses
- Content directors (Clinical Science, Medical Science, and Health & Society) can review teaching evaluations within their content area, but not other content areas

Given the integrated nature of our curriculum, this means that any teaching evaluation may be reviewed by up to four individuals other than the subject of the evaluation. In the Foothills, this means the phase dean, LIC director, Clinical content director, and supervising liaison can see teaching evaluations. Student identities are always protected when sharing teaching evaluations; however, if a student leaves identifying information about themselves it may not be redacted by the AEO Office before reporting.

Confidentiality of Evaluations

Only members of the AEO Office can connect a student's name with their evaluation feedback. Student names are NEVER released outside of AEO in an identifiable format without the student's permission. The only exceptions are evaluations such as DOCS coaches, COMPASS Guides, or LIC preceptors, where there are 1:1 student-faculty relationships. In these situations, faculty members can see student names; however, evaluations that are identifiable all have space for confidential comments that will only be visible to members of the AEO Office.

Comment Redaction Policy

All student comments are read by a member of the AEO Office. In general, we do not modify or redact comments out of respect for student perspectives. At times, we may move comments to a different evaluation to ensure the feedback is sent to the appropriate stakeholders. For example, comments about the content of a small group may be moved from a faculty evaluation to the course evaluation.

In rare instances, the AEO Office may modify or redact unprofessional comments from evaluations. In situations where comments are found to be extremely unprofessional or

concerning, the AEO Director may request to meet with the student to discuss the evaluation process and review professional feedback guidelines.

AEO provides all teaching faculty with a summary report of the session/event they facilitated. Faculty may submit a Redaction Request Form if they would like any student comments removed from their report. These requests are reviewed by the AEO Director and Associate Dean. The AEO office will maintain student confidentiality throughout this entire process.

End of Phase Surveys

The end of phase survey is a unique evaluation in that it is not attached to a particular course or faculty member. It is designed instead to gather student perspectives on topics that cross multiple courses as well as understand key student attitudes related to the outcomes of the Trek curriculum. Faculty and students can ask to have items included in an end of phase survey for program evaluation and/or research purposes.

Student Evaluation Completion

Completing evaluations is a key component of medical professionalism and is required of all students. Your feedback is critical to the ongoing monitoring, improvement, and accreditation of the medical school. Evidence suggests that failure to complete evaluations in medical school is indicative of professionalism problems in medical school and in practice. Completing evaluations is a crucial skill to learn and practice in medical school as providing feedback is something done by all practicing physicians. Medical students are expected to be professional and thoughtful with their evaluations. All comments submitted on evaluations are reviewed in AEO, and students will be contacted to discuss comments determined to be unprofessional.

- Students are required to complete all of the following evaluations: Course evaluations, site evaluations, and small group facilitator evaluations. These evaluations are released throughout courses and are due within 10 business days of the course ending. Students will receive automated and email reminders to complete evaluations.
- Students are required to complete all end of phase surveys they receive.
- In some courses, students may be randomly assigned content and lecturer evaluations that need to be completed by only a subset of the class. These evaluations are also due within 10 business days of the course ending.
- In the situation of evaluation non-completion, students will receive an email from the AEO Director. We understand that sometimes extenuating circumstances make it difficult to meet the expectations around evaluation completion. Because of this we will document the instance of evaluation non-completion as a minor accountability concern, and it will be visible in the Dashfolio. Individual instances of evaluation non-completion will not have a negative impact on the student. However, the Trek Progress Committee and Student Professionalism Committee will follow this data over time to look for patterns to assure all students are able to meet the professional expectations of being a physician.

Focus Groups

The AEO Office periodically holds focus groups to gather more detailed feedback on specific topics or courses. Students are randomly selected to participate in focus groups, and this is considered a required part of the CUSOM curriculum. Similar to other forms of evaluation, all information gathered from focus groups is confidential and will only be reported in aggregate.

5. Requirements for Admission, Advancement, and Graduation

Technical Standards for Admission, Promotion and Graduation

I. Introduction to the Technical Standards for Admissions, Promotion, and Graduation at the University of Colorado Anschutz School of Medicine.

Applicants for admission to the School of Medicine and continuing students must possess the capability to complete the entire medical curriculum and achieve the degree. In addition to successfully completing all courses in the curriculum, students must be able to acquire the knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Candidates for the MD degree; therefore, must possess skills and abilities in the following domains: observation; communication; motor; intellectual-conceptual, integrative, and quantitative; behavioral, and professionalism/ethics.

Candidates for the MD degree must be able to meet these technical standards, with or without reasonable accommodation (see Section II).

II. Reasonable Accommodations

The University of Colorado School of Medicine provides confidential and specialized disability support and is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

Students who, after review of the technical standards determine that they require accommodation(s) to fully engage in the program and meet all required competencies, should contact the [Office for Disability, Access and Inclusion \(ODAI\)](#) to confidentially discuss their accommodations needs. Given the clinical nature of the program, additional time may be needed to implement accommodation(s). Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Accommodations are established in an iterative process between ODAI, the student, and the program to determine if they will fundamentally alter the curriculum or cause undue burden on the program. The SOM's responsibility to the student is superseded by their responsibility to patients and the community.

III. Technical Standards

A. Observation

Students must be able to obtain information from lectures, demonstrations and experiments in the basic sciences including, but not limited to, anatomic, physiologic, and pharmacologic demonstrations with cadavers and animals; microbiologic cultures and microscopic studies of microorganisms and tissues; and diagnostic images. Students must be able to assess a patient accurately and completely at a distance and closely and interpret diagnostic information to determine a patient's condition.

B. Communication

Communication: Students should be able to communicate with patients to elicit information, to detect changes in mood and activity, and to establish a therapeutic relationship. Students should be able to communicate via English effectively and sensitively with patients and all members of the healthcare team both in person and in writing.

C. Motor:

Students should, after a reasonable period, possess the capacity to perform a physical examination and perform diagnostic maneuvers. Students should be able to execute some motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients, which must include extended hours of the day or nighttime hours. Such actions require some coordination of both gross and fine muscular movements, balance, and equilibrium.

The candidate/medical student must be able to legally operate a motor vehicle or have access to other transportation methods so they can commute with punctuality between clinical sites. These activities require use of special senses, physical mobility, balance, gross and fine motor coordination.

D. Intellectual, conceptual, integrative, and quantitative abilities

Intellectual, conceptual, integrative, and quantitative abilities: Students should be able to assimilate detailed and complex information presented in both didactic and clinical coursework and engage in problem-solving. Candidates are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities.

E. Behavioral and Social Attributes

Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and safe, continuous, and effective care of patients, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Students should be able to tolerate physically and mentally taxing workloads and to function effectively under stress and to attend classes and clinical placements regularly. They should be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Students must also be able work effectively as a member of a health-care team and be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Compassion, honesty, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.

F. Ethics and professionalism

Students should maintain and display ethical and moral behaviors commensurate with the role of a physician in all interactions with patients, faculty, staff, students, and the public and be accountable to their scheduled duties, arriving on time to all events. The candidate is expected to understand the legal and ethical aspects of the practice of medicine and function within the law and ethical standards of the medical profession.

School Policies

Tests and Evaluations

To evaluate competence, the School of Medicine employs periodic examinations in varied formats, including oral, written, and practical, as an essential component of the curriculum. Successful completion of these examinations is required of all students as a condition for continued progress through the curriculum.

Clinical Performance

Demonstration of clinical competence is of fundamental importance to the program. Attending to the needs and safe, continuous, and effective care of the patient is tantamount to the practice of medicine. Excessive and/or regular absences may impact the ability to deliver safe, continuous, and effective care. The process of preceptor evaluations of a student's clinical performance is an integral and essential component of the curriculum. In addition, students must meet program expectations for each clinical experience.

All candidates for the MD degree will be regularly evaluated to determine their ability to meet the Academic and Technical Standards of the School of Medicine. Failure to adhere to these standards will result in referral to the Student Promotions Committee.

Students that are unable to meet Technical Standards may not be allowed to enroll in courses.

Student attest *annually* to receiving and meeting the Technical Standards Policy.

Posted [CUSOM Technical Standards for Admissions, Promotion and Graduation](#)

Requirements for Graduation

The CUSOM has a single standard for the advancement and graduation of medical students across all locations, including the regional campus.

1. Completion Time

Students must successfully complete the designated four-year program of medical education. The School of Medicine does not offer a formal extended program. Recognizing that some students may need additional time, students may take no longer than six years of academic enrollment to complete the program. A leave of absence (medical LOA excluded) will count toward the six-year enrollment time period; however, any request to extend completion time past six years of academic enrollment must seek approval from the Student Promotions Committee.

2. Passing NBME Exams

Students must take and pass both USMLE Step 1 and Step 2 Clinical Knowledge exams.

3. Passing Coursework

Students must achieve a passing grade in all required courses/clerkships.

4. Completing Service-Learning Milestone

All students are required to complete a Service Learning Milestone as a condition for graduation. This milestone may be fulfilled at various points throughout the curriculum, based on coordination between the student and Service-Learning leadership.

Completion of this requirement is mandatory. Students who do not complete the Service-Learning milestone will not be eligible for graduation.

5. Mentored Scholarly Activity (MSA)

All students are required to complete the Mentored Scholarly Activity as a condition for graduation. This can be fulfilled at various points throughout the curriculum, based on coordination between the student and the MSA leadership.

6. Financial Obligations

Students must discharge all financial obligations to the University prior to graduation.

Recommendation of Degree

Upon successful completion of the curriculum of CUSOM, the student is recommended to the Executive Committee of the School of Medicine for the degree of Doctor of Medicine. The final approval for graduation is made by the Executive Committee and the Dean of the School of Medicine.

Exemptions from Courses

No exemptions are allowed from required courses or clerkships.

Specific Requirements by Phase

Specific Requirements for Completing the Plains Phase

To advance to Foothills (Clerkship), a student must have completed all required coursework and achieved a passing grade in all required Courses within the Plains (Pre-Clerkship) in sufficient time for a decision to be reached by the first day of Foothills Basecamp. In addition, all students will be reviewed by the Trek Progress Committee at the end of the Plains and must demonstrate that they met all required milestones before advancing to the Foothills. If the Trek Progress Committee has concerns about the student meeting all milestones they may recommend to Promotions that the student complete additional course work, remediation, or delay starting the Foothills even if the student has completed all initial course work.

All students are also required to take the CBSE (an NBME exam that simulates Step 1) two times during the Plains. There is a cut-off score for the last CBSE exam in the Plains. Students who do not obtain a score **of at least 44** on the CBSE at the end of the Plains will be required to retake the CBSE prior to the start of the Foothills Basecamp. A student will be given only one opportunity on predetermined dates prior to the Foothills Basecamp to retake the CBSE.

If a student does not obtain a score **of at least 44** on the retake, they will not be able to start the Foothills basecamp and will be referred to the Student Promotions Committee who will consider and determine the next step for the student, which may include but is not limited to: requiring the student to repeat the Plains curriculum starting the following academic year, potentially after a leave of absence; requiring the student to delay the start of their Longitudinal Integrated Clerkship (LIC), potentially until the following year after a leave of absence; and dismissal.

Specific Requirements for Completing the Foothills/LIC Phase

Clinical courses must be completed at a site approved by both the University of Colorado Anschutz School of Medicine, and the course, including the AHEC (Area Health Education Centers) system. To complete Foothills, a student must complete the required Longitudinal Integrated Clerkships and the LIC course with passing grades in all. In addition, all students will be reviewed by the Trek Progress Committee at the end of the Foothills and must demonstrate that they met all required milestones before advancing to the Alpine phase. Even if the student has completed all required coursework, the Trek Progress Committee can recommend additional course work or remediation to achieve graduation milestones. These additional requirements to achieve competency may delay start of the Alpine phase.

Off-cycle students delayed in completing all required Foothills courses prior to the start of Alpine may be allowed, under certain conditions, to enroll in selected Alpine courses, which are longer than two weeks. Qualifications and restrictions are defined in the table below:

Eligibility	Course Taking Restrictions
• Be in good academic standing. • Be off-cycle (delayed) and unable to enroll in a clerkship due to limited availability or overlap with required Basecamps. • Need no more than 8 weeks of clerkships to complete Foothills (no week restriction for Research Electives).	1. Limit Alpine elective courses to no more than 8 weeks. 2. May not enroll in Acting-internships, away electives, or electives similar to AIs (determined by OSL). 3. Must receive OSL approval to schedule courses; no self-scheduling. 4. Enrollment in desired elective is not guaranteed.

Shelf Examination Retakes During the Alpine Phase

Students who have progressed from the Foothills/LIC Phase into the Alpine Phase may not schedule or complete make-up or retake Shelf examinations while enrolled in the Advanced Science Courses (ASCs). Students must successfully complete all required Shelf

examinations before, or after, completing the ASCs. Exceptions may be granted only under extraordinary circumstances and require approval from the Trek Progress Committee.

Specific Requirements for Completing the Alpine-Summit Phase

USMLE Step 1

A student must have passed all Plains and Foothills coursework prior to requesting a USMLE Step 1 administration date. Students **must** complete the Advanced Science Courses (ASC) prior to sitting for Step 1 and **may not miss** required coursework to complete Step 1 preparation or Step 1 exams.

Under extremely rare circumstances, a student may appeal to the Trek Progress Committee to sit for Step 1 prior to the completion of ASCs but after the midterm exam, assuming they have not failed any shelf exams, are in good standing within the ASCs, can document a CBSSA score of 68 or higher, and will not miss any ASC course work to study or to sit.

Under extremely rare cases, a student who has outstanding/make-up work from Foothills may appeal to the Trek Progress Committee to sit for Step 1 prior to passing all Foothills' coursework. Students are required to request a Step 1 administration date and sit for the examination prior to the start of the Alpine Trails Immersions which begin in January of the third year. This course starts after winter break in Year 3 and the student is responsible for knowing the exact dates.

Students Needing to Delay Step 1 after Required Date

Students needing to delay Step 1 after the required date must review and sign a Step 1 Delay Contract provided by OSL. Ideally, this will be completed prior to the Alpine-Summit lottery in the fall of Year 3, although we recognize that sometimes the decision to delay occurs later. Students who delay are expected to attend and pass Alpine Trails Immersion and Basecamp in January and then take time away to study for Step 1. **Students who delay must consult with an OSL Assistant Dean prior to sitting for the exam.** Failure to do so will result in documentation of a professionalism lapse. **We recommend presenting an EPC of 68 or greater on an official NBME practice exam to an OSL assistant dean within 2 weeks prior to sitting for Step 1.**

A delay in sitting for Step 1 will postpone many Alpine requirements. Students may not engage in Alpine coursework [except Advanced Science Courses (ASCs), Trail Immersions, and Basecamp] until after they sit for Step 1. Time away from the required ASCs, Trails Immersions, and Basecamp to take the exam or study will not be granted. Please note the following regarding Alpine course work for students with Step 1 delays:

- A student may NOT enroll in Alpine *clinical* courses until 35 days after sitting for Step 1 to allow time to receive a score and minimize impact on other students and faculty if a schedule change is needed. A student should drop clinical courses that occur within 35 days of sitting for the delayed Step 1 (or they will be administratively removed). Removal from a clinical course under this policy is an administrative action and does not constitute an academic drop or appear on the student's transcript. If a student has achieved an EPC of 68 or greater and sat for Step 1, they will be allowed to enroll in and complete *non-clinical* Alpine coursework while they are waiting for their Step 1 score. If students do not receive a passing score, they will be

able to complete the current course but will not be able to take any additional courses until they pass Step 1.

- o For longitudinal courses, students may continue their enrollment but may not begin *clinical* work until after they have sat for Step 1. If students do not anticipate being able to complete the course requirements with this delayed start or they do not pass Step 1, they will be removed from the longitudinal course as an administrative action, which will not appear on the student's transcript.
- o A delay beyond the end of the Spring semester will require a student to take a Leave of Absence. Students in these circumstances may be required to delay graduation. The student is responsible for notifying the Office of Student Life as soon as they anticipate this will be necessary.
- o Students must take Step 1 within 12 months of the completion of the Advanced Science Curriculum (ASC) or will be referred to the Promotions Committee for possible dismissal. A leave of absence (medical LOA excluded) will count towards the 12-month requirement.

Students Who Do Not Pass Step 1

Any student who receives a failing grade on USMLE Step 1 will be required to retake the exam after a minimum of four weeks of leave to study and then sit for the examination again. The student may not engage in Alpine coursework except ASCs, Trails Immersions, and Basecamp until after they sit for Step 1 a second time. All students who have failed USMLE Step 1 must meet with an Assistant dean in the Office of Student Life and present an EPC of 68 or greater on an official NBME practice exam to an OSL Dean within 2 weeks prior to sitting for Step 1 a second time.

- o A student may not participate in Alpine clinical courses until 35 days after sitting for Step 1 to allow time to receive a score and minimize impact on other students and faculty if a schedule change is needed. A student should drop clinical courses that occur within 35 days of sitting for Step 1 (or they will be administratively removed). Removal from a clinical course under this policy is an administrative action and does not constitute an academic drop or appear on the student's transcript.
- o If a student has achieved an EPC of 68 or greater on an official NBME practice exam and sat for Step 1, they will be allowed to enroll in and complete *non-clinical* Alpine coursework while they are waiting for their Step 1 score. If students do not receive a passing score, they will be able to complete the current course but will not be able to take any additional courses until they pass Step 1.
- o For longitudinal courses, students may continue their enrollment but may not begin *clinical* work until after they have sat for Step 1. If students do not anticipate being able to complete the course requirements with this delayed start or they do not pass Step 1, they will be removed from the longitudinal course as an administrative action, which will not appear on the student's transcript.
- o Students unable to pass Step 1 by the end of the spring semester will be required to take a Leave of Absence. Students in these circumstances may be required to delay graduation. The student is responsible for notifying the Office of Student Life as soon as they anticipate this will be necessary.

Students who do not pass USMLE Step 1 after three sittings or who do not sit within one year from the end of the ASC's are subject to consideration by the Student Promotions Committee for dismissal from medical school.

Students Requesting Accommodations

Students who may need to request accommodations from the NBME (National Board of Medical Examiners) are required to contact the NBME directly. Accommodations at the CUSOM do not extend to the NBME. Students should recognize that the NBME accommodation process might take time; therefore, it is recommended that the request for accommodations be made well in advance of the student's anticipated test date. **We strongly encourage students to work with ODAI on their NBME accommodations request.** Information may be found at <https://www.usmle.org/what-to-know/test-accommodations> or ODAI request for accommodation

Step 2 CK: A student must sit for Step 2 CK within 12 months of sitting for Step 1 and by the final Friday of the second summer course block (typically between July 15 and July 25) of the year that the student will be submitting their ERAS application, or they will be referred to the Promotions Committee for possible dismissal. A leave of absence (medical LOA excluded) will count towards the 12-month requirement.

6. Due Process Committees

Student Promotions Committee

The Student Promotions Committee is charged by the Dean and the faculty with maintenance of the profession and standards of the School of Medicine. It is also responsible for the overall evaluation of student performance. The overall goal of the Student Promotions Committee is the success of each individual student. To this end, the committee has the responsibility to monitor student performance and assist students with academic and professional issues as they progress towards graduation. The Student Professionalism Committee and the Trek Progress Committee are standing committees of the Student Promotions Committee. The Student Promotions Committee reports to the Faculty Senate.

Membership and Voting

The Student Promotions Committee is composed of no more than nine voting members, including basic science faculty, clinical faculty, and one senior medical student. Faculty members are appointed by the Executive Vice Dean for Education for a five-year term, indefinitely renewable under the discretion of an Associate Dean from the office of student life. The student member is selected through a review process that starts with an application submitted to the Office of Student Life and the current student member of the Student Promotions Committee. Prospective student representatives are then interviewed and selected by a panel consisting of the outgoing senior representative with the associate dean for Student Life and the assistant deans of Student Affairs.

The position of Chair of the committee is elected by the voting members of the committee for a two-year term which is indefinitely renewable under the discretion of an Associate Dean from the office of student life. Faculty members of the committee who have had a minimum of one year's experience on the committee are eligible for consideration for Chair. The Chair will not ordinarily vote on issues being considered by the committee but will cast a deciding vote in the case of a tie. The Chair has the ability to make decisions regarding the process of the Committee's work, including setting additional meetings, limiting the time for discussion of each case, and using email balloting for decisions in between regularly scheduled meetings. The Chair may also make emergency or administrative decisions regarding students and will report any such decisions to the full committee at its next meeting.

Judgments of the Student Promotions Committee will be based upon information provided by the Trek Progress Committee which includes the students complete academic and professional record and documentation of discussions that have occurred at the subcommittees and any information the student under consideration provides to the committee. In addition, the Committee may invite others to provide information if this is deemed necessary.

Frequency of Meetings

The Student Promotions Committee meets regularly throughout the year. At a minimum, meetings are scheduled quarterly. The Chair may add additional meetings if they deem this necessary, and the Chair may invoke email discussions and votes between meetings at their discretion.

Nature of Student Promotions Committee Deliberations

The deliberations of the Student Promotions Committee are intended to be positive in approach and intended to be helpful to the student, recognizing that each student, despite adversity, must be able to meet minimum academic performance and professionalism standards.

When evaluating student performance, the Committee considers such matters as fund of knowledge, ability to organize and logically present information, test-taking skills, understanding, and judgment. Also, when evaluating student performance, the Committee considers such qualities as cognitive ability, communication skills, behavioral and social skills, humanistic traits, physical ability, and professional behavior. All these personal qualities are essential to the practice of medicine and must be appropriately demonstrated.

The Student Promotions Committee does not reevaluate grades. It relies on the Course or Clerkship Directors to assign grades through Grading Committees when appropriate. The Student Promotions Committee will consider grades in deciding what action to take. There are separate policies related to grade appeals described in each phase.

Personal Appearance before the Student Promotions Committee

A student whose advancement or academic performance is in question shall be notified that their case will be on the committee's agenda. A student may request to appear before the Committee by zoom or may just submit written documents for consideration by the Committee. The student is offered to be represented by the associate dean for Student Advocacy who is the only person, in addition to the student, who can speak on behalf of the student. The student may also choose to be accompanied by one specific advocate from the University of Colorado School of Medicine, who must be a CU faculty member. However, this person is not allowed to speak on behalf of the student at the meeting. This is not a legal proceeding, so attorneys and their representatives are excluded from these meetings.

There are two primary reasons for providing the student access to the Student Promotions Committee. First, the presence of the student assures them that the decision will not be rendered in a remote or impersonal fashion; second, it guarantees the student an opportunity to provide the committee with information before a decision is made. A student is encouraged to inform the committee of any extenuating circumstances affecting academic performance and professional behavior. If the student does not provide any additional information, the Committee will base their decision on the information available to them at the time. The committee retains the option to request consultations or assessments, including those of a medical nature, regarding any student who experiences problems that interfere with academic performance. The committee has the discretion to set specific rules for a meeting, and these will be communicated to the student in advance.

Students are always advised to appear before the Committee. Students who have received failing grades are strongly advised to appear before the committee prior to making a final decision on remediation or a recommendation for dismissal by the Committee.

Academic Actions Available to Student Promotions Committee

The Student Promotions Committee may take the following academic actions:

Withdrawal from Medical School

A student may withdraw from the School of Medicine at any time by presenting such notice in writing to the associate dean of Student Life. Students who withdraw while in good standing retain the rights for reapplication through the Student Promotions Committee. The Committee may consider the student's entire academic record in considering a reapplication. Students shall have a maximum of two academic years, including Leave of Absence time, to reapply through the Student Promotions Committee. After this time, a student must reapply through the Medical School Admissions Committee and the AMCAS general application process.

In addition, the Student Promotions Committee may administratively withdraw a student in certain circumstances, such as non-response. An administrative withdrawal is a final action, and a student wishing to return to medical school must do so via a reapplication to the Medical School Admissions Committee and the AMCAS general application process.

A student's academic status at the time of withdrawal will determine whether the withdrawal is characterized as "withdrawal in good standing" or "withdrawal not in good standing." The determination of a student's status at withdrawal is made by the Student Promotions Committee. Students who withdraw must also complete the appropriate Withdrawal Form, which can be obtained from the Office of Student Life.

A student who withdraws from the School of Medicine prior to establishment of a medical school academic record (by completion of Courses or achieving official grades on examinations) must reapply for admission in the general applicant pool through the Medical School Admissions Committee and the AMCAS general application process.

Probation/Academic Warning

Probation may be imposed by the Student Promotions Committee in an instance of a failing grade, unprofessional behavior, or other serious reasons. Probation also may be imposed by the Dean, School of Medicine. Probation will be noted in the MSPE letter as an adverse action and may need to be reported to state licensing boards and hospitals. The duration of Probation is determined on a case-by-case basis. The Student Promotions Committee may refer a student to the Colorado Physician Health Program, mental health counseling, academic help, or other resources as a condition of Probation.

Students who are placed on Probation are considered to not be in good academic standing and may not enroll in elective courses or hold elected or appointed leadership positions. Students on Probation in the clinical years are required to do all Courses and Clerkship work at core programs in Colorado, as defined by the Course Directors and the assistant dean for Medical Education, Clinical curriculum. Students on Probation are subject to consideration for immediate dismissal if they incur additional academic or professionalism deficiencies while on Probation. Other specific conditions of Probation may be imposed by the Student Promotions Committee. Academic Probation is reportable on future applications that refer to a history of probation.

The Student Promotions Committee may place the student on a status of Academic Warning, if in the judgment of the majority of members; and/or the Trek Progress Committee; the student is at academic risk. Such a notation should alert the student to the Committee's concern regarding the potential for academic problems in the future. A student who has

failed to pass the USMLE Step 1, USMLE Step 2CK, or the Clinical Practice Exam (CPE) may be placed on Academic Warning. In the Plains, students may be placed on Academic Warning if they fail a course or if they do not pass the initial end of course exam on more than 2 courses. In the Foothills, students may be placed on Academic Warning if they fail two NBME subject exams. The Committee will likely require that a student on Academic Warning temporarily suspend all extracurricular activities. The nature of the Academic Warning status should indicate to the student that their studies must come first and that every effort should be made to ensure success. To that end, the student is advised to seek avenues of remediation both through faculty and through the Office of Student Life. Personal counseling is also available from a number of sources, and the student is encouraged to take advantage of this. Academic Warning is not required to be reported on future applications.

Students on Probation or Academic Warning status will be reviewed at each meeting of the Student Promotions Committee. A student who has demonstrated that they have met the requirements of the Committee may be returned to good academic standing by a vote of the Committee members. A student must be in good academic standing in order to graduate.

Remedial Action

Any student receiving a grade of “PR” or “F” will be reported to the Student Promotions Committee. At this time, the Committee may review the student’s entire academic and professional record. Each case is considered on an individual basis. The Student Promotions Committee may require remedial action, including, but not limited to, repeating a Course or Clerkship, repeating a phase, particularly in the case of one or more Pass with Remediation (PR) and/or Fail (F), or additional study in a subject area even if the student has recorded a passing grade in the course. The Student Promotions Committee may also impose Probation, Academic Warning, and/or a required Leave of Absence, separately or in combination with a remedial action.

Alternatively, the Student Promotions Committee may recommend that the student who has a failing grade be dismissed.

Dismissal

Any student who is judged by the Student Promotions Committee as unfit for the practice of medicine may be considered for dismissal from the School of Medicine. The final decision for dismissal resides with the Dean of the School of Medicine or designee. The Student Promotions Committee may make such a recommendation to the Dean of the School of Medicine, based on an unsatisfactory academic performance or for other reasons including, but not limited to, unprofessional behavior or inability to meet the school’s Technical Standards.

The Student Promotions Committee may decide to exercise its discretion to recommend a student’s dismissal based on unsatisfactory academic or professional performance for any student who:

- Fails to perform adequately academically or professionally with respect to graded or required curriculum or any official school function.
- Is not able to pass USMLE Step 1 after three sittings or does not sit for USMLE Step 1 within a 12-month window following completion of Advanced Science Courses, whichever occurs first.

- Is not able to pass USMLE Step 2 CK after three sittings or does not sit for USMLE Step 1 within a 12-month window following sitting for Step 1.
- Failure to abide by campus, school, or clinical site policy.

Appeal of Decisions of the Student Promotions Committee

A student may appeal a decision of the Student Promotions Committee to the Executive Vice Dean for Education, who acting on behalf of the Dean of the School of Medicine shall hear all appeals.

All appeals must be submitted in writing, addressed to the associate dean for Student Life, and delivered to the Office of Student Life, including all supporting facts and arguments, no later than ten (10) calendar days after the notification of decision has been delivered to the student. An appeal must cite the basis of the appeal and provide sufficient and detailed information to support the appeal. New evidence may not be presented in the appeals process unless the student can prove that it was unavailable during the prior decision and only with the approval of the associate dean for Student Life. Failure to meet these conditions shall be sufficient cause to deny an appeal, in which case the finding(s) or sanction(s) of the previous decision/hearing shall be final. The associate dean for Student Life, or designee, shall make the determination as to whether these conditions have been met. If the conditions have been met, the Office of Student Life will forward the appeal to the Executive Vice Dean for Education.

During the appeals process, the Executive Vice Dean for Education will not reconsider the facts and statements on which the original decision was based but will consider only:

- Whether new information regarding the status of the student has been discovered previously unknown to the student or to the School of Medicine.
- Whether there is evidence of discrimination as determined by the appropriate Institutional Office
- Whether there is evidence of a material procedural error in the Committee's review that prejudiced the student's ability to receive a fair hearing or
- Whether there is evidence that the Committee acted in an arbitrary or capricious manner.

The Executive Vice Dean for Education may affirm or reject the Committee's decision or refer the matter back to the Committee for further consideration. The Executive Vice Dean for Education's decision is final. A vote for dismissal from the school of medicine by the student promotions committee follow the appeal process outlined below:

Appeal of Dismissal

A student may appeal a decision from the Student Promotions Committee for dismissal from the School of Medicine in the following manner. The student has the option of presenting their appeal before an ad-hoc committee of five faculty members who will make a recommendation to the Executive Vice Dean for Education, or the student may choose to forgo the faculty panel and present directly to the Executive Vice Dean for Education. If the student chooses to present directly to the Executive Vice Dean for Education, once that appeal meeting has occurred and a decision is rendered, the student may not subsequently

elect for a faculty panel appeal. If the student chooses to present before a faculty panel, the Executive Vice Dean for Education, consulting with an Associate Dean in the Office of Student Life, will appoint five faculty members who have not previously evaluated the student or been involved in the dismissal process. One member of the committee will be chosen as chair and will record the deliberations. An Associate or Assistant Dean from OSL will sit on the committee as a nonvoting member. The student must prepare a written statement for committee consideration. Copies of the student's academic file are provided along with the statement to members of the committee. The student will be permitted to bring to the hearing an advocate, who can either be the Associate Dean for Student Advocacy or another CUSOM faculty member, but the advocate may not speak on behalf of the student. The same advocate rules apply to any appeal meeting with the Executive Vice Dean for Education or the faculty panel reviewing a dismissal. This is not a legal proceeding so lawyers may not be present. The meeting will not be recorded. The committee will determine the length of time the student may have to present their case. After the student presents, the student is excused, and the five faculty members will deliberate and will provide a written summary and recommendation to the Executive Vice Dean for Education.

After conferring with the panel or meeting with the student directly, the Executive Vice Dean for Education will consult with the Dean of the School of Medicine who will make the final decision regarding dismissal. At any time, the Dean of the School of Medicine may consult with the Executive Committee of the School of Medicine.

Burden of Proof: In the original hearing, the Student Promotions Committee has the burden of proving by a preponderance of evidence that the student violated the University's policies, procedures, or rules. During the appeals process, the burden of proof rests with the student. The standard of proof remains the same.

Trek Progress Committee

The Trek Progress Committee (TPC) is a subcommittee of the Promotions Committee. Given the belief that all students need various levels of support to succeed in medical school, the three goals of the Trek Progress Committee are to: 1) Provide feedback to all students about their progress and opportunities for growth, 2) Identify students who need extra support, 3) Create and oversee implementation of a plan for students who need higher levels of support to succeed. Given that the goal is student success, these discussions are not part of the permanent academic record.

The committee includes a chair and 5-8 voting members including a representative from each of the three curricular pillars and additional individuals to provide a diverse perspective. Representatives from the Office of Student Life and Remediation will be present as non-voting members. The committee will review all students twice a year to provide feedback and identify any student that could benefit from more support. In addition, the committee will meet monthly throughout the academic year to review students with struggles in the curriculum. A student's COMPASS Guide will be invited any time the student is discussed at the Trek Progress Committee. The COMPASS Guide is a non-voting member of the committee. The outcome of the committee is a plan for optional and/or required activities for the student to help assure their success in medical school. If a student is not succeeding

despite the added support provided by the committee or if there are persistent and/or egregious concerns, the student may be forwarded to the Promotions Committee for review.

Student Success Team Policy

Background

All students benefit from continuity across the continuum of undergraduate medical education, and this benefit is even more pronounced for students with struggles. The medical school's duty to these students and society mandates an intentional approach to feedback and remediation. Course directors can be trained, and systems arranged, to avoid negative bias towards students with struggles. Additionally, course directors can be empowered to utilize resources within their courses to support students with struggles and provide remediation with the support and guidance of expertise within the Office of Student Life (OSL).

Determination of who needs a Success Team Meeting

The Success Team Meeting Policy can be utilized at any point in the SOM. Outside the parameters defined by this policy, assessment and grading information will not be shared between faculty. While Success Teams can happen at any point, the most common time point occurs at the end of the Plains and Foothills phases when each student is comprehensively reviewed by the Trek Progress Committee (TPC), and the TPC will determine if a meeting is required.

Additionally, students can self-identify and request a Success Team meeting. These students will submit a written request to the chair of Trek Progress outlining the reasons they believe they are "at risk" for successful completion of the next phase of the curriculum. These requests will be reviewed by the associate dean of Assessment, Evaluation and Outcomes, the chair of Trek Progress, the dean in the upcoming phase, and a dean from the office of Student Life to determine if a Success Team meeting or other mechanisms will best meet the students' needs. Lastly, any student who is repeating a phase of the curriculum, returning from a significant leave of absence, or on Academic Warning will be required to have a Success Team meeting.

Meeting Structure

The meeting will be organized by the chair of the TPC (or their delegate from the TPC committee) and will include the student, their COMPASS guide, the relevant course director/s in the upcoming phase, the Associate Dean of Medical Education in the upcoming phase, a dean representative from the office of Student Life, a member of the Student Professionalism Committee if applicable, and a remediation specialist if applicable. Students will be offered the opportunity to bring an additional advocate of their choosing to the meeting.

The goal of the meeting is to discuss the student's strengths and challenges, develop a plan to be implemented by the student and the course director with the support of the remediation team, delineate clear benchmarks for achievement, and develop a contingency plan if more advanced remediation expertise is needed. At a minimum, information will be used by the upcoming course director to strategically place students in settings or with faculty who can best support growth and learning plans and will require the course director to do more regular check-ins with the teaching faculty/team and with the student throughout their course. For

students already receiving remediation services through OSL, a plan for continuing these services in the new learning environment will be discussed.

The meeting will conclude with a plan to revisit student progress at a decided upon time point. At this time point, if the student and the faculty group concur that the student has progressed in their areas of deficiency and is no longer “at risk” no further Success Teams will occur with future courses or faculty. However, if the deficiencies are still present, future group meetings may be convened, more formal remediation may be enacted, or other steps may be taken to support student success.

It is critical that a limited number of faculty participate in oversight and information sharing to protect students from negative bias. Course directors participating in Success Team meetings will recuse themselves from grading decisions. Other faculty assessing a student may be made aware of limited information shared in a Success Team meeting with the student’s permission, recognizing that skills can often be best coached by faculty who are notified in advance of specific growth areas. While all attempts will be made to avoid situations in which a course director involved in a Success Team meeting with a student is placed in a supervisory clinical role in the future with that student, this may not be entirely avoidable in all courses. In that event, the course director will serve in only a teaching and supervisory role and will not provide clinical assessments.

Student Professionalism Committee

Professional behavior is expected of CUSOM students throughout the medical school curriculum and is a program outcome for graduating medical students. Professional behavior includes, but is not limited to, respectful and integrity-based involvement, interactions, and introspection. This behavior manifests as responsibility to patients, to peers, to faculty members, to staff, and to oneself. It also includes responsibility for self-education and self-improvement, timeliness, attendance, and active participation in curricular activities. Ensuring that students attain this outcome, professional behavior will be considered when grades are assigned by course or clerkship directors in the Trek Curriculum. Expectations for professional behavior evolve as a medical student moves into the clerkships and assumes responsibility for patient care.

The purpose of the Student Professionalism Committee is to enhance and encourage medical student professional behavior, to review—in strict confidence—instances of substandard medical student professional behavior, and to offer remediation for this behavior. The chair of the Student Professionalism Committee is appointed by the Executive Vice Dean for Education. Committee membership includes basic science faculty, clinical faculty, faculty from the Center for Bioethics and Humanities, faculty from other University of Colorado health care professional programs or schools, and student representatives from each class. The Student Honor Council Chair is an ex-officio member of the committee to assure that a given incident is considered by the appropriate group. The Student Professionalism Committee works closely with the Trek Progress Committee once a pattern of professionalism concerns is reached. It is also a standing committee of the Student Promotions Committee. For additional information, go to the [CU Medical Student Professionalism Committee](#) site.

The Student Professionalism Committee process encourages timely and regular feedback to students on their professional behavior. Minor accountability concerns (i.e., late assignments, incomplete evaluations, or requirements etc.) are documented for tracking purposes and included in the Trek Dashfolio but are not automatically reviewed by the Student Professionalism Committee. Instead, these are monitored for patterns within curricular phases to provide guidance and support, as well as communication about related consequences. If minor accountability concerns persist despite feedback, this will be considered a professionalism lapse. For all other professionalism lapses, faculty, staff, or peers (through a faculty member) may initiate the professionalism feedback process that includes direct communication with the student about their unprofessional behavior, documentation through the Professionalism Feedback Form and an opportunity for students to respond with their comments in writing. The form is submitted to the chair of the Student Professionalism Committee for review and tracking of the behavior. Feedback documentation and related assessment information is reviewed by the Student Professionalism Committee, which recommends additional follow-up (reflections, required activities, academic warning etc.) to the Trek Progress Committee. If unprofessional behavior is repetitive or egregious, a remediation plan is established for the student.

If there is a pattern of recidivism, an egregious event, or the student fails to successfully complete the remediation plan, the matter is referred to the Student Promotions Committee for official action. In this case, the Student Promotions Committee will consider the individual situation, giving the student an opportunity to present their case. The Student Promotions Committee may act to place a student on probation, with a required remediation for unprofessional behavior, or recommend consideration for dismissal, even if such unprofessional behavior did not affect the student's grade. In addition, the Student Promotions Committee will determine if the behaviors rise to the level of being included in the MSPE. If a student is referred to the Promotions Committee for any reason, a review of their Professionalism/Honor Council materials in the office of Student Life will occur and be included in the information forwarded for Promotions Committee review.

Medical Student Honor Council

The CUSOM was the first medical school in the United States to have a student honor code in 1908. The Honor Code is both a philosophy and a set of rules that require medical students and their peers to hold each other accountable for their actions and support one another in an environment of collaboration. The Honor Code is signed by each medical student at matriculation to confirm acceptance and understanding.

The Honor Code is designed to prevent and deter violations rather than imposing penalties after violations have occurred. The goal of the Medical Student Honor Council is to provide education and peer support in matters of ethical behavior. The Honor Code of the University of Colorado Anschutz School of Medicine states that students must not lie, cheat, steal, take unfair advantage of others, nor tolerate students who engage in these behaviors. It also provides anonymous, informal advice to students and faculty members with questions about ethical behavior of students. When unethical behavior, dishonesty, or other transgressions occur, the Medical Student Honor Council is obligated to uphold the standards of the Honor Code. This contrasts with the Student Professionalism Committee which deals with behavior including, but is not limited to, responsibility to patients, to peers, to faculty members, to staff, and to oneself. It also includes responsibility for self-education and self-improvement,

timeliness, attendance, and active participation in block activities. The Student Professionalism Committee works in concert with the Honor Council to ensure that a given incident will be considered by the correct committee.

The CUSOM Honor Code is designed and enforced by students under the guidance of a faculty advisor through the Medical Student Honor Council. Each class elects one student to represent them, and these offices may be held for the entire 4 years of medical school. The rising senior student becomes the Chair, and the senior class elects another representative to serve on the committee.

The Medical Student Honor Council's policies and procedures are described in greater detail in the appendix. For more information, go to the CUSOM [Student Honor Council's](#) website.

All Honor Council reports in which a student has been deemed to be guilty of a violation of the Honor Code will be documented in the student's Dashfolio and uploaded to a secure electronic database with access limited to the Chair of the Honor Council, the Faculty Advisor of the Honor Council, and the associate dean of Student Life. In addition, all Honor Council issues requiring remediation will be reported to the assistant deans of Student Affairs. These reports will be stored in a secure electronic database with access limited to the associate dean of Student Life and the assistant deans of Student Affairs. More than one Professionalism and/or Honor Council issue requiring remediation will be referred to the Student Promotions Committee by the office of Student Affairs. If a student is referred to the Promotions Committee for any reason, a review of their Professionalism/Honor Council materials in the office of Student Life will occur and be included in the information forwarded for Promotions Committee review. Professionalism or Honor Council matters referred to the Promotions Committee may be included in the MSPE.

Academic Sanctions

The Student Honor Council is responsible for reviewing all breaches of the Honor Code, determining if an infraction has occurred and the appropriate consequences. The Honor Council may recommend academic sanctions as described in the Honor Code. The faculty are hereby authorized to implement the recommendations of the Honor Council with respect to academic misconduct and grades.

Penalties for academic misconduct determined by the Student Honor Council may include:

- Reduction in assessment or assignment scores or receiving no score.
- Reduction in grade including failing a course.
- Additional required assignments and/or assessments
- Required Remediation and "PR" grade.

Student Impairment

Learning to be a physician requires learning in the practice environment. Students, as part of their medical training, are placed in the practice environment and actively participate in patient care activities. Students have an obligation to perform these duties free from impairment and with regard to safety for themselves, patients, and others in the setting. The ability to function safely and without impairment is outlined in the Technical Standards for

Admission, Promotion and Graduation and the Drug Screening Policy, which can be found in this document.

When a student is unable to function at the level specified and without impairment, students, faculty, staff, and others in a health care setting have a duty to report observed behavior or other indicators of concern to the office of Student Life.

OSL Initial Assessment: The office of Student Life will make an initial judgement about whether concerns demonstrate the student's inability to meet the Technical Standards, Drug Screening Policy. If the assistant or associate deans in OSL finds that the level of concern warrants immediate action, they may require that the student be removed from the practice setting.

OSL Follow-Up and External Evaluations: Following this initial assessment, the OSL reserves the right to research the issues of concern further, and as warranted, requires a student to participate in external professional evaluations on either a one-time or ongoing basis. Professional evaluations can include the assessment of the student in question by a variety of professionals capable of assessing the situation. These professionals may include but are not limited to health care providers, mental health care providers, drug and alcohol counselors, Office of Disabilities Access, and Inclusion (ODAI), and/or the Colorado Physician Health Program (CPHP). If a student is referred to CPHP, they must sign a release to allow communication between the OSL deans and CPHP. The student must complete the evaluation before being allowed to proceed in the curriculum. The OSL will assist the student in arranging for the appropriate, required evaluations. The OSL will forward the evaluations to the Student Promotions Committee (SPC) as appropriate, and the SPC will consider any evaluation it receives in its review of the individual student's case.

Actions Available to the Student Promotions Committee: The SPC in collaboration with the OSL reserves the right to research the issues and modify the student's educational plan within the experiential program if deemed necessary. SPC actions for students deemed unfit to participate in a practice environment range from taking no action, modifying the student's experiential education plan, requiring mandatory changes in student behavior, requiring the student to take a leave of absence from the program in order to address specific concerns, or withdrawing the student from their experiential education experience. For any of these situations, the student may appeal SPC decisions to the Executive Vice Dean for Education.

In the case that the SPC approves the temporary removal of a student from the MD program, OSL in collaboration with SPC will develop a reentry plan for the student, including implementation of the leave of absence process if necessary. The plan will address any additional work that may be recommended in order to remedy the specific set of conditions that have led to the leave of absence or withdrawal from the program.

Notification of Legal Violation

The CUSOM performs a background check at the time of matriculation which includes identifying convictions or pleas of guilt or nolo contendere for any felonies or misdemeanors. In the event a conviction or plea of guilt or nolo contendere for any felony or misdemeanor occurs after matriculation, a student is required to report such an event to the associate dean of Student Life or one of the assistant deans of Student Affairs. The fact of conviction or such a plea or the failure to report a conviction or plea will be referred to the Student Promotions Committee. Students who have been charged with a felony or misdemeanor are

required to report the charge to one of the assistant deans of Student Affairs prior to a conviction in order to receive appropriate support and guidance. ☐

7. Assessment and Grading

The Grading System

Official Grades

The School of Medicine uses the following grades in the clinical curriculum for the official transcript: Honors (H), High Pass (HP), Pass (P), Pass with Remediation (PR), In Progress (IP), Fail (F), and Withdrawal (W). The Course and Clerkship Directors have the latitude to not use the full range of grades available. While directors may not alter the definition of the grades, they may provide additional details regarding how a grade may be achieved and requirements for remediation.

Course and Clerkship Directors must specify at the beginning of each academic year the grading standards and system by which students will be evaluated. A grading policy may not be changed once the course starts.

Final grades are reported to the [Registrar's Office](#), through the office of Student Life, where they become a part of the student's permanent academic record. The associate dean for Student Life reports grades to the Student Promotions Committee.

At the end of each academic year a Course or Clerkship director may be asked to report the final statistics of grades awarded that year to the Curriculum Steering Committee (CSC). At this time, the grading policies of the Course or Clerkship may be reviewed.

A faculty member/attending physician who is responsible for evaluating a student may not be a relative of the student and may not have had a prior relationship with the student that would be a real or perceived conflict of interest. If there is a specific question regarding a potential conflict of interest, prior approval must be obtained in writing from the appropriate phase assistant dean of Medical Education.

Description of Grades

Unless otherwise specified, "grades" once assigned become a permanent part of the student's academic record and transcript. In Progress (IP) is a temporary grade which will be permanently replaced by one of the other listed grades.

Grade	Definitions	Processes
Honors (H)	A grade of Honors is given to a student whose performance is of a very high caliber. Total honor points are calculated as the number of credit hours with the honors grade and may be used to determine academic nomination of students for various awards and commendations.	Not used in the Plains
High Pass (HP)	A grade of High Pass is given to a student whose performance clearly	Not used in the Plains

	exceeds the Pass requirements but does not reach Honors level.	
Pass (P)	A grade of Pass is given to a student whose performance meets the minimum requirements established by the Course or Clerkship Director.	
In Progress (IP)	A temporary grade of In Progress is given when a student is unable to complete the requirements for a Course or Clerkship in the typical specified timeframe either because of illness or other extenuating circumstances or because they have not yet met the minimum passing standard. Students will be required to complete the course requirements for this grade to be changed.	This grade is assigned by the appropriate Course or Clerkship director in consultation with the appropriate assistant dean of Medical Education and the associate dean of Student Life. The temporary grade of In Progress (IP) on the transcript is replaced by the final earned grade (e.g., H, HP, P, PR, and F). Exception for Clinical Clerkships during Foothills: Initial failure of written exam results in a grade of In Progress (IP), in which case, the highest grade assigned for the Clerkship is High Pass (HP). If the student has not completed the Course or Clerkship requirements within one academic year from the end of the Course or Clerkship, then the grade of In Progress on the transcript may be replaced by a grade of Fail.
Pass with Remediation (PR)	A grade of Pass with Remediation is given to the student whose performance is initially below the passing standard (IP) or (F), but who meets the course requirements after remediation.	
Fail (F)	A grade of F is given when a student's performance is clearly below the passing standards of the Course or Clerkship. Remediation is required. Policies for this process are described in section 3.3.6.	Once a student has received a grade of Fail, the Student Promotions Committee: • <u>Must</u> approve the student for remediation. • <u>Must</u> approve the plan for remediation of the deficiency. • May review the student's overall academic record. • May set a time limit for completion of remediation.

		• May require student to reregister for the Course or Clerkship and achieve a passing grade. • May impose Academic Warning, Probation or Leave of Absence. • May consider a recommendation for dismissal. In Plains, the highest grade available after remediation is “Pass with Remediation” (PR). If the student fails to meet the requirements for remediation, as specified by the Course Director, the failing grade will remain AND the student will be referred to the Student Promotions Committee for further action, which may include repeating all or part of the Pre-Clerkship curriculum. In Foothills, a Failing grade stands on the transcript, and the student must re-enroll in the course but is then eligible for any possible grade when retaking the clerkship.
Withdrawal (W)	A grade of withdrawal is given when a student leaves a Course or Clerkship before being assigned a final grade AND requires approval by the appropriate Course Director or assistant or associate dean.	

Didactic Exam Expectations for all Phases

The following expectations apply to administrations of these exams: Plains, EOWs & EOCS; NBME CBSE, CCSE, and Shelf exams; ASC Midterm & Final exams.

Arrival for Examination

- Students are expected to arrive at their designated testing location by check-in time, which is 10 minutes prior to the exam start time.
- Students who arrive more than 5 minutes after the exam start time are considered late and must see the proctor for instructions on how to start their exam.
- Students who are late will not receive their full testing time and must submit their exam by the scheduled end time.
- Late exam arrivals are documented as accountability concerns and will be visible in the student’s Dashfolio.

During the Examination

- Allowable items: Students may have their badge and a closed-top beverage at their workstation while they test. The following items are permitted at student workstations when provided by the proctor:
- Laminated sheet/noteboard, and dry erase marker with eraser. Students may request additional noteboard(s) during the exam but may only have one at a time and must return their noteboard to receive a clean one.
- Soft foam earplugs
- Tissues
- Prohibited items: Students may not access any of the following items until after their exam has been submitted (even during scheduled breaks of NBME comprehensive exams):
- Cell phones
- iPads/tablets (unless using for testing)
- iPods/media devices
- Smart watches or watches with alarms, computer, or memory capability
- Calculators
- Paging devices
- Noise-canceling headphones
- Recording/filming devices
- Reference materials (book, notes, papers)
- Backpacks, briefcases, luggage
- Coats, outer jackets, headwear (religious headwear is allowed)
- Food of any type
- No questions or requests for clarification of exam items are permitted during the examination. Students should answer each question to the best of their ability as there is no penalty for incorrect answers.
- If a student experiences technical issues during an exam, they must immediately notify a proctor who will provide guidance on next steps.
- Students may not leave the testing area during the examination, except to go to the restroom.
- Only one student is allowed out of the testing room at a time.
- Bathroom breaks lasting more than 5 minutes will be noted by the proctor and reported to AEO.
- NBME exams only: Each student must be escorted to and from the bathroom by a proctor.
- Proctors are required to report any irregular student behavior occurring during the exam to AEO and the NBME, including, but not limited to:
- Accessing personal items
- Disrupting testing conditions for other students
- Copying answers from another student or allowing answers to be copied by another student
- Using notes during the examination or taking notes on anything besides the laminated noteboard
- Writing on the laminated noteboard prior to starting the exam, other than student ID# if taking an NBME exam

- Removing a laminated noteboard from the testing room
- Continuing to work after time is called by the proctor
- Students who are suspected of possessing a cell phone or other prohibited items may be asked to show the proctor that their pockets are empty.

After the Examination

- Students must erase any notes on their laminated board and return to the area designated by their proctor with their dry erase marker and eraser.
- Students must confirm their exam was submitted before leaving the testing area. For Exemplify exams, students must show a proctor the “green screen,” and for NBME exams, students must provide their name to a proctor to confirm exam upload.
- After confirming exam submission, students should quickly and quietly retrieve their personal belongings and exit the room.
- Students who have taken the exam may not discuss exam content with students who have not taken the exam.

Retest Policy for Technical Issues (NBME Exams Only)

In very rare cases, a student may feel technical issues had a significant negative impact on their exam performance, which led to exam failure. A student will be allowed to retake the exam if the following conditions are met: 1) The technical difficulty was reported to a proctor in real-time during the exam, and 2) immediately after submitting their exam, the student requests that it be excluded and not scored by the NBME. Exams must be retaken within 3 business days of the nullified attempt. Students who do not report the technical issue in real time and/or wait until after they receive a failing score will not be eligible for a retest under this policy.

Additional Detail on Grades for Selected Curricular Areas

Students are advised to read details described in Phase-specific documents and in the syllabi of Courses and Clerkships.

Plains/Pre-Clerkship

In the Plains, students will be placed on Academic Warning by the Student Promotions Committee if 1) they fail an initial End of Course Exam 3 times (even if they pass the retake) 2) they fail the initial exam of any kind (i.e. End of Course, Anatomy, DOCS) four times or 3) they fail a course. Students with 2 failed courses, 4 End of Course exam failures, or more than 4 failures of any kind will be referred to the Student Promotions Committee for consideration of repeating the Plains.

Foothills/Clerkship Phase Grading Policy and Overview

Grading in the Foothills is different than in the Plains. While the Plains exclusively pass/fail, the Foothills now includes grades of Honors/High Pass/Pass. While the first year used written exams as the primary means to determine grades, Foothills grades are primarily based on assessments completed by your supervisors (residents and attending physicians) about your performance in the clinical setting. While the Plains was fairly uniform across all students, each student in the Foothills will have a slightly different experience as they will work with different supervisors and see different patients.

There are six graded clerkships in the Foothills (Family Medicine, Internal Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry and Surgery) as well as one pass/fail clerkship (Emergency Medicine) and one additional pass/fail course (LIC). Each clerkship assigns grades using a criterion-based system which means that there are no limits to the number of honors we can assign (i.e., if all students meet the honors criteria, all students will receive honors) and you are not competing against your classmates for grades.

Each clerkship is different but there are certain grading characteristics that are the same across all the graded clerkships in the Foothills:

1. All use Oasis to gather assessments from the faculty and residents that you work with. These assessments include ample space for comments separated into different sections. Students must request assessments from any supervisor they work with for 3 or more clinical encounters with rare exceptions as documented in course syllabi; a failure to do so is considered a minor professionalism concern.
 - a. **Comprehensive Assessment** – This assessment includes questions across all the different activities taught and assessed in a particular clerkship. This form will be completed by longitudinal preceptors at the end of the year. This assessment form triggers a reciprocal evaluation that the student completes about the preceptor.
 - b. **Core Assessment** – This assessment includes ratings and comment boxes for the core tasks and allows the preceptor to select additional tasks to assess the student. Residents and faculty that a student works with during an immersion (for 3 or more clinical encounters) will be assigned this assessment form with rare exceptions as documented in course syllabi. In addition, this will be used for the mid-year preceptor assessment and end-of-year emergency medicine preceptor assessment. This assessment form triggers a reciprocal evaluation that the student completes to assess the preceptor.
 - c. **Brief Assessment** – This assessment only includes 2 questions and is designed for shorter interactions with a supervisor (following a cohort patient, inpatient rounding, interactions with an interprofessional team member, demonstrating skills that pertain to a different specialty domain, etc.) or as ongoing feedback from a primary preceptor. In the spirit of a growth mindset, we suggest students collect as many brief assessments as possible.
 - i. These forms do NOT trigger a reciprocal evaluation.
 - ii. Brief Assessments may only be completed by licensed clinical providers (MA, PA, RN, NP, MD, SW, EMT, etc.) – someone who completed a medical professional training program. Students in any training program may not complete assessments of other students.
 - iii. Brief forms are the primary method of collecting assessment information in Emergency Medicine, with a minimum of 4 forms required over the course of the year.
 - iv. If brief forms are not completed by a supervisor within 2 weeks, they will be closed by the coordinator as they are meant to provide immediate feedback on clinical skills.
 - d. For any forms requested during an immersion (core or brief), the student must request within 2 weeks of the completion of the immersion.
2. All clerkships utilize a grading committee to determine whether or not a student meets the criteria for a particular clinical grade (i.e., honors, high pass, pass). The committee is

chaired by the clinical content director (CCD) and includes all the other liaisons for that specialty. All data seen by the grading committee is de-identified (no mention of name or gender of the student) to minimize bias. If a liaison has provided a comprehensive assessment for a particular student or is the student's LIC director, they will be recused from grading that student. The CCD is responsible for assigning all specialty clerkship grades once voted on by the grading committee.

3. The LIC course grade is assigned by the LIC director for students who achieve a Pass. A passing grade will be assigned to all students who have met the course criteria. Students who do not meet these criteria will be discussed with the assistant dean of Medical Education, Clinical Clerkships. Failing criteria will be determined and a failing grade assigned by the assistant dean of Medical Education, Clinical Clerkships.
4. All data gathered during the year is reviewed by the grading committee and utilized to determine a grade. However, the emphasis is placed on the skills/abilities a student can demonstrate at the end of the year, so growth over the course of the year is encouraged and not penalized. The grading committee is looking for a pattern of performance; therefore, one individual assessment with an outlying score or comment will not be the determining factor for the grade.
5. Each LIC director will have the opportunity to add additional context information that will be viewable by each grading committee. This information will be written and reviewed together with the student and submitted into Oasis at the end of the Foothills year. Most students will not have additional context information that is necessary to submit, but in some cases, this information is important to understand unique situations related to the learning environment experienced by the student which may influence the way the grading committee interprets assessment data. Categories in which directors may submit context comments include longitudinal preceptor changes or challenges, unusual immersion circumstances, interruptions in student continuity in the LIC, and other circumstances unique to the student or site. Context comments will be viewable to students in the Dashfolio.
6. All clerkships that utilize an NBME subject exam (shelf) only include a passing score that must be achieved.
 - a. Passing scores for all NBME subject exams are set by AEO and Foothills leadership based on passing criteria provided by the NBME.
 - b. Students who fail an exam will have the opportunity to retake the exam, but those students will not be eligible for honors.
 - c. Students who fail a subject exam twice are eligible only for a final overall grade of Pass with Remediation when the exam is passed.
 - d. Students who fail a subject exam three times are not eligible for a retake and will fail the course.
 - e. The exam must be passed within 16 months of the first testing date; any exams that are not passed within this time frame will result in a final course grade of Pass with Remediation even if passed on the first retake attempt.
 - f. The passing score for the NBME subject exam is updated every year in the Foothills Basecamp. If a student delays an exam or needs to retake an exam, they will be subject to the new passing score.
7. Each clerkship has required assignments. All assignments are graded pass/fail. Some assignments include a comment section where the grader provides summative comments that will be viewed by the grading committee and used to assign the overall clinical grade. Passing all assignments is required to pass the clerkship. Assignments are

graded by a liaison and/or LIC director. Any assignment with a failing grade is reviewed and verified by the respective Clinical Content Director before sending the grade to the student. Further appeal of the grade on the assignment is not allowed after this second review. Students with failed assignments must respond to feedback and turn in a new assignment that reaches a passing level within 14 days of receiving the failed assignment grade. The assignment will be re-graded by the CCD to ensure passing quality. If not passed on the second attempt, the student will receive a Pass with Remediation in the course once the assignment is passed.

8. Professionalism is a required element of all Foothills courses. Students are expected to exhibit the core attributes of professionalism (reliability, willingness to ask for help/admit limits, integrity, duty, respect, honesty, advocacy) throughout their clerkships which includes attendance and participation in didactics and clerkship activities, respectful, honest, and timely communications with all clerkship faculty/staff, timely completion of all assignments and respectful and appropriate interactions with patients, families, communities, and care teams. If students do not meet these professionalism expectations, their overall clerkship grade will be impacted. Minor accountability concerns include things like tardiness, turning in an assignment late, not completing evaluations, or not participating in a single didactic session. Significant lapses include things like failing to attend scheduled clinical activities, unprofessional behavior with patients or clinical teams, or unprofessional behavior in small group learning settings. The LIC director is ultimately responsible for determining the level of concern (minor vs. significant) of a particular professionalism lapse in consultation with the assistant dean of Medical Education, Clinical Clerkships. Significant professionalism lapses will be documented with a professionalism feedback form. Tracking of all professionalism lapses is done by LIC administration and in the student Dashfolio. Egregious concerns or a pattern of ongoing lapses despite reminders may also be grounds for course failure. Egregious examples include, but are not limited to, untrustworthy behavior, dishonesty, endangering patients, racist, sexist, or otherwise biased behavior, and/or a significant pattern of ongoing problems despite documented feedback on multiple occasions. Egregious lapses and patterns of professionalism lapses (2 or more significant lapses or 3 or more minor concerns or as determined by the grading committee) which may result in course failure will involve discussion between the LIC director, the assistant dean of Medical Education, Clinical Clerkships, and the Progress Committee.
9. Students will receive *Semester grades* for the first two semesters. These will be Pass/In-progress grades and will be noted as a *Semester grade* on the transcript. In the final semester, students will see the *Final Course Grade* on the transcript. The *Final Course Grade* will be the grade on the MSPE.

Scheduling of NBME Subject Exams

Students are permitted autonomy in scheduling the dates and order of shelf exams in Foothills within the parameters of dates offered by the AEO and Curriculum teams. Exams will be offered on 8 possible dates throughout the year; students will select 5 dates for their exams, in their chosen order. Students must meet with their LIC directors within the first 6 weeks of the Foothills phase to discuss test date options and confirm a testing schedule. The confirmed dates will be entered into a central tracking form and confirmed by email from the coordinator to the student. Students

with testing accommodations must take exams on regularly scheduled exams dates even if proctored separately

Each student is permitted to reschedule one shelf exam. Outside of this single exception, exam dates cannot be changed after November 1. If a student chooses to reschedule an exam for any reason or misses an exam due to illness or emergency, they will be permitted to reschedule a single exam to an open CUSOM-designated proctor date later in the year if available. Students may not move or change other exams to accommodate rescheduling the missed exam. If the student must miss an additional exam due to illness or emergency later in the year, they will not be permitted to reschedule those exams to a later Foothills date and will be required to reschedule any additional exams to a scheduled make-up date after the Foothills phase. If a student needs to reschedule an examination for any reason, the student must contact the LIC Coordinator and LIC Director prior to the start of the exam. **A cancellation or reschedule must be arranged at least 48 hours prior to the scheduled exam unless the circumstance is emergency or illness in which case a doctor's note (or equivalent) is required.** If a student is approved to take their examination on an alternate date, the student is responsible for arranging the exam reschedule with the LIC Coordinator.

Multiple NBME Subject Exam Failures

Clinical clerkships with an NBME subject exam require a passing score in order to pass the clerkship. The current pass level is set using passing criteria provided by the NBME. Remediation assistance is offered to any student who fails a subject exam or receives a "watch score" which is at the lower end of the passing range, and students are offered multiple potential dates to retake the exam. If a student fails more than one subject exam (either exams in different courses or fails, the same exam more than once) it becomes increasingly difficult to meet clinical expectations and prepare appropriately for the remaining clinical experiences and subject exams. Students who fail two NBME subject exams may be placed on academic warning by the Student Promotions Committee. In addition, failure of three or more NBME subject exams will result in referral to the Student Promotions Committee for consideration of repeating the Foothills.

In the event a student has 2 or more subject exam failures, including failing the same exam twice, and/or exam delays which have yet to be remediated, the assistant dean of Medical Education, and the Clinical Clerkships will consult with the Progress Committee Chair, office of Student Affairs and the clerkship directors of courses/LIC's in which the student has completed or is enrolled about the student's clinical progress. If the student is not progressing as expected in clinical work, a success team may be considered to offer additional support which may include a curricular pause for remediation. Meeting with the Director of Clinical Remediation for exam taking support is required for all students who fail 2 or more shelf exams. If a student pauses their clinical curriculum for remediation, the office of Student Life will make every effort to enable the student to remain on-cycle, however, there is the possibility the student would need to delay graduation.

What are the criteria for each specialty clerkship grade?

	Honors	High Pass	Pass	Fail
Clinical Assessments	• Comments and ratings consistently demonstrate achievement of exemplary expectations for most clinical skills for patients with common conditions AND • Consistently demonstrates many clinical skills with complex or undifferentiated patients • Comments and ratings consistently demonstrate strong performance in many of the other clinical skills including professionalism	• Comments and ratings consistently demonstrate achievement of minimum expectations for all clinical skills with common conditions • Demonstrates some (but not all) exemplary clinical skills expectations for patients with common conditions • Demonstrates some (but not all) clinical skills with complex or undifferentiated patients	Comments and ratings consistently demonstrate achievement of minimum expectations for clinical skills for patients with common conditions	Comments and ratings do not consistently demonstrate achievement of minimum expectations for clinical skills for patients with common conditions
Professionalism	No more than 1 minor accountability concern; No significant professionalism lapses	No more than 2 minor accountability concerns, no more than 1 significant professionalism lapse and no egregious professionalism lapses	No egregious professional lapses and no pattern of unprofessional behavior	Pattern of unprofessional behavior or egregious professional lapses
Assignments and exams	• Pass all assignments on first attempt • Pass exam on the first attempt	Pass all assignments and exams (allowed one retake)	Pass all assignments and exams (allowed one retake). If shelf exam is only passed on 2 nd	Does not pass all assignments even after allowed retakes, will result in PR once passed.

			retake (3 rd sitting) or an assignment is only passed after 2 retakes, students only eligible for PR.	Does not pass shelf exam on 3 rd sitting.
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To achieve a grade of honors a student must meet **all** three Honors criteria

A failing grade is assigned if a student meets **any** of the three Fail criteria

What assignments and exams are used for each clerkship?

Course	Assignments
Emergency Medicine (Pass/Fail only)	• Primary survey checklists (2) • De-escalation modules • EM CAPE simulation (Dashfolio comments) • Completion of at least 4 brief assessments
Family Medicine	• Microbiology /Antibiotics Modules • Dermatology Module • Pharmacology assignment (Dashfolio comments)
Internal Medicine	• Inpatient H&P from EMR observation form • ECG quizzes (22 weekly quizzes and post-test) • NBME Medicine subject exam
Obstetrics and Gynecology	• Obstetrics bingo • Obstetrics and Gynecology Evidence Based Medicine Assignment • H&S Ethics: Challenges in Gender and Reproductive Health • NBME Obstetrics and Gynecology subject exam
Pediatrics	• Observation of newborn physical exam • Pediatrics BINGO • NBME Pediatrics subject exam
Psychiatry	• Initial Note Writing Exercise (Dashfolio comments) • Psych Interview, Observation, and Assessments-DOF (2) (Dashfolio comments) • NBME Psychiatry subject exam
Surgery	• H&S Ethics: Informed consent Ethics assignment (Dashfolio comments) • Surgery Skills Bingo • Laceration/Incision Skin Closure Direct Observation (1) (Dashfolio comments) • NBME Surgery subject exam
LIC Course (Pass/Fail only)	• CAPE IPE Clinical transformations • Complete Reflective Practice Activities (4) • LIC concentration learning experiences/project • Completion and logging of patient cohort • Completion and logging of clinical conditions

Minimum and Exemplary levels of supervision for each of the EPAS used during the Foothills

For each of the clinical skills below, a minimum level of supervision (green) has been identified that a student MUST achieve for **common** clinical conditions by the end of Foothills (as evidenced both in comments and in ratings). An exemplary level of supervision (blue) has also been identified for each clinical skill when working with **common** clinical conditions. If a preceptor selects this exemplary level of supervision an additional question is provided that asks them to consider the same clinical skills and levels of supervision for patients who are **medically/socially complex or undifferentiated**.

For a patient with a **common** concern, if you were to supervise this student again, how would you assign the task to the student to **ensure safe and effective patient care**?

EPA (Task)	“Watch me do this.”	“Let’s do this together.”	Repeat <u>all</u> findings or <u>substantial</u> input/revisions.	Repeat <u>key</u> findings or <u>minimal</u> input/revisions.
Gather a history from a patient.	I would gather the history myself	I would gather the history with the student	I would let the student gather the history and repeat <u>all</u> findings	I would let the student gather the history and repeat <u>key</u> findings
Perform a physical exam.	I would do the physical exam myself	I would do the physical exam with the student	I would let the student do the physical exam and repeat <u>all</u> findings	I would let the student do the physical exam and repeat <u>key</u> findings
Develop a differential diagnosis.	I would create the differential diagnosis myself	I would work with the student to create the differential diagnosis but take the lead	I would let the student create the differential diagnosis, but then provide <u>substantial</u> input	I would let the student create the differential diagnosis, but then provide <u>minimal</u> input
Develop a management plan (including suggesting and interpreting lab tests and preventative care).	I would create the management plan myself	I would work with the student to create the management plan but take the lead	I would let the student create the management plan but then provide <u>substantial</u> input	I would let the student create the management plan but then provide <u>minimal</u> input

Provide written documentation of a clinical encounter.	I would write the note myself	I would sit next to the student and write the note together	I would let the student write the note but then make <u>substantial</u> revisions	I would let the student write the note but then make <u>minimal</u> revisions
Provide an oral presentation of a clinical encounter.	I would not allow the student to present	I would do the presentation with the student but take the lead	I would let the student present the patient, but then provide <u>substantial</u> input	I would let the student present the patient, but then provide <u>minimal</u> input

In addition to the above clinical skills, there are several additional questions that a preceptor may be asked to assess depending on the specialty/context of the clinical encounter.

Technical skills <i>EM, Ob/GYN and Surgery</i>	Is this student ready to perform basic technical skills (bag-mask ventilation, single interrupted suture, pap smear, etc.) under direct supervision?	Not yet	Almost	Yes
Urgent/ Emergent care <i>EM, Ob/GYN, and Surgery</i>	Is the student ready to identify a patient who needs urgent/emergent care independently (evaluate a patient with unstable vital signs, altered mental status, or cardiopulmonary distress and know when to call for help)?	Not yet	Almost	Yes
Organization/ Prioritization <i>Peds and IM</i>	Is this student ready to organize and prioritize responsibilities to provide safe and efficient care for at least 2 hospitalized patients simultaneously?	Not yet	Almost	Yes
Evidence Based Medicine <i>FM, IM, Psych, and Surgery</i>	Does this student consistently form clinical questions, retrieve, and appraise evidence to advance patient care?	Not consistently*	Yes	Exemplary*
Professionalism <i>All specialties</i>	Did this student consistently demonstrate the core attributes of professionalism that build trust (reliability, willingness to ask for help/admit limits, integrity, duty, respect, honesty)?	Not consistently*	Yes	Exemplary*
Compassion <i>FM, Peds, and Psych</i>	Did this student consistently demonstrate behaviors that convey compassion, empathy, respect, and inclusion?	Not consistently*	Yes	Exemplary*
Situational Awareness <i>EM, Ob/Gyn, Peds, Psych, and Surgery</i>	Does this student consistently act in a way that fosters success of the team and its members and promotes cohesive team dynamics (e.g., an awareness of team dynamics, good situational awareness/ “reading the room” well, ability to see situations from others’ perspectives and high emotional intelligence)?	Not consistently*	Yes	Exemplary*
Advocacy <i>FM, Ob/Gyn, and Surgery</i>	Did this student consistently advocate for the well-being of patients and families?	Not consistently*	Yes	Exemplary*
Interprofessional Collaboration <i>EM, FM, IM, and Psych</i>	Did the student engage with an interprofessional team to facilitate patient care?	Not consistently*	Yes	Exemplary*
Self-directed learning/Agency <i>EM, FM, IM, and Ob/Gyn</i>	Did this student consistently demonstrate responsibility/agency for patient care and their own learning (proactive, consistently follows cohort patients, educates self and others)?	Not consistently*	Yes	Exemplary*
Patient Context <i>FM, IM, Ob/Gyn, Peds, and Psych</i>	Did the student incorporate contextual factors at the individual (e.g. determinants of health, patient values and beliefs), community (e.g. language, culture), and/or structural level (e.g. insurance, resources) into their care of individual patients?	Not consistently*	Yes	Exemplary*

*Any response with an * will require preceptors to provide specific comments based on their selection.

Minor Accountability Concerns and Professionalism Lapses in Foothills

The LIC director and coordinator will be a repository for professionalism concerns if they occur throughout the year with the expectation that students demonstrate professional behavior as a required element of all Foothills courses as outlined in the Grading Policy. Minor accountability concerns will be determined by the LIC director and coordinator; examples of these include tardiness, turning in an assignment late, or not participating in a single didactic session. When/if this occurs, students will receive written notification, and the LIC coordinator will track this occurrence in the dashfolio. The first occurrence results in a notification of a minor accountability concern along with referrals to appropriate resources as needed (e.g., COMPASS Guide, OSL, ODAI); further minor concerns in a single course will impact final grades as outlined in the Grading Policy.

If a professionalism lapse/s reach the level of significant/egregious or a pattern as defined in the Grading Policy, the student is at risk for receiving a lower grade including a Failing grade in that clerkship. As the LIC Director is exempt from grading students in their clerkship, a meeting will be convened to include the LIC director, the respective CCD, the assistant dean of Clinical Clerkships, and the associate dean of Assessment, Evaluation and Outcomes, the chair of the Professionalism Committee, and chair of the Progress Committee. At this meeting, the LIC Director will present the de-identified professionalism concerns/lapses only, and other members of the meeting will make the determination if the concern is at the level to warrant an executive committee and consideration of Fail on the basis of professionalism.

Failing Grades in Foothills

In the rare case in which concerns are raised for a student to be on a trajectory toward failure in a single or multiple Longitudinal Integrated Clerkship (LIC) courses, or a grading committee recommends Fail at the end of the Foothills year, this policy outlines procedures for Executive Committee discussion and process for Failing Foothills grades at mid-year and end-of year.

Students may fail a LIC course based on one or more elements:

- 1) Clinical Assessment,
- 2) Professionalism,
- 3) Assignments or Exams.

Mid-Year Failure Determination:

The LIC director is exempt from grading but often will be the first aware of the concern. If the LIC Director and Coordinator (or others which may include but are not limited to the office of Student Life (OSL) or the Progress Committee Chair) have concern for a possible risk of failure in any Foothills course at any point during the Foothills year, a meeting will be convened to include the LIC Director, the respective Clinical Content Director (CCD), the assistant dean of Clinical Clerkships, and the associate dean of Assessment, Evaluation and Outcomes (AEO), and the chair of the Progress Committee. In the case of the LIC course, the meeting will include all of the above except a CCD. At any mid-point of the year, students may be eligible to fail only in the professionalism category. Concerns in the clinical or assignment/exam categories will be brought to The Progress Committee (TPC). At the meeting, the LIC Director will present the de-identified professionalism concern/s only, and other members of the meeting will make the determination if the concern is at the level to warrant an Executive Committee and consideration of Fail (F).

An Executive Committee will include all Clinical Content Directors (CCDs), the associate dean of AEO, the chair of the Progress Committee, a representative dean from OSL, and will be chaired by the Assistant Dean of Clinical Clerkships. The LIC Director will prepare the presentation to include all relevant de-identified data and will be present to answer questions, but the presentation will be delivered by the assistant dean of Clinical Clerkships. The voting members of the Executive Committee include only the CCDs. Any members of the CCDs who are also LIC Directors will recuse themselves if the student in question is in their own LIC program.

The Executive Committee is advisory to the faculty course director assigning the grade. The committee will vote to demonstrate strength of support for grading decisions.

If a student is deemed to have reached failing criteria at the midpoint of the year based on professionalism criteria and is not eligible for remediation, a failing grade will be recommended by the executive committee and assigned by the respective CCD (clinical clerkships) and/or LIC course (assistant dean of Medical Education, Clinical Clerkships). Further progression in the Foothills curriculum will be determined in conjunction with the Progress Committee and Promotions Committee.

End-of-Year Failure Determination:

Each clinical clerkship is assigned a grade by the respective Clinical Content Director (CCD) after discussion with a grading committee. Any failing grades recommended by the grading committees must be presented at the Executive Committee (described above) prior to final grade assignment.

A passing LIC course grade is determined by the LIC director; students not felt to be passing are discussed with the assistant dean of Medical Education, Clinical Clerkships who makes the final determination and grade assignment of fail. Any failing grades recommended by the assistant dean of Medical Education, Clinical Clerkships for the LIC course must be presented at the Executive Committee (described above) prior to final grade assignment.

The Executive Committee is advisory to the faculty course director assigning the grade. The committee will vote to demonstrate strength of support for grading decisions. The following options are available for students determined to be not passing at the end-of-year:

1. The student is unable to reach a passing level without remediation. In this case, the student will be assigned a grade of In Progress (IP) and required to enroll in a Special Topics Pass/Fail Clinical Remediation Course for which the executive committee will prescribe an appropriate length and setting for remediation. Students are eligible for this option only if they are not passing in one course; if students have failing recommendations in 2 or more courses, they may not receive a remediation option.

The Clinical Content Director and/or LIC Director will assign a topic that specifically addresses the area(s) of deficiency; this topic will be printed on the student's transcript. The LIC Director will then work with OSL and the Director of Clinical Remediation and/or the assistant dean for Student Success to determine the logistics and expectations for this additional coursework. The student will be required to reach expectations for passing the Clinical Remediation course, which will result in a final Pass with Remediation (PR) grade in the respective LIC course (changed from IP). If the student does not reach a passing level in the Clinical Remediation course, a final grade of Fail (F)

will be assigned to both the Clinical Remediation Special Topics Course, as well as the original LIC course(s), mandating the repeat of the entirety of the clerkship phase. The Clerkship Remediation must be completed with a final grade of PR before a student can progress to Step 1 and Advanced Clinical Coursework. Students in this situation are encouraged to consult with the [Financial Aid](#) and Scholarships office to understand any implications to their Financial Aid eligibility.

2. The student is deemed to have reached failing criteria and is not eligible for remediation and/or is not passing in 2 or more courses. A failing grade will be assigned by the respective CCD (clinical clerkships) and/or LIC course (assistant dean of Medical Education, Clinical Clerkships). Further progression in the curriculum will be determined in conjunction with the Progress Committee and Promotions Committee.

Alpine & Summit Phases – Advanced Science Courses, Acting-Internships, Electives, Trails, and other Courses

Transcript Grades	Alpine Courses (4 weeks or longer)	Alpine Courses (2 weeks, non-clinical)
Specific Information	Course Director assigns the final grade based on student performance on the course requirements. Grades are primarily based on direct observation and assessment of a student's clinical performance. Other assessments (e.g., written exams) may be required and are described in each course syllabus.	Some Alpine courses do not offer Honors (H) or High Pass (HP). In general, these electives include: • Most 2-week courses (including clinical), • All Away electives, • Many Didactic electives, and • Research electives. Exceptions exist for specific electives that have petitioned to use a broader grade range. Students should review course syllabi for details.
Honors (H)	Indicates <i>outstanding</i> overall performance	Not used.
High Pass (HP)	Indicates <i>excellent</i> overall performance with high integrity (e.g., performance, attendance, professionalism behavior, etc.).	Not used.
Pass (P)	Indicates <i>satisfactory</i> overall performance with high integrity (e.g., performance, attendance, professionalism behavior, etc.).	Indicates <i>satisfactory</i> overall performance with high integrity (e.g., performance, attendance, professionalism behavior, etc.).

Fail (F)	Indicates the student's work is <i>not meeting passing requirements</i> after completing remediation.	Indicates the student's work is <i>not meeting passing requirements</i> after completing remediation.
Pass with Remediation (PR)	Indicates <i>satisfactory</i> overall performance with high integrity (e.g., performance, attendance, professionalism behavior, etc.) after completing remediation.	Indicates <i>satisfactory</i> overall performance with high integrity (e.g., performance, attendance, professionalism behavior, etc.) after completing remediation.
In Progress (IP)	Indicates the student's work is still <i>in progress</i> and/or that they have not yet met minimum passing requirement for the course.	Indicates the student's work is still <i>in progress</i> and/or that they have not yet met minimum passing requirement for the course.
Withdrawal (W)	A student is considered enrolled 28 days prior to the start of a course. Once a student is enrolled in a course, he, or she must complete it. - Leaving a course after being enrolled may result in a permanent grade of "W" (e.g., withdraw) on the transcript. In extreme circumstances, the Directors of the Elective or the Acting-Internship may allow a student to "drop" the course without a withdrawal being noted on the transcript. In order to drop a course within the 28-day window, the student must contact the assistant dean of Medical Education, Post-clerkship phase (not the Course Director) with a specific rationale for why they are dropping the course late. It is at the discretion of the assistant dean of Medical Education, Post-clerkship phase whether the student's request will be approved. - Students may add courses within the 28-day window only if there is space available. Students should submit requests to the assistant dean of Medical Education, Post-clerkship phase for approval. - Lack of adherence to this policy, including making requests directly to Course Directors, will result in rejection of the request. - A student may appeal a decision on their request to the associate dean of Student Life. - Note: Students should be aware that limitations on course registration exist. Course registration is only available for those courses and timeframes listed in the official CUSOM course catalog for the specified academic year. Student requests for schedule changes will not be executed if the request deviates from officially listed course offerings, course lengths, or fixed start/stop dates as determined by the Office of Student Life.	

Professionalism Expectations in Alpine-Summit

Students are expected to demonstrate professional behavior as a required element of all Alpine-Summit courses, including clinical experiences, small groups, and team-based learning sessions, other didactics, and simulation sessions. Lapses in professionalism will be communicated to associate dean of Medical Education for the Post-clerkship curriculum. Examples of minor concerns may include tardiness, turning in assignments late, or not participating in a didactic. Examples of lapses may include absence from a required session without appropriate notifications (see absence requests/notifications in section 1.4,) or more than 2 absences (including excused

absences) per month (1 day per 2-week course), more than 1 minor concern, dishonesty, and misrepresenting oneself. Lapses will result in professionalism feedback, documentation submission, and review by the professionalism committee. Students with lapses are not eligible for Honors in courses that utilize Honors in their grading. Egregious concerns or a pattern of ongoing problems despite reminders may also be grounds for course failure and/or other actions by promotion or other committees. Examples of this include, but are not limited to untrustworthy behavior, dishonesty, endangering patients, racist, sexist, or otherwise biased behavior, and/or a significant pattern of ongoing problems despite documented feedback on multiple occasions.

Timely Access to Grades and NBME Exam Scores

Grades for required Clerkships/Courses must be reported to students within six weeks of the end of a Clerkship/Course. Scores from NBME Exams taken at any point during the curriculum (both subject exams and comprehensive exams) must be reported to students within 1 week of the receipt of the scores. Students must complete evaluations to receive a grade in Foothills, Alpine, and Summit phases or they receive an IP until evaluations are complete. Remediation in the Plains

While it is the Course Director's (or designee's) responsibility to notify the student in writing of their poor performance (any grade below passing), only the Student Promotions Committee can approve remediation for a student after a student is assigned a non-passing grade (e.g., Fail (F)), including approval of the remediation plan and timeline for completion.

All remediation plans are subject to the requirements of the Course and to the course syllabus, unless the Course Director explicitly exempts, in writing, the application of a syllabus requirement. Remediation modalities employed may differ than teaching, learning, and assessment modalities listed in the course syllabus. Remediation resources may be limited in accordance with available CUSOM resources.

Narrative Written Feedback in the Curriculum

Students will receive structured written narrative assessments of their performance at several different points in the curriculum. In addition, certain Courses/Clerkships will contain specific assignments that will result in narrative feedback upon submission.

Curricular Area	Nature of Narrative Feedback
Plains Preceptorship	Preceptor Evaluation
Plains Small Group sessions	Facilitator and peer evaluations
COMPASS	COMPASS Guide will provide feedback to the student on their learning goals and progress through medical school
Mentored Scholarly Activity	Associate Director comments on "work-in-progress" session and final paper
Clinical clerkships	All clinical assessments in the Foothills and Alpine include space for narrative feedback from preceptors

- The written narrative evaluation should be signed by the Clerkship, Course, or Acting-Internship Director attesting that the student has or has not achieved all required objectives in a competent manner. The final evaluation should include both formative and summative comments. Comments from attending physicians will be incorporated into the MSPE when possible or appropriate.

Formative Feedback in the Curriculum

Methods of formative feedback include but are not limited to face-to-face feedback, audience response sessions, case studies with questions and answers, practice questions, quizzes, interactive review sessions, case-based small group exercises, team-based learning, flipped classrooms incorporating problem solving exercises, and narrative feedback. Students who have failed an exam or major assignment will be required to meet with their COMPASS Guide to attempt to determine the potential reason(s) the student was not successful, make recommendations for learning strategies, and to help the student identify areas of strengths and weaknesses. Additionally, any individual student may request to meet and discuss formative feedback with Course Directors.

Foothills Mid-Point/Formative Assessments

During Foothills, students will receive a formative assessment of their performance (i.e., mid-point feedback) approximately quarterly throughout their LIC. At a minimum, this feedback session will involve a review of a student's completed assessments to date, learning goals, and loggers and the completion of the LIC Course Assessment by the LIC Director. If the student has not received this feedback, it is the student's responsibility to contact the LIC Director and/or the assistant dean of Medical Education, Clinical Clerkships to ensure feedback is received.

Academic Misconduct and Grades

As members of the academic and medical community and being subject to the Medical Student Honor Code, students are expected to recognize and uphold standards of intellectual and academic integrity. The CU Anschutz School of Medicine expects that students will be honest and submit for credit only the products of their own efforts. Consistent with their [Honor Code](#), students should refrain from and report any and all forms of dishonorable or unethical conduct related to their academic works. The need for fairness and academic integrity dictates that all such dishonest work be rejected as a basis for academic credit.

The examples and definitions below are intended to clarify standards and expectations with respect to academic honesty and integrity. The list is not intended to be exhaustive and there may be other circumstances that will be judged as unacceptable, dishonorable academic misconduct.

Cheating

Cheating is defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise. Examples of cheating include: copying the work of another student during an examination or other academic exercise, or permitting another student to copy one's work; taking an examination for another student or allowing another student to take one's examination; possessing unauthorized notes, study sheets, examinations, or other unauthorized materials during an examination or other academic exercise; collaborating with another student during a graded academic exercise (e.g. exam, quiz, paper, journal club or assignment) without the instructor's consent; and/or falsifying examination results

Plagiarism

Plagiarism is defined as the use of another's ideas or words (including paraphrasing or summarizing) without appropriate acknowledgment or presenting another's works as one's own. Examples of plagiarism include failing to use quotation marks when directly quoting from a source; failing to cite sources; fabricating or inventing sources; and copying information from the Internet. The submission of papers, assignments or projects authored by others as your own is plagiarism and cheating.

Unauthorized Possession or Disposition of Academic Materials

Unauthorized (i.e., without the consent of the instructor) possession or disposition of academic materials, may include copying, printing, distributing, online posting, selling, or purchasing examinations, papers, reports, or other academic materials; taking another student's academic work without permission; possessing or accessing examinations, papers, reports, or other assignments not released by an instructor.

MSPE

The School of Medicine provides each student with a narrative letter of evaluation, the Medical Student Performance Evaluation (MSPE), to be used in the application for post-graduate training.

Generating the MSPE

The MSPE is completed by the Office of Student Life, which works with the Course/Clerkship Directors to provide summaries of the student's progress through medical school. The information is obtained from the student's official academic file (e.g., Course or Clerkship evaluations, letters from preceptors, official correspondence) and from the Senior Questionnaire (extracurricular activities, achievements, research experience, publications). LIC summary paragraphs are generated by faculty based on detailed student evaluation comments, with the assistance of a secure, FERPA-compliant large language model used to support synthesis and drafting. All summaries undergo faculty and administrative review, and students are provided an opportunity to review their letters. If a student has concerns regarding the role of the Office of Student Life in generating their letter, the student may request that the Associate Dean of Medical Education -- Assessment, Evaluation, and Outcomes complete the MSPE letter. Students should make this request to the Associate Dean of Medical Education -- Assessment, Evaluation, and Outcomes. The Associate Dean must use the same process, including the evaluations provided by the Course and Clerkship directors. The MSPE letter will be released on the date designated by the residency application and matching programs. If a student believes there are factual inaccuracies in their MSPE, they should review the letter with an Assistant or Associate Dean from the Office of Student Life. This dean may choose to forward any concerns to the appropriate faculty member, typically the LIC director, clinical content director, or appropriate phase dean. Ultimately, the appropriate phase dean decides upon the final language in that section of the MSPE.

Content of MSPE

Given the belief that there are numerous ways to succeed in medical school, the School of Medicine does not rank students in the MSPE. The evaluation letter consists of the following:

Noteworthy Characteristics Section (previously called Unique Characteristics):

- This section includes information intended to help a residency program selection committee review an applicant in efforts to holistically achieve a residency class that brings a diverse set of background experiences, characteristics, and perspectives.
- This section is comprised of three bullet points, 2 sentences each (maximum), which highlight the most salient characteristics of the student.

Academic History: This section includes:

- The month and year of the student's initial matriculation in and expected graduation from medical school.
- An explanation based on school specific policies of any extensions, leave(s) of absence, gap(s), or break(s) in the student's educational program.
- Information about the student's prior, current, or expected enrollment in and the month and year of the student's expected graduation from dual, joint, or combined degree programs.
- Information, based on school specific policies, of coursework that the student was required to repeat or otherwise remediate during the student's medical education.
- Information, based on school specific policies, of any adverse action(s) imposed on the student by the medical school.

Academic Progress: This section includes:

- Professional Performance: a description of the CUSOM professionalism competencies and an indication that the student met these competencies. If a student receives a professionalism award (not nominations), it will be indicated here. Comments about unprofessional behavior may be included if required by the Student Promotions Committee. Additional professionalism evaluations and assessments may be included in the course narratives.
- Preclinical Coursework: a brief description of whether or not the student successfully completed the Plains curriculum.
- Clerkships: A description of the grading criteria appears in the first paragraph followed by information regarding the unique aspects of the student's particular LIC. The clinical narratives follow starting with the overarching LIC course and then the individual clinical disciplines. Graphs representing the grade distribution in each discipline will be included for all clerkships which are not Pass/Fail.

Post-Clerkship:

- The first paragraph describes the Alpine/Summit Curriculum
- The following paragraph describes the Trail that the student completed

Summary:

- This explains why the CUSOM no longer uses quartiles. In addition, it may include Gold Humanism Honor Society or Alpha Omega Alpha recognition if applicable.

Appendix:

- An outline of the curriculum, graduation requirements, the transcript, AOA criteria, the use of Artificial Intelligence for clinical narratives, noteworthy characteristics, and an explanation of where professionalism comments may appear.

8. Academic Rights and Appeals

The School of Medicine is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. The school also recognizes that students have the right to appeal a final grade. The School of Medicine has a responsibility to respond to such an appeal in a timely manner.

Appeal of Grade Decision or other Grading Committee Action in Plains Phase

There are four situations in which a grade (or other action by the Grading Committee) appeal may be considered: 1) the student thinks they were subjected to bias or discrimination based on their own personal characteristics that may have negatively impacted their assessments and grading decisions, 2) the student feels they were subjected to mistreatment or there was interpersonal conflict that negatively impacted their assessment or grading decisions, 3) the student feels there was an error in the Grading Committee process, such as a mathematical and/or clerical error, and/or 4) the student feels the grading decision was based upon standards unreasonably different from those that were applied to other students in the same course.

The table below describes the procedure for appeal. Please note this policy applies only to final grade appeals, not performance evaluations or any other type of assessments. Students will be required to submit their appeal to the Associate Dean of Medical Education, Pre-Clerkship Curriculum, who will shepherd the student through the appeals process. The student must state at the start of the appeal the criteria for which the appeal should be considered, and the Associate Dean of Medical Education, Pre-Clerkship curriculum or delegate will determine whether the appeal merits consideration. If the appeal is deemed to merit consideration, the process will move forward. If concerns exist that the appeal does not merit consideration, a committee comprised of the Associate Dean of Assessment, Evaluation and Outcomes and two Course Directors in the Plains, who are not involved in the appeal, will convene to review the appeal and decide to accept or reject the decision for the appeal to move forward.

Timeframe	Action	Procedures for Appealing a Grade
Within 3 weeks (21 days) of receiving grade	• Meet with the Associate Dean of Medical Education for the Plains Curriculum • Submit appeal letter to the Grading Committee	• Prior to submitting a grade appeal, the student must meet with the Associate Dean of Medical Education, Pre-Clerkship curriculum to discuss grading concerns. • If the student chooses to move forward with an appeal, they must send an appeal letter to the Grading Committee within 3 weeks of receiving the grade. • The appeal letter will identify the course and the grade being appealed, state the criteria for appeal from the list above, and specify the requested change/remedy with rationale.

Within 6 weeks (42 days) of receiving appeal	Grading Committee review and decision	- Within 6 weeks of receiving the appeal, the Associate Dean of Medical Education, Pre-Clerkship curriculum must convene the Grading Committee to review the appeal and submitted materials. - The Grading Committee will make a decision regarding the appeal and the Associate Dean must inform the student of the decision regarding the appeal. - If a grade change is warranted, the Grading Committee will change the grade in a timely manner.
Within 2 weeks (14 days) of Grading Committee's decision	Appeal to Associate Dean of Medical Education, Pre-Clerkship Curriculum	- Within 2 weeks (14 days) of the Grading Committee's decision, the student may appeal that decision to the Associate Dean of Medical Education, Pre-Clerkship curriculum. The Associate Dean, at their discretion, may meet with the student, faculty, and/or staff, and may consult with the Grading Committee before making a decision. - The Associate Dean will make a decision within 2 weeks (14 days) of receiving the request and notify the student in writing of this decision.
Within 2 weeks (14 days) of the Assistant/Associate Dean's decision	Appeal to Executive Vice Dean for Education	- Within 2 weeks (14 days) of receiving the decision from the Associate Dean of Medical Education, Pre-Clerkship curriculum, the student may make a final request to the Executive Vice Dean for Education for a review of due process. - The decision of the Executive Vice Dean for Education is final. - The Executive Vice Dean for Education will make a judgment within 2 weeks (14 days) of the student's final appeal and notify the student in writing of this decision.

Appeal of Grade Decision in Foothills Phase

Appeal of Grade Decision in Foothills Phase

There are five situations in which a grade appeal may be considered: 1) the student thinks they were subjected to bias or discrimination based on their own personal characteristics that may have negatively impacted their assessments and grading decisions, 2) the student thinks they were subjected to mistreatment or there was unresolved interpersonal conflict with an assessor that negatively impacted their

assessment or grading decisions, 3) there is a critical missing assessment (brief forms are not considered critical; forms must have been requested before the end of the LIC to be considered critical), 4) insufficient assessment data to make a grading decision (completed assessments will not be re-opened to request additional information; this refers only to a rare situation in which circumstances led to insufficient data for the entire clerkship extending beyond a single context, individual or form), and/or 5) there was a violation in the grading policy. The table below describes the procedure for appeal. Please note this policy applies only to final grade appeals, not individual assessments, assignments, exams, professionalism lapses, or any other type of assessments.

Students must first meet with their LIC director to discuss any questions of appeal. The purpose of this meeting is to review assessments and explain the criteria for appeal; the LIC director will not be in a position of advocacy for grade changes. If students decide to proceed with an appeal after the meeting, they will be required to submit their appeal to the AEO office via an online form and must document the date the concern was discussed with the LIC director. Appeal letters will be limited to 500 words and should succinctly state which of the five criteria for appeal is met. A separate submission is required if multiple grades are appealed. If a missing assessment is the cause for appeal, the name of the specific individual/s and dates which they worked together must be listed. Students may not contact any who has completed an assessment directly for additional information or clarification related to a grade assignment or appeal. Students may contact clinical content directors as well as LIC directors with questions.

Submission of an appeal form will prompt a review of the appeal by the associate dean of Assessment, Evaluation, and Outcomes or delegate. Appeals deemed to meet criteria will be evaluated by the clinical content director. The clinical content director is responsible for addressing the reasons brought forward in the appeal. If concerns exist that the appeal does not meet these criteria, a committee comprised of the Associate dean of Assessment, Evaluation, and Outcomes and two clinical content directors who are not involved in the appeal will convene to review the appeal and decide if the appeal meets the criteria or not. Appeals which do not meet criteria will not move forward.

An appeals committee is chaired by the clinical content director and comprised of at least 3 liaisons in that specialty. The clinical content director will present a de-identified summary of the student's appeal letter. The committee will review all assessment data again in a de-identified fashion with modifications as applicable depending on action taken by clinical content director as a result of the appeal (new assessments added from missing evaluators, redactions, etc.). The committee will determine a new clinical grade for the student which may be the same, higher, or lower than previously assigned. Grades will not have the possibility of being lowered without the acquisition of new information (either addition or redaction). The clinical content director is recused from voting on the appeal decision, all information presented to the committee is de-identified, and the committee is blinded to the original grade assigned.

Because the assistant dean of Medical Education, Clinical Clerkships determines if students will be assigned failing grades in the LIC course, there is a foreshortened appeals process in these cases. Appeals should be submitted to AEO per normal procedure within 21 days including discussion with the LIC director. AEO will forward appeals directly the assistant dean of Medical Education, Clinical Clerkships, by passing the CCD grading committee. The assistant dean of Medical Education, Clinical Clerkships will have 8 weeks/56 days to meet with the student and make a ruling. Further appeal would proceed as outlined to the Executive Vice Dean for Education.

Timeframe	Action	Procedures for Appealing a Grade
Within 3 weeks (21 days) of receiving grade	Meeting with LIC Director, Appeal letter to AEO	Prior to submitting a grade appeal, the student must meet with the LIC Director to discuss the grading concerns. Meetings can be in person, by phone or by video conference. If student then chooses to move forward with appeal, they must submit an appeal to the online AEO form within 3 weeks of receiving grade (due by 5:00 pm mountain time on the 21 st day). The appeal letter will identify the Course and the grade being appealed and state the reason(s) for appeal from the list above. The appeal will be reviewed by the associate dean of Assessment, Evaluation, and Outcomes as outlined above.
Within 8 weeks (56 days) of meeting with student	CCD and grading committee review and decision	Within 8 weeks of the appeal deadline, the Clinical Content Director must meet with the student to discuss the appeal. Meetings can be in person, by phone or by video conference. Following this meeting, the Clinical Content Director must convene the grading committee to review the appeal and submitted materials, make a decision regarding the grade change appeal and must inform the student in writing of the decision regarding the grade change appeal. If a grade change is warranted, the CCD will change the grade in a timely manner.
Within 2 weeks (14 days) of CCD's ruling	Appeal to Assistant Dean of Medical Education, Clinical Clerkships	Within 2 weeks (14 days) of the CCD's ruling, the student may appeal against the decision of the Clinical Content Director to the assistant dean of Medical Education, Clinical Clerkships by forwarding copies of all correspondence related to the appeal. The assistant dean, at their discretion, may meet with the student, the faculty, the CCD, or the LIC director, and may consult with the appropriate curriculum committee (e.g., CCD committee) before making a ruling. The assistant dean will make a decision within 2 weeks (14 days) of receiving the request and notify the student in writing of this decision. In rare cases in which the Assistant Dean may have participated or supported the grading committee or have another conflict of interest, the appeal will be reviewed by the Associate Dean, Clinical Clerkships.

Within 2 weeks (14 days) of the Assistant Dean's ruling	Appeal to Executive Vice Dean for Education	Within 2 weeks (14 days) of receiving the ruling from the assistant dean, the student may make a final request to the Executive Vice Dean for Education for a review of due process. The decision of the Executive Vice Dean for Education is final. The Executive Vice Dean for Education will make a judgment within 2 weeks (14 days) of the student's final appeal and notify the student in writing of this decision.
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Appeal of Grade Decision in Alpine-Summit Phase

There are four situations in which a grade appeal may be considered: 1) the student feels they were subjected to bias or discrimination that may have negatively impacted their assessments and grading decisions, 2) the student feels they were subjected to mistreatment or there was interpersonal conflict that negatively impacted their assessment or grading decisions, 3) there is a missing assessment from a critical supervisor or insufficient assessment data to make a grading decision, and/or 4) there was a violation in the grading policy. The table below describes the procedure for appeal. Please note this policy applies only to final grade appeals, not performance evaluations or any other type of assessments.

Timeframe	Action	Procedures for Appealing a Grade
Within 3 weeks (21 days) of receiving grade	Meeting with Course Director, Appeal letter to Course Director	Prior to submitting a grade appeal, the student must meet with the Course Director to discuss grading concerns. If a student then chooses to move forward with appeal, they must send an appeal letter to the Course Director within 3 weeks of receiving grade. The appeal letter will identify the Course and the grade being appealed, state the reason(s) for appeal from the list above, and specify the requested change.
Within 6 weeks (42 days) of meeting with student	Course Director and grading committee review and decision	Within 6 weeks of meeting with a student, the Course Director must convene the grading committee to review the appeal and submitted materials, make a decision regarding the grade change appeal and must inform the student of the decision regarding the grade change appeal.
Within 2 weeks (14 days) of Course Director's ruling	Appeal to Assistant Dean of Medical Education, Alpine-Summit	Within 2 weeks (14 days) of the Course Director's ruling, the student may appeal the decision to the assistant dean of Medical Education, Alpine-Summit by forwarding copies of all correspondence related to the appeal. The assistant dean, at their discretion, may meet with the student, the faculty, or the Course Director, and may consult with the appropriate curriculum committee (e.g., PCPCC) before making a ruling. The assistant dean will make a decision within 2 weeks (14 days) of receiving the request and notify the student in writing of this decision.
Within 2 weeks (14 days) of the Assistant Dean's ruling	Appeal to Executive Vice Dean for Education	Within 2 weeks (14 days) of receiving the ruling from the assistant dean, the student may make a final request to the Executive Vice Dean for Education for a review of due process. The decision of the Executive Vice Dean for Education is final. The Executive Vice Dean for Education will make a judgment within 2 weeks (14 days) of the student's final appeal and notify the student in writing of this decision.

Student Privacy

Pursuant to the Family Educational Rights and Privacy Act (FERPA), students may annually file written notification requesting the withholding of certain personal information from disclosure. Such requests must be filed with the Registrar's Office. Without such filing, the Registrar's Office will provide student directory information regarding enrolled students, as permitted by law. The [University of Colorado's FERPA Policy](#).

In an emergency, both the office of Student Life (303-724-6407) and the Registrar's Office (303-724-8053) will make reasonable efforts to contact a student or a student's designated emergency contact.

Student Access and Modification to own Academic Files

In order to review their records, medical students may submit a written request to the office of Student Life asking to review their file. A copy of the student's file will be available to review with a dean in the Office of Student Life within **45 days of the request is received**. Students are permitted to review all the content of their academic file (i.e., AMCAS application, undergraduate transcript, signed contracts (e.g., technical standards), current transcript, and MSPE). Students who to challenge their records must document this in writing and present it to an Associate Dean in the Office of Student Life who will refer the challenge to the appropriate faculty. If the issue is not resolved, then the assistant dean of the appropriate curricular area will adjudicate the decision.

9. Equal Opportunity, Accommodations, and Non-Discrimination

CUSOM's Commitment

The School of Medicine is committed to equal opportunity, including opportunity for individuals with disabilities. The School of Medicine does not discriminate on the basis of, race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. Go [here](#) to learn more about CU's [Access and Campus Engagement \(ACE\)](#) mission. Visit the CUSOM [Health Opportunities and Professional Engagement Office \(HOPE\)](#).

Equal Opportunity and Accommodations

The goal of the Americans with Disabilities Act (ADA) is to ensure that individuals with disabilities are not discriminated against or denied equal access to the same programs, services, and facilities available to others. The University of Colorado, School of Medicine, is required to provide reasonable accommodations to students with disabilities. The Office of Disability, Access, & Inclusion is dedicated to the full participation of students with disabilities in the academic environment. To request an academic accommodation or make another request, begin first with this office. Go [here](#) for [the Office of Disability, Access, & Inclusion](#). Please note that USMLE has a site to request accommodations. It can be found by [clicking here](#). ODAI will help the student during this process as well.

10. Scheduling, Attendance, and Leave

Absence Policy

Attendance & Absence Policy for the Plains Curriculum

Plains Curriculum (Pre-Clerkship)	
Plains Curriculum (Pre-Clerkship)	Most aspects of a student’s educational experience at CUSOM require student participation. Active participation and engagement are an essential part of the educational experience. Consequently, attendance requirements are defined for all curricular elements. All learning events’ attendance requirements are clearly labeled/identified in each course’s schedule, which can be found in the learning management system. Definitions & Associated Attendance Requirements 1. “Required Elements” are learning events, for which attendance is mandatory. Some instructional methods, such as small group discussions, group labs or dissections, or topics, such as clinical skills and interprofessional teamwork, require all students to participate for the content (e.g., teamwork, physical exam skills) to be learned. In other words, required student attendance contributes to individual and peer learning. Other instructional methods, such as patient/provider panels or demonstrations, are important for students to experience to develop their professional identity as physicians. 2. Learning events that are not labeled as required tend to be less interactive and rely less upon student interaction contributing to individual and peer learning. While attendance at these events is not required, attendance at these events is strongly encouraged for students to remain “on track” with their studies and have ongoing opportunities to interact with and receive feedback from faculty, instructors, and peers. Students should be mindful that information learned at these sessions may be immediately applied to a subsequent “Required Element,” so students should plan accordingly. 3. “Optional Elements” are learning events, for which student attendance is optional. 4. “Elective Elements” are learning events that may have their own attendance requirements. Although not required of all students, students choosing to participate in such activities need to meet that activity’s attendance requirements or potentially lose the privilege of being a part of that activity and/or incur grading consequences. 5. Tardiness or missed portions of “Required Elements” can be disruptive to the instructor and colleagues. Thus, students arriving more than 10 minutes after the start and/or missing more than 10 minutes of a “Required Element,” regardless of the length of the learning event, will be absent for the entirety of the learning event and should submit an absence notification. Allowable Absences

It is understood that life events interfere with schooling at times, and the CUSOM recognizes that mental health, physical health, obligations to family and friends, and outside interests may make attendance at all school events difficult. Therefore, some absences are allowed for “Required Elements” without requiring specific permission; thus, students must report their absence from all “Required Elements” (see below). Students are responsible for how they apportion these hours, as **the allowable absence hours include missed sessions for any reason**, including but not limited to personal illness, preventive health services, care for acute illness, ongoing care for chronic illnesses, physical therapy, behavioral health services, religious observances, limited family emergencies, etc. Consistent with their rights under the University policies and the law, students have a right to privacy when seeking care; students need not disclose the specific type of healthcare that is being sought.

1. For **“Required Elements,”** students may miss up to 20 hours of required elements during the Fall Semester, 30 hours of required elements during the Spring Semester, and 10 hours of required elements during the Summer Semester. Students may not miss more than 16 hours of “Required Elements” in any individual Plains course. Students may not preferentially miss “Required Elements” in (a) pillar or content area(s).
2. For **“Optional Elements” and learning events that are not labeled as required,** absences are permitted as students are not obligated to attend these sessions.
3. For **“Elective Elements,”** students should refer to the specific attendance requirements of these elements as outlined in the course syllabus.

Absences: Exceptional Situations

1. For each conference where a student is presenting their academic work or has a formal participation role (e.g., member of an advisory board) and has obtained advanced approval (minimum of 14 days prior to the absence) from the associate dean of Medical Education, Pre-Clerkship Curriculum, the student will be credited up to a maximum of 16 hours of missed “Required Elements” for no more than 2 days of missed classroom activities. Should a student exceed 2 days of missed classroom activities, the absences would be accrued in the usual fashion.
2. Students are expected to seek the necessary health care to maintain their physical and mental well-being. They should, whenever possible, schedule healthcare appointments outside of scheduled curricular activities. Students requiring regular (e.g., weekly) healthcare appointments should contact the Office of Disability, Access, and Inclusion (ODAI) to determine whether accommodations are needed.
3. Significant life events (e.g., prolonged personal illness, hospitalization, birth/adoption of a child, illness of others requiring care, and/or death of a loved one) may occur and may necessitate extended absences. These situations will be discussed on a case-by-case basis with the student and both the Associate

	Dean of Medical Education, Pre-Clerkship Curriculum, and the Associate Dean of Student Life.
PROCESS TO REPORT ABSENCE FROM LEARNING EVENTS	
Absence Reporting: Routine Absences	Students are responsible for reporting their absence from each “Required Element.” Routine absences refer to the vast majority of absences, which include, but are not limited to, absences due to personal illness, healthcare appointments, limited family emergencies, obligations to family and friends, outside interests, conference attendance, and religious observances. Students should report their absence from a “Required Element” via the Plains Absence Reporting Form, which is linked to every course’s Canvas homepage under the “Plains Specific Resources” section. Should a student miss more than 10 minutes of a “Required Element,” regardless of event duration, this is considered an absence and should be reported as such. Absences should be reported in advance whenever possible; absences due to involuntary and/or emergency situations (e.g., personal illness or family emergency) must be reported within 3 days of the initial absence.
Absence Reporting: Significant Life Events	Significant life events (e.g., prolonged personal illness, hospitalization, birth/adoption of a child, illness of others requiring care, and/or death of a loved one) may occur and may necessitate extended absences. Students should contact the Associate Dean of Medical Education, Pre-Clerkship Curriculum, and/or a dean in the office of Student Life, who will arrange to discuss the situation on a case-by-case basis with the impacted student. The goals of these discussions are 3-fold: provide student support, provide additional allowable absence hours, and/or consider whether curricular adjustments or a pause might be warranted. Reasonable documentation may be required as part of these discussions.
PREPARING FOR & POTENTIAL CONSEQUENCES OF ABSENCES	
	<u>Preparing for Absences & Assignment of Make-Up Work</u> When preparing for absences, students should consider whether they play a critical role to group work/assignments (e.g., an assigned small group role in DOCS), and they should take steps to ensure their group is not negatively impacted by the absences (e.g., recruit a peer to fulfil their DOCS role while absent). Additionally, at the discretion of the Course or appropriate Pillar Director(s), a student may be required to complete make-up assignments for any absences. The timeframe for completing the assignment will be determined by the appropriate Course or curriculum Director taking into consideration the nature of the absence. Consequences for Exceeding Allowable Absences Absences exceeding the allowable limits from “Required Elements,” such as: • missing over 20 hours during the Fall Semester • missing over 30 hours during the Spring Semester • missing over 10 hours during the Summer Semester

- missing over 16 hours in any Plains course
- preferential absences in (a) pillar or content area(s)

may be tracked by the Student Professionalism & Trek Progress Committee, a discussion between the student and the Associate Dean of Medical Education, Pre-Clerkship Curriculum, a discussion with an assistant dean of Student Affairs, and/or impact on the earned course grade.

Students who are not consistently reporting their absence from “Required Elements,” may receive professionalism feedback, including a discussion between the student and the Associate Dean of Medical Education, Pre-Clerkship curriculum, and/or an impact on the earned grade.

The Associate Dean of Medical Education, Pre-Clerkship curriculum will monitor all absences and inform the Associate Dean of Student Life of any students exceeding or at risk of exceeding the number of allowable absences as well as any students' circumstances surrounding absences that may warrant additional student support.

Any student failing to meet attendance requirements may be deemed to have not met the requirements to pass the Course and/or Pre-Clerkship phase and may be referred to the office of Student Life and/or Trek Progress Committee. If there are concerns about circumstances that are preventing the student from adequately completing requirements for current and/or future courses, the associate dean of Student Life, in consultation with the Associate Dean of Medical Education, Pre-Clerkship curriculum, will consider a referral to the Student Promotions Committee for further discussion.

Of course, in the event of extenuating circumstances, the Associate Dean of Medical Education, Pre-Clerkship curriculum, and the Associate Dean of Student Life will work together with students to develop plans to meet required educational components without penalty.

Attendance & Absence Policies for the Foothills Curriculum

Foothills	Clinical Courses & Clerkships
Expectations	Medical Absences: Attendance on clinical clerkships and in learning seminars (unless otherwise specified) is required. Every attempt must be made to schedule absences for voluntary situations outside of the required curricular elements (e.g., during scheduled school breaks). Students will be permitted a maximum of 5 medical absences for acute illness over the course of the LIC year. Any additional time off for acute illness will require students to do make up time. Students exceeding this number need to make up time during the LIC year and will be assigned IP grades until that time is completed. Students requiring time away from clinical requirements for chronic illness or regularly occurring appointments will need accommodations through the Office of Disability, Access, and Inclusion. Personal Absences: Each student will be permitted a maximum of 5 excused absences for personal reasons over the course of the LIC year. The expectation is that most students will not require the use of personal absences, but they exist to support special circumstances that cannot be scheduled during school breaks or come up unexpectedly. Requests for personal absences must be submitted to the LIC Director at least 60 days in advance, except in cases of emergencies, and will be granted only if curricular obligations allow. Additional personal absences beyond 5 may be granted for personal emergencies only but will require make-up time. Students must request a personal absence if they need to protect any day for a personal day, including weekends and holidays. Appropriate reasons for a personal day include important events such as weddings, funerals, graduations, religious holidays, and extra conferences beyond the 48 hours allowed. Medical absences may not be used as personal absences. Students will be permitted a single day of jury duty without using a personal day; if jury duty assignment extends beyond one day, students will need to use personal days or arrange for make up time. Presentation at conference: Students are permitted attendance at one conference limited to 48 hours including the day of presentation over the course of the LIC year. Students must present documentation of their authorship and presentation at the conference to the LIC Director in order to qualify for absence from the LIC to attend a conference at least 60 days in advance of the time off requested. Requesting a weekend day off for a conference will count as a conference day.
PROCESS to Seek an Excused Absence or to Inform of an Involuntary Absence	

Requested Absence	Process to Seek an Excused Absence or to Inform of a Voluntary Absence: Student must submit a request in writing to their LIC Director and Coordinator. The student must inform their clinical supervisors of the approved absence. Involuntary Situation: Student must contact their clinical supervisors as well as the LIC Director and Coordinator as soon as possible. To be considered an “excused” absence, an absence for an involuntary situation must be approved by the LIC Director. The LIC Director must inform the office of Student Life Student if student exceeds 5 days in the academic year of absences for illness or 5 personal reasons.
Involuntary Situation	A student must contact their clinical supervisor as well as the LIC Director and Coordinator as soon as possible or prior to missing any time. This is critical because an unexpected absence impacts patient care. To be considered an “excused” absence, an absence for an involuntary situation must be approved by the LIC Director.
CONSEQUENCE OF ABSENCE (e.g., make-up work/days, remediation, professional report, grading)	
	CONSEQUENCE OF ABSENCE (e.g., make-up work/days, remediation, professional report, grading): If absences (voluntary or involuntary) exceed allotment for illness and/or personal reasons, the LIC Director or the LIC Coordinator will work with the student and faculty regarding make-up time/work, issues for credit, etc., consulting with an assistant deans of Clinical Clerkships and/or Student Affairs. If the agreed upon make-up session or work is not completed, not completed within the agreed upon timeframe, or not completed with satisfactory quality, then the LIC Director will ask the assistant dean of Medical Education, Clinical Clerkships to convene an executive committee meeting of the LIC Directors to discuss the assignment of a non-passing grade (an “IP” or a “F”). Students are required to note absences for illness and movement of clinical sessions on the shared calendars. Failure to do so will result in a professionalism lapse report.

Definition of Absences for the Post-Clerkship Phase

All absences from required curricular activities require notification.

An **“unexcused absence”** is an absence for which the student does not provide required notification and/or for which permission has not been granted, including situations where the student exceeds their allowable absences. Make-up work will be required, and students will likely have professionalism documentation depending on the circumstances. The event may be reported to an assistant dean of Student Affairs or designee for further action.

An “**excused absence**” is an absence for which permission has been granted. Excused absences include voluntary absences that have been approved prior to the absence or absences that result from involuntary/emergent situations that are ultimately approved.

- **Voluntary absence:** An absence for an event or events such as family events, conferences, healthcare, or personal appointments. Every attempt must be made by the student to schedule these situations outside of the required curricular elements. These absences should be reported in advance of the learning event via the [Alpine-Summit absence request form](#).

- **Involuntary/Emergency situations:** An absence for reasons outside the student’s control such as significant illness, family illness, or jury duty. Students should make every effort to report the absence proactively. However, if advance notice is not possible, the absence must be reported through the [Alpine-Summit absence request form](#) within 2 days of the occurrence. In addition to submitting the absence report, the student is also required to notify their course director and/or clinical preceptor as soon as possible. For any involuntary situation leading to absence of greater than two days in the post-clerkship phase, the student must notify the office of Student Life and the appropriate assistant dean in addition to reporting via the [Alpine-Summit absence request form](#).

Alpine-Summit / Post-clerkship (CU Students Only)

Overall Phase; See Specific Courses/Course Types Below

Overall Considerations

Students have a great amount of flexibility and unscheduled time available during the post-clerkship phase. Every attempt must be made to schedule absences for voluntary situations outside of the required curricular elements, especially Advanced Science Courses, Trail Immersions, Basecamps, and Clinical courses.

Attendance of post-clerkship courses is generally required. Absences are generally not permitted, but extenuating circumstances may be considered, especially if requested > 60 days in advance.

Presentation at conference: Students may attend one academic conference per academic year for the purpose of giving a presentation. The excused time away is limited to 48 hours, inclusive of the presentation day. Approved conference absences are separate from and in addition to personal days and other types of excused absences. Students are responsible for coordinating with Course Directors and completing make-up work for any missed work/assignments that are required. Students must present documentation of their authorship and presentation at the conference as a part of their absence request via the [Alpine-Summit absence request form](#).

Advanced Science Courses

Expectations

Attendance in Advance Science Courses is required. Absences are generally not permitted, but extenuating circumstances may be considered. Failure to notify and obtain approval for absences is considered a professionalism issue.

Voluntary Absences: Each student will be permitted a maximum of 16 hours of excused voluntary absences over the course of the Advanced Science Courses. Students must request a voluntary absence if they need to protect any time, excluding weekends, for a personal reason. Appropriate reasons for a personal absence include important events such as weddings, funerals, reunions, graduations, religious holidays, and extra conferences beyond the 48 hours allowed per academic year. Requests for voluntary absences must be submitted via the [Alpine-Summit absence request form](#) at least 60 days in advance, except in cases of involuntary/emergency situations, and will be granted if curricular obligations allow. Additional personal absences beyond 16 hours may be granted for involuntary/emergency situations. If more than 16 hours of curriculum is missed, make-up time will be required.

Presentation at conference: Students may attend one academic conference per academic year for the purpose of giving a presentation. The excused time away is limited to 48 hours, inclusive of the presentation day. Approved conference absences are separate from and in addition to personal days and other types of excused absences. Students are responsible for coordinating with Course Directors and completing make-up work for any missed work/assignments that are required. Students must present documentation of their authorship and presentation at the conference as a part of their absence request via the [Alpine-Summit absence request form](#).

Apart from absences, students will receive at least 1 day off per week in accordance with duty hour policy (4 days for 4-week rotations, 2 days for 2-week rotations).

PROCESS to Seek an Excused Absence or to Inform of an Involuntary Absence

Voluntary Absence

Submit your request via [Alpine-Summit absence request form](#) for approval. Requests must be presented greater than 60 days in advance and submitted with reasonable documentation.

If accommodations can be arranged, an appropriate plan will be developed by the Course Director in conjunction with the student.

Involuntary Situation

Students must contact the Alpine-Summit Curriculum Course Coordinator, the related Advanced Science Course Directors, the clinical preceptor, and complete the [Alpine-Summit absence request form](#) as soon as possible.

To be considered an “excused” absence, an absence for an involuntary situation must be approved via the [Alpine-Summit absence request form](#). Absences for illness may require appropriate documentation.

Greater than 16 hours of absences will require make-up work which typically occurs following the completion of the normal ASC timeframe and may result in a non-passing grade as below in “Consequences of Absence” section.

CONSEQUENCE OF ABSENCE (e.g., make-up work/days, remediation, professional report, grading)

If absences (voluntary or involuntary) exceed allotment for illness and/or personal days, make-up work will be required, and the Course Directors and Coordinator will work with the student and faculty regarding make-up time/work, consideration of issues for credit, etc., consulting with the appropriate dean for Medical Education and/or Student Affairs. If the agreed upon make-up session or work is not completed, not completed within the agreed upon timeframe, or not completed with satisfactory quality, then the assistant dean, Post-clerkship phase and appropriate Course Directors may convene an executive committee meeting to discuss the assignment of a non-passing grade (an “IP” or a “F”).

Acting-Internships & Selectives & Electives & Trails

Expectations

Attendance in Acting Internships, Selectives, Electives, and Trail courses is required. Absences are generally not permitted, but a unique circumstance may be considered.

Each student will be permitted a maximum of:

- 16 hours total excused absences days (for voluntary or involuntary reasons) in a 4-week course
- 8 hours total excused absence day (for voluntary or involuntary reasons) in a 2-week course
- 40 hours total excused absences per academic year in Alpine-Summit. Requests for voluntary absences must be submitted via the [Alpine-Summit absence request form](#) at least 60 days in advance, except in cases of emergencies, and will be granted if curricular obligations allow. Additional absences beyond the 40 hours may be granted for personal emergencies only but would require make-up time. Students must request an absence if they need to protect any day, including weekends. Appropriate reasons for a voluntary absence include important events such as weddings, funerals, reunions, graduations, religious holidays, interviews, and extra conferences beyond the 48 hours allowed.

*Students only need to request absences during times in which they are enrolled in coursework and not while they are on unstructured time.

Presentation at conference:

Students may attend one academic conference per academic year for the purpose of giving a presentation. The excused time away is limited to 48 hours, inclusive of the presentation day. Approved conference absences are separate from and in addition to personal days and other types of excused absences. Students are responsible for coordinating with Course Directors and completing make-up work for any missed work/assignments that are required. Students must present documentation of their authorship and presentation at the conference as a part of their absence request via the [Alpine-Summit absence request form](#).

Alpine-Summit

Apart from absences, students will receive at least 1 day off per week in accordance with duty hour policy (4 days for 4-week rotations, 2 days for 2-week rotations).

PROCESS to Seek an Excused Absence or to Inform of an Involuntary Absence

Voluntary Absence

Submit your request via Alpine-Summit absence request form for approval. Requests must be presented greater than 60 days in advance and submitted with reasonable documentation.

If accommodations can be arranged, an appropriate plan will be developed by the Course Director in conjunction with the student.

Involuntary Situation

Students must contact their attending and/or resident as well as the Course Director, as soon as possible. To be considered an “excused” absence, an absence for an involuntary situation must be approved by the Course Director and via [the Alpine-Summit absence request form](#).

Absences for illness may require appropriate documentation.

CONSEQUENCE OF ABSENCE (e.g., make-up work/days, remediation, professional report, grading)

If absences (voluntary or involuntary) exceed allotment for illness and/or personal days, make-up work will be required, and the Course Directors and Coordinator will work with the student and faculty regarding make-up time/work, consideration of issues for credit, etc., consulting with the assistant dean of post-clerkship phase and/or Student Affairs. If the agreed upon make-up session or work is not completed, not completed within the agreed upon timeframe, or not completed with satisfactory quality, then the assistant dean of the post-clerkship phase and appropriate Course Directors may convene an executive committee meeting to discuss the assignment of a non-passing grade (an “IP” or a “F”).

REQUESTING MAKE-UP TIME

If a student misses fewer days than the maximum allowed (and is not required to do any make-up), but feels their grade, letters of recommendations and/or experience was impacted by the missed days, they have the option to work with the office of Student Life, the course director and their career advisor to discuss make-up time.

Absences Permitted to Seek Healthcare for Clerkship & Post-Clerkship Phases

Absences related to healthcare are considered “voluntary absences” as defined above. Students are expected to seek the necessary health care to maintain their physical and mental well-being. Examples of necessary health care include preventive health services, visits for acute illness, ongoing care for chronic illnesses, physical therapy, and behavioral health services. Students are also expected to attend all required elements, and to the extent possible, should schedule

healthcare appointments outside of required curricular activities or courses. Students requiring regular (e.g., weekly) healthcare appointments should contact the Office of Disability, Access, and Inclusion (ODAI) to determine whether accommodations are needed.

For planned absences related to healthcare, students should follow the specific procedures provided in Section 1.4.2 - Absence Policies by Phases and Curricular Areas. It is the student's responsibility to report absences to inform all relevant parties, which may include reporting through the learning management system, to supervising attendings or residents, course directors, and/or to the appropriate assistant dean, to coordinate time away from the course, clerkship, or other required curriculum.

Consistent with their rights under university policies and the law, students have a right to privacy when seeking care. Students need not disclose the specific type of healthcare that is being sought. Additionally, a student's decision to seek healthcare during a required curricular activity or course should have no impact on their performance evaluation. Details regarding work-related expectations are found under "Consequence of Absence" in the appropriate tables in Section 1.4.2.

Absences from Examinations and Assessments by Phases and Curricular Areas

There are differences in how each Phase handles absences, and students should attend to these differences. The table below describes these policies.

Absences from Examinations and Assessments for the Plains Curriculum

All exams and assessments are required unless specifically denoted as "optional" (e.g., End of Week Checkpoints that occur the last week of each course and on weeks that have calendar impacts due to holiday observances).

Type of Assessment	Type of Situation	Notification Procedure to Seek Approval & Consequence of Absence
End of Week Checkpoint	Situation where advance notice is possible	• Students may be absent from a maximum of 4 (four) End of Week Checkpoints throughout the entire Plains curriculum for any reason, so students should responsibly apportion absences. • Absences are permitted without requiring approval.* Students should report the absence via the Plains Absence Reporting Form, which is linked to every course homepage under the "Plains Specific Resources" section. • The Associate Dean of Medical Education, Pre-Clerkship Curriculum will make appropriate arrangements for the student to make-up the End of Week Checkpoint. • Students that are absent from the End of Week Checkpoint must also be absent from the corresponding

		Facilitated Review and should report their absence for it as well. Consistent with the Attendance and Absence Policy for the Plains Curriculum, the aforementioned absences may draw-down allowable absence hours for “Required Elements.”
End of Week Checkpoint	Situation where advance notice is NOT possible (e.g., severe acute illness or emergency)	- Students may be absent from a maximum of 4 (four) End of Week Checkpoints throughout the entire Plains curriculum for any reason, so students should responsibly apportion absences. - Absences are permitted without requiring approval. * Students should report the absence via the Plains Absence Reporting Form, which is linked to every course homepage under the “Plains Specific Resources” section, as soon as possible and within 3 days of the absence. - The Associate Dean of Medical Education, Pre-Clerkship Curriculum will make appropriate arrangements for the student to make-up the End of Week Checkpoint - Students that are absent from the End of Week Checkpoint must also be absent from the corresponding Facilitated Review and should report their absence for it as well - Consistent with the Attendance and Absence Policy for the Plains Curriculum, the aforementioned absences may draw-down allowable absence hours for “Required Elements”
End of Course Assessment, Anatomy Practical, DOCS Clinical Skills Assessment, Comprehensive Basic Science Exam (CBSE)	Situation where advance notice is possible.	- Absences require approval from the Associate Dean of Medical Education, Pre-Clerkship Curriculum. Only acute illness or major emergencies will be considered for approval if they occur within 48 hours of the scheduled exam or have prevented a student from participating in coursework. Medical documentation is required for an illness-related absence. - In addition to contacting the Associate Dean of Medical Education, Pre-Clerkship Curriculum requesting approval, students should report the absence via the Plains Absence Reporting Form, which is linked to every course homepage under the “Plains Specific Resources” section.

		• If the absence is approved, the Associate Dean of Medical Education, Pre-Clerkship Curriculum will make appropriate arrangements for the student to make up the exam. • If the absence is not approved, the student will receive a 0% as a grade for the exam and will not be entitled to make up the exam. The student will be entitled to a re-take exam, consistent with the Plains policies and procedures; this would be the only and final exam attempt. • Consistent with the Attendance and Absence Policy for the Plains Curriculum, the absence may draw-down allowable absence hours for “Required Elements.”
End of Course Assessment, Anatomy Practical, DOCS Clinical Skills Assessment, Comprehensive Basic Science Exam (CBSE)	Situation where advance notice is NOT possible (e.g., severe acute illness or emergency)	• Absences require approval from the Associate Dean of Medical Education, Pre-Clerkship Curriculum. Only acute illness or major emergencies will be considered for approval if they occur within 48 hours of the scheduled exam or have prevented a student from participating in coursework. Medical documentation is required for an illness-related absence. • In addition to contacting the Associate Dean of Medical Education, Pre-Clerkship Curriculum requesting approval, students should report the absence via the Plains Absence Reporting Form, which is linked to every course homepage under the “Plains Specific Resources” section, as soon as possible and within 3 days of the absence. • If the absence is approved, the Associate Dean of Medical Education, Pre-Clerkship Curriculum will make appropriate arrangements for the student to make up the exam. • If the absence is not approved, the student will receive a 0% as a grade for the exam and will not be entitled to make up the exam. The student will be entitled to a re-take exam, consistent with the Plains policies and procedures; this would be the only and final exam attempt. • Consistent with the Attendance and Absence Policy for the Plains curriculum, the absence may draw-down allowable absence hours for “Required Elements.”
*Absences from exams and assessments are reported to the office of Assessment, Evaluation, and Outcomes as well as the office of Student Life for general tracking purposes. If there are persistent patterns to a student’s absences at exams and assessments, this will initiate a discussion between the student and the associate dean of Medical Education, Pre-Clerkship		

curriculum and will be relayed to the assistant dean of Student Affairs, and this may lead to professionalism feedback and/or an impact on the earned grade.

Consequences due to delayed exam downloading/uploading. It is best practice for students to download all exams no later than 7am the morning of the exam. This ensures that neither technological issues nor exam availability impact the start of the exam. It is also expected that students will upload their completed exams no later than the exam's end time. This ensures that the exam may be scored via standard processes. If a student experiences technical issues and had not downloaded the exam with sufficient time to seek technical assistance and resolve the issue prior to the exam start time, the student's available testing time may be impacted or the student may be required to reschedule the exam.

Consequences due to tardiness to an exam and/or assessment. It is expected that students will be present and prepared to start all exams and assessments at their designated start time. Arriving after or being unprepared to start the exam at the designated start time may impact the student's available testing time and may have an impact on the earned grade. The exam's end time will not be adjusted; students will not be entitled to the full test time. Additionally, patterns of tardiness to exams may be tracked by the Student Professionalism & Trek Progress Committees and require a discussion between the student and the Associate Dean of Medical Education, Pre-Clerkship Curriculum, a discussion with the Associate Dean of Student Affairs, and/or impact late admission to exams and, consequently, the earned grade.

Absences from Examinations and Assessments for the Clerkship & Post-Clerkship Phases

All exams and assessments are required. Students are expected to take these as scheduled. All absences from scheduled exams will be reported by the student to the appropriate persons for their curricular phase as outlined below.

Type of Situation and Notification Procedure by Phase

Foothills

Exam Absence & Rescheduling Policy

All NBME exams are required and students are expected to take them as scheduled. Students are not permitted to miss scheduled exams outside of emergency or acute illness occurring within 48 hours of an exam. Written documentation is required.

Students must notify their LIC Director, Coordinator, the Assistant Dean of Medical Education, Clerkships, and an OSL Dean as soon as possible about the need to reschedule. Approval by OSL is required to delay an exam.

Students with an approved absence will be permitted to reschedule the exam to one of the designated make-up dates. This is only allowed once, and additional exam absences due to illness

or emergency will be rescheduled until after the end of the Foothills year and the Alpine Advanced Science Courses (ASCs).

Alpine-Summit

Voluntary Absence (Situation where advance notice is possible).

To be considered an “excused” absence, an absence must be approved by the Course Director and via the [Alpine-Summit absence request form](#). In general, absences from examinations and assessments will not be approved, and every effort should be made by the student to avoid scheduling conflicts.

Involuntary Absence (Situation where advance notice is NOT possible- e.g., major emergency)

The student should notify their Course Director as soon as possible. In addition, to be considered an “excused” absence, an absence for an involuntary situation must be submitted via the [Alpine-Summit absence request form](#). Absences for illness may require appropriate documentation. Students will be required to take a make-up exam on a designated date.

Consequences due to tardiness to an exam and/or assessment.

Students are expected to arrive at their testing location 10 minutes early and be seated and ready to begin all proctored exams at the designated start time. Exams begin as soon as the proctor provides the password. Students who arrive more than 5 minutes after the exam has started are considered late. Late exam arrivals will be documented in the student’s Dashfolio as an accountability concern. All students must submit their exam by the designated end time, regardless of how much time they have left on their exam clock; late students will not receive their full testing time.

Fort Collins Campus Plains Attendance Policy

Expectations for attendance at the Fort Collins Campus are the same as at the CU Anschutz Medical Campus. If concerns arise about an individual’s participation, we will schedule a meeting with the student’s COMPASS guide and the FCC assistant dean to develop a plan that may include monitoring of attendance at an individual level.

Leave of Absence

Students may request to be away from the medical school curriculum for a time less than a full academic period as defined by the University. There may be a variety of reasons for granting this request, as determined by an assistant dean of Student Affairs or associate dean of Student Life. Students interested in taking time out of the curriculum must first contact an assistant dean of Student Affairs or the associate dean of Student Life who will consider the merits of each individual case and work with the student and appropriate faculty.

Formal Leave of Absence

A Formal Leave of Absence (LOA) is defined as not taking any courses in the MD program, during an academic period (e.g., semester). Individuals on leave are not considered students during the leave

period other than for the purpose of taking USMLE exams for those on a non-medical LOA. A Leave of Absence may be for medical or general (e.g., academic, professional, personal, etc.) reasons. A medical leave is considered in a centralized process involving student services and will require medical documentation (please see more details on CU [Anschutz Medical Leave Policy](#)). The student requesting the LOA must provide the reasons for the leave and a plan to return, in writing, to an assistant dean of Student Affairs or the associate dean Student Life. The deans in OSL have been given the authority by the Student Promotions Committee to approve a request for an official LOA. Unless there are exceptional circumstances approved by the Student Promotions Committee, the maximum LOA is generally one year (other than MSTP which is a separate process) although in special circumstances a LOA may be extended at the discretion of the Student Promotions Committee. However, LOAs are not unlimited, and the Student Promotions Committee may recommend that a student be dismissed or withdrawn. Additional tuition is not charged to the student during a period of an official LOA and the student is not covered by medical malpractice insurance. All students on Leave of Absence (excluding medical LOA), and who are approved by the Student Promotions Committee to sit for USMLE Examinations, will be deemed to be officially enrolled in the School of Medicine only for the purposes of determining eligibility to sit for the USMLE Examinations. If the student is not ready to return on the date designated by the Student Promotions Committee, the student must withdraw from the School of Medicine or be dismissed or administratively withdrawn by the Student Promotions Committee.

Students who wish to take a LOA to complete a degree in dual programs must contact an assistant dean of Student Affairs or the associate dean of Student Life at least 3 months prior to any matriculation date of the other program for a LOA from the School of Medicine. At the end of a leave, the student must notify an assistant dean of Student Affairs or the associate dean of Student Life at least 60 days prior to their return. Any leave that has been greater than one year will require the Student Promotions Committee to determine the student's readiness to proceed with the curriculum and may require remediation, including repetition of medical science or clinical science curriculum.

Leave of Absence is classified into only two types: medical leave of absence and general leave of absence. As previously stated, reasons for leave are extensive and varied; however, the distinction in between these two types of leaves have only one specific difference; the focus on medical issues. Medical leave allows students to maintain eligibility for student insurance; students requesting a medical LOA must submit appropriate medical documentation to support the request. Students on medical Leave of Absence are not eligible for Federal Financial Aid, and the insurance premium will be billed directly to the student. When students are ready to return from medical leave, they must submit appropriate documentation that they are medically fit to resume their studies ([Anschutz Medical Leave Policy](#)). The Student Promotions Committee may request a separate independent medical evaluation (e.g., Colorado Physicians Health Program) if there is any question regarding the student's readiness to return. The Student Promotions Committee will determine whether the student is eligible to return to medical school, based on the student's previous academic performance and documentation of medical fitness. For all students returning from leave of greater than one year, the Student Promotions Committee may require that students complete additional coursework or other remedial work if they have been away for longer than one calendar year. If the Student Promotions Committee determines that the student did not meet the academic requirements of the medical school prior to beginning leave, the Committee may recommend an academic action, including but not limited to dismissal from the School of Medicine. No student on Leave of Absence may enroll in required or elective medical school Courses or Clerkships or participate in any school activities or organizations which are not open to

the general public. Students enrolled in CU Dual Degree programs or research on the CU Anschutz Campus may be able to participate in student interest groups and committees at the discretion of the deans in the office of Student Life. Of note, students who leave in the middle of a semester and return at the beginning of another, or who, through their leave, extend the duration of their time in medical school, have the option of applying for a tuition waiver for one semester, which may or may not be approved. The tuition associated with additional semesters is a student's responsibility, and no assumption of any tuition forgiveness should be assumed.

Curricular Pause

CUSOM strives to support the needs of students with extenuating circumstances who would like to continue in the medical school curriculum without taking a Leave of Absence (LOA). Examples would include parenting students, those with a personal or family illness, etc. Students who want or need time away for parental responsibilities during pregnancy, birth, adoption, or time for personal medical treatment, care for a loved one, etc. will be accommodated to the best of the school's ability. However, there are some limitations due to the structure of medical education, and some periods of training allow for more flexibility than others.

Students may be permitted to have a limited break ("Pause") from course/clinical work without taking a formal Leave of Absence. Depending on the timing of this pause, students may be required to attend virtual (remote) sessions during this period. Students will be required to make up any missed work and must typically complete all requirements of a phase prior to moving on to the next phase of training. The purpose of a pause is to allow students to attend to urgent personal or medical concerns without impact on their curricular activities. Pauses may not be used for structured remediation.

The permissible length of this break will vary depending on the opportunities for make-up work. Generally, pre-clinical courses are only offered once per year and, as such, pauses during this time may be limited. In contrast, clinical courses are taught longitudinally and may allow for greater flexibility. Longer pauses may be more available during these phases, however, longer pauses could have downstream effects including a delay in graduation.

Students needing an extended period away from the curriculum may take a Leave of Absence (LOA). Further details can be found under the Leave of Absence policy. Please note, however, that this will likely delay graduation.

Due to the variable training circumstances as outlined above, the school will make individual plans with all students in order to best accommodate each unique situation. Any student who plans to need time away should reach out to a dean in the office of Student Life and the appropriate curricular dean (this will include a Longitudinal Integrated Clerkship director if the student is in the Foothills) for the course in which they desire a pause as far in advance as possible to make arrangements and determine the terms of the pause. It is not permissible to engage in structured clinical remediation during a pause.

Should the student disagree with the terms, they may seek an appeal through a committee process. The student must submit a request for appeal to the Executive Vice Dean for Education. The committee would include the respective course stakeholder(s) (e.g., the Course Director), the assistant dean of the student's curricular phase, the Executive Vice Dean for Education, a representative from the Health Opportunities and Professional Engagement (HOPE) Office, and an optional student-appointed faculty or staff advocate of the student's choice. This committee will

come to a decision within 2 weeks of the students' appeal. The decision from this committee is final.

Foothills Curricular Pause

Pauses in the Foothills may range from 1 week to 6 weeks. Any curricular break longer than 6 weeks or cumulative pauses equaling greater than 6 weeks require a leave of absence (LOA). Pauses must be made up regardless of the reason for the pause or the length. Because clinical time, assignments, and assessments may be pending when the standard Foothills year concludes and students may choose to make up this work after the Advanced Science Courses, the assignment of grades may also be delayed as outlined below. For students who missed time in a single specialty/i.e. (immersion/s) regardless of the length of that pause but have fully completed all requirements including clinical time in all other specialties, grades will be assigned for complete clerkships at the conclusion of Foothills. Students must complete all clinical work, assignments and shelf exams that may have been missed during a pause within one year after the pause was completed. As noted above, if additional pauses or LOA occur in the Alpine phase, a student must complete all requirements prior to one year after the end of the Foothills phase in which they were enrolled to avoid a necessary withdrawal and repeat of the Foothills year. All LIC make up time and requirements must be completed before students are eligible for Step 1 or any Alpine coursework (excluding Alpine Basecamp and Trails immersion).

Process for request and approval of pauses:

1. Student must discuss concerns and need for pause with LIC Director to initiate the process.
2. LIC director will discuss length of pause, requirements and timing of make-up, ramifications of delayed coursework and need for additional support with the student in consultation with the assistant dean of Clinical Clerkships.
3. LIC director will summarize the student request and plan in an email including the student, COMPASS guide, deans in OSL, and assistant deans of Clinical Clerkships, and Assessment, Evaluation and Outcomes.
4. Student must meet with their COMPASS guide for discussion and a dean in the OSL must provide final approval of the pause. Students must understand that a pause of any length may impact their ability to meet curricular deadlines and graduate on time.
5. A member of the OSL team will add the pause details to the curriculum master tracking to notify all relevant curriculum team members. Students on pause will be discussed at the Student Affairs Executive Committee.
6. Missed assessments including assignments and exams will be rescheduled after the pause. Students are not permitted to participate in learning seminars, shelf exams, clinical work, or other clerkship activities during a pause.
7. Students must understand that pauses which cross a semester may have ramifications related to tuition and financial aid. These students are required to meet with the OSL Financial Aid Program Manager.
8. If a pause needs to be extended beyond the planned time, the student must meet to discuss the circumstances with an OSL dean, and the pause will be converted to a leave of absence. The OSL dean will update the curriculum tracking and will communicate the change with the LIC Director, COMPASS Guide, and assistant deans of Clinical Clerkships, and the office of Assessment, Evaluation and Outcomes.

9. Students are not permitted to take a pause for the first 8 weeks of the Foothills curriculum.

Grading ramifications related to pauses:

The grades in clerkships in which immersion time is incomplete and the LIC course will be assigned as IP until clinical work is completed, supervisor assessments will be collected, and a delayed grading committee will convene to assign final grades. Students who have missed integrated ambulatory LIC time of 14 or more days will have all clerkship and the LIC course grades assigned as IP at the conclusion of the Foothills. When clinical work and other requirements in all specialties are complete, supervisor assessments will be collected, and delayed grading committees will convene to assign final grades. Students who have missed 13 or fewer integrated ambulatory LIC days will have the opportunity to make a decision, in consultation with their LIC director, about whether or not to have final grades assigned at the conclusion of the Foothills if all assignments and shelf exams are complete with passing grades. This recognizes the fact that the make-up time will include minimal additional clinical time with any given preceptor to add to a final comprehensive assessment (~2 clinical sessions with each). Students may also choose to have grades assigned as IP at the conclusion of Foothills, planning to delay comprehensive assessments from preceptors until make-up time is complete at which point a delayed grading committee will convene to assign final grades. If students choose to proceed with grades assigned at the end of the Foothills, they must consent to understanding an appeal or revisiting of grades will not be possible on the basis of incomplete information or missing assessments. Students also must complete clinical make-up time as assigned; failure to do so will result in professionalism feedback and may result in a grade change on the basis of professionalism. In all scenarios, if a shelf exam or assignment is delayed, but clinical work is complete, the grading committee will proceed with assigning a clinical grade at the conclusion of the Foothills, but the student will receive an In Progress (IP) grade in the respective course until all requirements are satisfactorily met.

Curricular pauses for students with armed forces scholarships:

Students participating in an armed forces scholarship program such as the Health Professions Scholarship Program (HPSP) may need a curricular pause to complete officer training. Pauses will not be allowed during the Plains curriculum for this purpose; documentation letters can be provided to students by OSL if their branch of service expects officer training during the summer between the 1st and 2nd years of medical school to notify that training during this time is not allowed due to curricular constraints. Curricular pauses and associated make up time must not result in delayed graduation as this will jeopardize armed forces scholarships.

The best time for officer training is during or immediately following the Foothills (2nd year) curriculum. If officer training starts prior to July 1st of the Foothills year, students may choose to take a curricular pause as described above. If officer training starts after July 1st, students may be eligible for the Off-Cycle LIC Policy (4.13). In this latter case, the student would complete the LIC on or after July 1 (whenever officer training begins between July 1 and the end of Foothills) and make up the absent Foothills clerkship training time up to 4 weeks as advanced clinical elective coursework. The makeup time is in addition to existing graduation requirements during Alpine-Summit. In order for this option to apply students must: 1) be enrolled in an armed forces scholarship program and communicate this to OSL, the clerkship dean and the LIC director prior to completion of the Plains to allow for accelerated timeline planning; 2) be deemed academically able to complete a shortened LIC by the Trek Progress Committee (TPC) at the end of the shortened

Foothills year; and 3) be attending an officer training course starting after July 1. If the TPC determines that the student is required to complete a full-length LIC, the student would be allowed to proceed with officer training, but this time would be considered a curricular pause, and the student would be required to return to complete the full-length LIC curriculum after officer training.

Dual Degree Programs

The School of Medicine currently has six formal joint or dual degree programs: the Medical Scientist Training Program (MSTP), Medical Doctorate/Master of Aerospace Engineering Sciences, Master of Public Health (MPH), Master of Science in Bioengineering (MS), the Masters in Business Administration (MBA,) and the combined MD/JD program.

There are several possible locations during the Trek Curriculum in which students can pause to complete a dual degree, and each student is required to work with the office of Student Life and Trek Curriculum leadership to develop an approved plan. The strongly preferred location to pause is during the individualized Alpine curriculum in the third year after completion of the Advanced Science Courses, USMLE Step Exams, and Acting Internships. Students may also choose to pause immediately after Plains or immediately after Foothills, although these options are less preferred.

The MSTP program offers a combined MD/PhD degree through a rigorous multi-year program in which students complete the School of Medicine Plains phase (Pre-Clerkship) curriculum and the Longitudinal Integrated Clinical Clerkships; students then enter the PhD phase through the Graduate School to complete basic science research, leading to a doctoral thesis, before returning to complete the School of Medicine's curriculum. For [MSTP Program](#) details.

Medical Doctorate/Master of Aerospace Engineering Sciences

The MD/MS in Medicine and Aerospace Engineering is a 5-year dual degree program across the CU Anschutz and Boulder Campuses with a focus on human health and performance in spaceflight and other extreme environments. Students participate in 2.5 years of medical school at CU Anschutz, then spend a year at CU Boulder studying Bioastronautics before returning to finish their medical school training which helps to integrate curriculum. Dr. Arian Anderson is the CU Anschutz Director and Dr. Allison Hayman is the director from the Smead Department of Aerospace Engineering Sciences at CU Boulder. Calculus based physics and technical background in programming, math, and/or engineering sciences is recommended but not required. For more information, please start [here](#) and reach out to arian.anderson@cuanaschutz.edu with questions.

The MD/MS in Bioengineering program enables current MD candidates to complete MS requirements in bioengineering. A motivated student can complete these requirements in three semesters. Additional time may be required depending on the student's course choices and research project. All students will be evaluated in a final oral defense examination that includes an open research seminar. Click for more information about [Dual Bioengineering Degrees](#)

The School of Medicine, working with the University of Colorado Denver's downtown campus as well as the Leeds School of Business on the Boulder campus, also provides the opportunity for students to earn a Master of Business Administration (MBA) degree in one calendar year. Students must apply to the MBA program separately; however, the program will waive the requirement for

the GMAT and use the student's MCAT scores. This program provides an excellent opportunity for medical students who wish to understand the business of medicine and to develop the skills necessary to work in health care administration. Click for additional details on the [MBA programs](#).

Details regarding the MD/JD program can be found here: [MD/JD Degree](#)

Additional Dual Degree and Scholar's Year Timing Policy

Medical students may choose to pursue additional degrees or apply for a Scholar's Year during their medical training.

Scholar's Year:

The Scholar's Year is a competitive program to which a limited number of students are accepted. During a Scholar's Year, students exit the MD curriculum to engage in hypothesis-driven research but remain actively enrolled in the School of Medicine. Due to the nature of the MD curriculum and the Scholar's Year, students who are accepted to the Scholar's Year must pass all the LIC coursework in the Foothills, pass the Advanced Science Courses, and pass USMLE Step 1 prior to the start of their Scholar's Year. Students who are accepted to the Scholar's Year must begin the Scholar's Year at the start of the summer semester after completing the spring semester of their Alpine coursework, thereby delaying the 4th year of the MD program. Students participating in the Scholar's Year are strongly encouraged to take USMLE Step 2 prior to starting the Scholar's Year. Please see the [Scholar's Year](#) website for more information.

Leaves of Absence to Pursue Dual Degrees:

Due to the nature of the MD curriculum and the need to align with the academic year of degree-granting programs, the approved exit point for students taking a leave of absence (LOA) to pursue additional degrees is after passing all LIC coursework in the Foothills, passing the Advanced Science Courses, and passing USMLE Step 1. Students exiting the curriculum to pursue a dual degree must complete their first Trails Immersion, Alpine Basecamp, USMLE Step 2, and the spring semester of Alpine coursework before their LOA begins in the summer semester, which thereby delays the 4th year of the MD program.

The exception to this timing is the MD/MS in Aerospace Engineering Program. Students in this program must begin their LOA at the start of the spring semester of their Alpine year to align with their additional degree coursework. These students must pass all of the LIC coursework in the Foothills, pass the Advanced Science Courses, and sit for USMLE Step 1 prior to beginning their coursework for the MS in Aerospace Engineering. Because the MS in Aerospace Engineering coursework aligns with the spring semester of CU Boulder, students should be aware that their required sit date for USMLE Step 1 may fall earlier than the School of Medicine's required sit date for students not enrolled in the MD/MS in Aerospace Engineering Program. Exiting the curriculum at other points does not allow students to return to the curriculum with ease; therefore, this option is generally not permitted. Exceptions to this policy will require approval by the Foothills and Alpine phase deans and the Associate Dean of Student Affairs.

This policy does not apply to students enrolled in the MSTP program.

Limitations on Course Registration

Students should be aware that limitations on course registration exist. Course registration is only available for those courses/clerkships, and timeframes listed in the official CUSOM course catalog for the specified academic year. Student requests for schedule changes will not be executed if the request deviates from officially listed course offerings, course lengths, or fixed start/stop dates as determined by the office of Student Life.

Tuition and Financial Aid

Taking a leave of absence, enrollment in a dual degree program, or participation in a scholars year may have implications for tuition and financial aid eligibility. Students are required to meet with the Office of Financial Aid prior to initiating any of these changes

11. Administrative and Operational Policies

Policies on Adding or Dropping a Course

Students may request to "drop" or "withdraw" from a Course or Clerkship. Both situations (i.e., drop, withdrawal), require approval as described below.

Definitions:

- A “drop” from a course/clerkship means that there is no record of the course/clerkship on the student’s transcript.
- A “withdrawal” from a course/clerkship means that the course/clerkship is listed on the student’s transcript with a permanent grade of “W.”

A student is considered enrolled 28 days prior to the start of a course/clerkship. Once a student is enrolled in a course/clerkship, they must complete it.

To “drop”: The request must occur within the Drop period as specified by the registrar (before 28 days prior to the course/clerkship start date).

- In order to drop a course/clerkship within the 28-day window, the student must contact an assistant dean for Medical Education for the curricular phase, or the assistant dean of Student Affairs (not the Course Director) with a specific rationale for why they are dropping the course/clerkship late.
- It is at the discretion of the assistant dean for Medical Education for the curricular phase, or the assistant dean of Student Affairs after discussing it with the Course Director whether the student’s request will be approved.
- Lack of adherence to this policy, including making requests directly to Course Directors, will result in rejection of the request.
- A student may appeal a decision on their request to the associate dean of Student Life.

To “withdraw”: The appropriate assistant dean must recommend, and the associate dean for Student Life must approve after a discussion with the Course Director.

- The students must not be failing at the time of the request, AND
- The withdrawal must occur before the last 2 weeks of the Course or Clerkship.
- Leaving a course/clerkship after being enrolled will result in a permanent grade of “W” (e.g., withdraw) on the transcript. In extreme circumstances, an assistant dean of Student Affairs may allow a student to “drop” the course/clerkship without a withdrawal being noted on the transcript.

To “add”: Students may add courses at any time up to 45 days from the start day of a course if there is space available. If the course is full, students will be added to a waitlist and notified if an opening becomes available. If a student wishes to add a course within the 45-day window, this will be considered only if there is space available and with approval from the Course Director for a late addition. Students should submit requests to the assistant dean for Medical Education for the curricular phase, or an assistant dean of Student Life to start this process.

LIC Match

CUSOM students have the opportunity to participate in a match process when choosing a Longitudinal Integrated Clerkship (LIC) program for the Foothills phase of their medical school curriculum. Exceptions are those students who have matriculated into programs that include an LIC site as a requirement of the program (e.g., the Fort Collins Campus, the Colorado Springs LIC, the Rural Program). Students in these programs who wish to participate in a different LIC program should refer to the Campus Transfer Policy. At the time of acceptance to the CUSOM, students are notified that they may be placed outside of the Denver/Aurora metropolitan area for the entirety of the Foothills phase of the curriculum. All LIC programs require travel between clinical sites. As such, students are required to have reliable transportation, and all students are advised of the possible need to relocate in Year 2 depending on the LIC match.

The match process begins in Year 1 with an opportunity for students to work with the Office of Disability, Access, and Inclusion (ODAI) if they believe they have any form of disability that would limit their ability to be placed in any of the available LIC sites, including those located outside of the Denver/Aurora metropolitan area. If accommodations are granted by ODAI that specify a requirement that a student maintain proximity to medical providers during the Foothills, this will be accommodated in the match process. At the same time, students may apply for Close-to-Home (CTH) status. CTH is defined as placement within 30 miles of the CU Anschutz Medical Campus. A committee comprised of the assistant dean of Clinical Clerkships, the associate dean of Student Life, and an assistant dean of Student Affairs meets to review all CTH requests. CTH status is generally approved for students with significant caregiving responsibilities in Denver/Aurora. CTH status is also provided to MSTP students returning to MD curriculum after completion of PhD thesis work.

The match is introduced to students with an overview of all LIC programs mid-year in Plains. All LIC programs provide comparable clinical learning experiences, have identical curricular requirements and grading policies, and provide outstanding educational experiences. Students are encouraged to meet with faculty and student participants during an “LIC Fair.” Following this, students are provided access to an electronic survey in which they rank LIC sites and are given optional space to describe goals for their Foothills year. The match algorithm aims to create the most equitable solution for the greatest number of students by running the algorithm multiple times to find the best solution. This process generates de-identified matches for all participating students. Members of the OME curriculum team review each survey response individually to ensure an appropriate match.

Matches in LIC programs are considered final with rare exceptions. The CUSOM has a precise number of student spots in each of its LIC programs set to match with the number of students entering the match each academic year. Therefore, there is very limited flexibility for changes in assignment once the match is complete. However, the CUSOM understands that occasionally there are major life circumstances that may change which may warrant a reconsideration of LIC placement. The process for LIC placement reconsideration is described below:

1. Any student who wishes to request a new LIC placement must submit a written request for placement change and justification (less than 500 words) to the Assistant Dean of Medical Education, Clerkships within 14 days of notification of LIC placement.
2. Students may not arrange switches or swaps with other students; many factors are considered in placement which may not be apparent to peers. However, if a student is willing to be considered for a possible switch, they may self-nominate by sending their

name to the Assistant Dean of Medical Education, Clerkships and expressing which sites they would be willing to consider switching to if it helped another student.

3. A committee comprised of the Assistant Dean of Medical Education, Clerkships, an Assistant or Associate Dean of Student Life, and a branch campus leadership representative if applicable will meet to review all requests and create a prioritized list to move students to new placements as space allows. Every effort will be made to honor students' requests; however, this will only occur on a space-available basis.
4. Students may request changes to their LIC program assignment at any time after the 14-day window up until the start date of the Foothills curriculum if extenuating circumstances evolve that may warrant consideration. These requests will be reviewed on a case-by-case basis by the committee described above.

LIC Move Policy

Rural LIC students -

Medical students who are placed in the rural LIC are required to move and re-establish a home in a rural and distant community for the majority of the LIC year and then return to the Denver/Aurora area near the end of the Foothills Phase and for the Alpine phase of the curriculum. Two days will be allotted to each student after completion of their Denver/Aurora-based curriculum at the beginning of the LIC year to accommodate moving needs to their rural LIC site. At the conclusion of the rural LIC time, two days will be allotted to each student to accommodate moving needs back to the Denver/Aurora area.

Other LIC students > 40 miles outside Denver/Aurora metro area -

Medical students placed 40-79 miles from their primary campus (CSB and LMB LIC students) will be allotted two half days which will be scheduled by the LIC program within the first month of the Foothills curriculum to accommodate relocation needs. This is in lieu of specific moving days given the short distance required to move. At the completion of the Foothills year, these students will be allotted one full day off to support relocation back to the Denver/Aurora area.

Clerkship Site Assignment Policy

The LICs utilizing more than one clinical site provide students with the ability to indicate preferences prior to the start of the course, and reasonable efforts are made to fulfill student preferences. If there are extenuating circumstances, a student may request an alternative site during their clinical training. Given appropriate rationale, the clinical course, or LIC director will attempt to facilitate the change. Students will be given the opportunity to apply for Close to Home status prior to clerkship placements. The School of Medicine defines close-to-home placements for clinical rotations as within 30 miles of the CU Anschutz Medical Campus or Regional campus where the student is assigned.

Campus Transfer Policy

In rare circumstances, a student may request "transfer" to another campus. An explanation of the request must be made via email to an Office of Student Life (OSL) dean. The request will be reviewed by a committee that consists of an OSL dean, the branch campus dean affected, and

deans of the individual curricular phases. Consideration will be given to each request taking into account the site's capacity to optimize the clinical and classroom learning. The existence of accommodations from ODAI will be carefully considered as well.

Foothills specific considerations – for Foothills LIC match/appeal issues, or questions, please see the LIC match policy.

Alpine specific considerations – requests for transfer to or from the FCB for the Advanced Science Courses must occur before May of the same year. It is assumed that students in the 4-year FCB program will complete the ASCs at those sites. Students can enroll in other Alpine electives, Trails, and Integrated Science Courses at any campus.

Duty Hours Policy

Pre-Clerkship Hours Policy

Scheduled hours and required activities outside of regularly scheduled class time (e.g., DOCS Preceptorship) in the Pre-Clerkship period shall not exceed 32 hours per week, averaged for each week across the academic year. Students shall have at least two half-days per week of unstructured time for self-directed, independent learning.

- Scheduled hours are defined as all core sessions accounted for in the CUSOM curriculum and learning management systems, including (but not limited to) lectures, exams, assessments, small groups, labs, team-based learning, and problem-based learning sessions.
- Required activities outside of regularly scheduled class time are defined as core activities required by a course, pillar, or program that occur outside of scheduled hours. Examples of such activities include Developing Our Clinical Skills (DOCS) Preceptorship, meetings with COMPASS Guides, completion of modules, or required work to specifically prepare for learning events. These required activities do not include time for regular study or review.

Clinical Hours Policy

An important part of medical education involves student learning while in a clinical setting. The CUSOM has developed a medical student “duty hours” policy based on the policy requirements for second year residents (e.g., PGY-2, R-2). The CUSOM duty hour policy for medical students applies to all clinical sites providing education to medical students. Briefly, the requirement is:

- Students will have no more than 80 hours a week of scheduled participation averaged over a course. This does not include time students should spend reading about their patients or doing patient write ups.
- Students will have an adequate rest period between scheduled shifts of at least 10 hours
- Students will have no more than 30 consecutive hours of scheduled participation during one period of time.
- Students will have a minimum of 24 consecutive hours scheduled off in 7 days averaged over a course.

Duty Hours activities include patient care, and all required educational activities. Studying, reading, and academic preparation do not count towards the work hour maximums. Travel time to rotations does not count as work hours.

During Foothills, students are required to indicate whether they have complied with duty hour policy as stated above, and if unable to comply, to provide the reason(s) for non-compliance. Duty-hour compliance will be assessed randomly throughout the year and at the end of the Phase as described in the attached Duty Hours Policy. Students should contact their LIC director when they are approaching duty hour limits and discuss with the directors about how to proceed including possible schedule adjustment at the clinical site.

Off-Cycle LIC Policy

Background:

Legacy curriculum MSTP and some off-cycle students return to medical school in the Longitudinal Integrated Clinical (LIC) Foothills training phase of the Trek Curriculum. Because these students completed 2 years of pre-clinical training in the legacy curriculum, after completion of the clerkship curriculum, they move forward to phase 4 and apply to residency as outlined in the Off-Cycle Enrollment Policy.

Additionally, military scholarship students are required to do officer training during medical school.

Students Impacted:

- 1. MSTP legacy students** returning to LICs 2022 and beyond *after* completion of essentials core curriculum, some clinical clerkships, and their PhD graduate study
- 2. MD legacy students** returning to LICs only in 2022 after LOA *after* completion of essentials core curriculum
- 3. Off-cycle legacy students who require late start**
- 4. Military scholarship students** who are approved by the CUSOM to schedule officer training during the Foothills year.

Policy:

Off-cycle students follow the Off-Cycle LIC Enrollment Policy starting in September with LIC Basecamp and fulfill all their LIC requirements on an expedited schedule by July 1. Off-cycle students completing LIC in July must enroll in an additional 4 weeks (8 credits) of advanced clinical elective coursework (8000 level credit) as a graduation requirement *in addition* to all existing graduation requirements, including an acting internship. Courses for this requirement must be approved by the assistant dean of the post-clerkship curriculum. Students who previously completed a traditional clerkship or who completed the Trailhead re-entry rotation (8 credits IDPT 8033) will have satisfied that requirement already.

Students are evaluated for clinical training/progress throughout the LIC. In rare cases, students may not meet the passing standard for the shortened off-cycle LIC. Those students are notified by the Trek Progress Committee that they will be required to complete the full-length LIC. Every effort will be made to make this determination early in the year, but this may not be apparent until near the end of the LIC year as ongoing efforts are made throughout the clerkship to support student growth and success. Students identified by the Trek Progress Committee as not on track to meet Foothills competencies, will be reviewed by a committee including the assistant dean of Clerkship curriculum, a dean from the office of Student Life, the director of the MSTP (if an MSTP student), and the chair of the Trek Progress Committee to determine if the full-length Trek LIC training will be

required.

An off-cycle student required to complete the full-length LIC can consider delaying graduation to allow adequate time to complete acting internships, finalize the MSPE, and develop their ERAS application. Options will be discussed with the student including financial implications. After thorough review of the individual situation and unique circumstances compelling completion of the full LIC, the SOM leadership team will work with the student to develop a plan for the student to complete their medical school requirements and obtain an appropriate opportunity to apply for residency training.

The Trek Progress Committee will review student competencies and let students know as early as possible if they will not be eligible for the shorter off-cycle LIC schedule. Students are responsible for notification of the Alpine phase dean and administrators of this change in plan and withdraw/reschedule any 4th year electives that they will not be able to complete.

In general, pauses of any length will not be approved during the Foothills Basecamp and the first 6 weeks of Foothills clinical curriculum. A student who requires a pause during this period will generally withdraw from their enrolled LIC and be eligible to either: 1) enroll in the Flexible entry LIC, space permitting, in January of that year or any time before when they are able to return from their pause, or 2) take an LOA for the academic year and reenroll in their original placement LIC the following year.

Several options can be considered for completion of the MD degree and participation in the NRMP for students delayed in completion of the LIC. The student's final decision must be from the options offered by the SOM (and MSTP advisors for MSTP students).

1. The student may complete all necessary coursework, credits, and exams and graduate in the spring (May) following their LIC while delaying match until the following year. This is generally not recommended as there is the potential to have no clinical activity for the year between applying and starting residency which may not lead to a successful residency match process.
2. The student may complete their advanced electives, USMLE tests, and obtain letters immediately following the LIC to enter the Match schedule and graduate in May. With August completion of the LIC, the student may not have adequate time for extensive pre-match acting internships and advanced coursework depending on their chosen specialty (see above).
3. The student may complete all required work above, but delay application and certification of the match until February, planning to apply for residency through the SOAP Match in March graduate in May.
4. The student may complete all required work above on an extended schedule through summer or winter of the following year with a planned December graduation and apply for NRMP in the next annual cycle. Tuition waivers or extended MSTP support may be available for up to two semesters; students must apply for the waiver and are eligible only if they have previously paid for the semester in question and have not already used tuition waivers in the past. The option for extended SOM coursework/semesters is not available to students as an elective decision (e.g., those who completed the shortened off-cycle Legacy/LIC policy or who simply want additional clinical training before residency application). Legacy

MSTP students *may* be eligible for continued stipend payments, but only after review and approval by both the SOM and MSTP leadership. Students who extend their LIC due to professionalism or integrity concerns will not be considered for extended stipend coverage. Students who do not receive a stipend can arrange financial aid/ living support through the mechanisms available to all medical students.

Rules for dismissal from the SOM or MSTP are outlined in other policies/handbooks and are separate from these opportunities for extended learners.

Security, Student Safety, and Disaster Preparedness

This information in this table is applicable to <u>all</u> students. However, if you are doing a rotation at a clinical site and you feel unsafe, you are expected to immediately notify the clerkship director by either email or phone. The director will respond to the student's concern and address any safety issues, and if needed, move the student to another site.			
CU Anschutz Campus	Colorado Springs Campus	Fort Collins Campus	Security at Clinical Sites
During regular classroom hours-The security systems in place during regular classroom hours at the main CU Anschutz Medical Campus (AMC) include a full-service police force and security personnel who patrol the campus 24 hours a day 7 days a week 365 days a year. The University Police Department (UPD) for the University of Colorado Denver provides police, security, and access control to the AMC. The UPD maintains a full-service staff of 27 full-time police officers who hold police commissions with the State of Colorado. The UPD also employs 6 security guards and 13 full-time Emergency Communications Center personnel in addition to administrative staff. Blue light emergency call stations are located outdoors throughout the AMC and are regularly assessed and maintained. The push button on the pole dials directly to the UPD and a dispatcher answer on the speaker. <u>CU Anschutz SAFE Powered by SafeZone</u> At the entrances to most buildings on the AMC are call boxes that are mounted to the buildings or within pedestals that contain a telephone. The police department can be contacted from any of these devices by pressing the call button, or by dialing 911 or x4-4444 from any campus telephone. Every elevator has a call button on the	During regular classroom hours-The University of Colorado, Colorado Springs (UCCS) Department of Public Safety (DPS) is responsible for police operations, communications, environmental health and safety, and risk management. The DPS maintains a full-service police department which employs police officers who are all fully certified and hold police commissions with both the State of Colorado and the Colorado Springs Police	During regular classroom hours-On the CSU campus, the Colorado State University Police Department operates 24 hours a day, seven days a week. CSUPD officers are commissioned officers in the city of Fort Collins and Larimer County. CSU police officers routinely patrol all buildings. Reports about on-campus incidents should be made to CSU police immediately by calling 911. CSUPD dispatchers have enhanced system that allows them to see where you are calling from, but 911 calls made from cell phones within the city are first routed to Fort Collins PD so, if you are calling from campus, be sure to tell the dispatcher right away. The non-emergency	The University of Colorado Hospital (UCH) is under the jurisdiction of the UPD and is served by many of the campus security systems. There are on-site security staff present on the AMC 24 hours a day 7 days a week 365 days a year, with officers staffing the main patient/visitor entrances 24 hours a day and a minimum of 2 security personnel in the

control panel that is a direct link to UPD. Upon request, the UPD will provide escorts to any of the parking lots and nearby side streets that are within a four-block radius of the university. All buildings and offices have Emergency Preparedness Quick Reference Guides available to any student or employee that outlines what to do for any type of emergency. If a student dials x4-4444 or calls 303-724-4444 on campus the emergency will be responded to immediately via emergency communications. The University of Colorado Denver I CU Anschutz Medical Campus Emergency Notification System, commonly referred to as the RAVE system, provides campus emergency notification via text and voice-message when conditions develop on or near the Denver-based campuses which pose an imminent threat of danger to the campus community. Chancellor Don Elliman has determined that all students, faculty, and staff will automatically receive emergency alerts and campus closure notifications via university-issued email addresses. In addition to the Emergency Notification System (RAVE), students, faculty, and staff can sign up to receive general alert information from university safety and facilities personnel on the campus Alerts Webpage. They can also get updates regarding the operational status of the campus by going to the Alerts Webpage or by calling 1-877-463-6070. Outside regular classroom hours The standard and default hours of operation for the security of exterior entrance doors on the CU Anschutz Medical Campus are from 6:00 a.m. to 6:00 p.m. After hours, those individuals enrolled in the Access Control System (badging) will be able to enter any access-controlled door for which after-hours access has been granted to that cardholder. <u>https://www.cuanschutz.edu/police/divisions/emergencymanagement</u> <u>CU Alerts! is the official emergency alert notification the CU Anschutz Medical Campus deploys to provide campus emergency alerts via text and/or email when conditions develop on or near CU Anschutz Medical Campus, which pose</u>	Department (CSPD). The UCCS PD also has numerous police communications personnel and safety service personnel in addition to administrative staff. The UCCS PD provide services which include crime prevention information programs, round-the-clock response related to the safety and security of people and property associated with the University, documentation of criminal activity and certain defined noncriminal incidents as required by law and administrative policy, preventive and directed uniform patrol by vehicle or foot to lessen criminal activity and to assist people generally, locking and unlocking of designated University buildings, and security guard patrols of campus grounds and buildings, assistance to individuals with special needs,	number is (970) 491-6425 or visit. Campus Safety Officers are student employees who assist and provide safe escorts across campus via SafeWalk if needed. More information at: https://police.colostate.edu/safe-walk/. At UCHealth hospitals, security is staffed at the ED entrances at all times and can be accessed by dialing 66 from an internal phone, or 911 off-campus. The number for non-emergent concerns are: (970) 495-7452 for Poudre Valley Hospital (970) 624-1055 for the Medical Center of the Rockies. An officer is assigned to exterior mobile patrol, and hospitals have exterior surveillance cameras. Emergency Call Boxes are located throughout the parking lots, and security will accommodate escorts. https://safety.colostate.edu/emergency-response-plan/	Emergency Department at all times. Security staff stay in constant contact with the call center and have direct connection to campus police and area law enforcement. The 24-hour call center keeps constant watch on exterior and interior activities. Security staff monitor the parking lots and buildings 24 hours a day, seven days a week and do patrol on a scheduled routine basis. Each parking lot has ample lighting to assure optimum visibility and is monitored by security camera systems 24 hours a day 7 days a week. Emergency "Blue" phones are located throughout parking lots and garages, as well as
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an imminent threat of danger to the Campus Community. Sign up to receive CU Anschutz Alerts at Alerts (cuanschutz.edu)	and making arrests, collecting evidence, writing citations, providing information for prosecution and testifying in court. The UCCS police are on duty 24 hours a day, seven (7) days per week 365 days a year. More information can be found at the DPS home page: UCCS Department of Public Safety A blue light emergency call station is located outside the north entrance of the Lane Center for Academic Health Sciences. The blue light is easily visible in the adjacent parking lots and around the pedestrian areas and is regularly assessed and maintained. The push button on the pole dials directly to the UPD and a dispatcher answer on the speaker. Additionally, there is another button on the pole that dials direct to the 911 Center located at		along all pedestrian walkways. Security also provides a variety of support activities for staff, students, patients, and visitors including Escorts to and from personal vehicles, recharging dead vehicle batteries, Assistance in contacting services related to keys locked in the car, flat tires, and disabled automobiles. Students, staff, patients, and visitors can call 911 for any emergency and they will be connected with the Hospital Shared Services Emergency dispatchers or can dial x8-7777 to request an escort to their vehicle after dark. The Children's Hospital
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	the CSPD. The UCCS PD receives an “echo” notification and will dispatch an officer to that location. The UCCS has an Emergency Notification System (UCCSAlerts) that is managed by the PSD. For all emergencies that pose an immediate threat to the health and safety of the campus community, as well as weather-related campus closures or delays, the UCCSAlerts system is used to send all uccs.edu email users an emergency notification either via text, email, or voice-message, as well as UCCS Emergency Management social media sites, and select voice mails to UCCS main desk areas. Outside regular classroom hours The standard and default hours of operation for the security of exterior entrance doors on the		Colorado (CHCO) is under the jurisdiction of the UPD and is served by many of the campus security systems. Students are able to request escorts to their vehicles. Denver Health (DH) security officers are available 24 hours a day, 7 days a week, and are responsible for providing a safe and secure environment for all patients, visitors, and staff. Security can be reached by dialing x67444 from any hospital or clinic telephone or by dialing (303) 436-7444 from outside the system. Students are also able to request escorts to their vehicle.
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	UCCS Campus are from 7:30 am to 10:30 pm, Monday-Saturday, and all members of the UCCS campus have access during these business hours, and for scheduled classes and events on Sundays. Those enrolled in the Access Control System (badging) will be able to enter any access-controlled door for which after-hours access has been granted to that cardholder. This measure allows for control over which areas are authorized to be accessed by a particular individual after hours. The main entrances to most buildings are unlocked and publicly accessible during the weekday/daytime hours. <u>UCCS Emergency and Safety Services</u>		The Denver Veteran's Affairs (VA) Office of Security and Law Enforcement (OS&LE) is responsible for developing policies, procedures and standards that govern VA's infrastructure protection, personal security, and law enforcement programs, protecting Veterans, visitors, and staff on department facilities and grounds. The VA Eastern Colorado Health Care System has a Police Service, and its officers provide 24-hour patrols of the facility and parking lots. For general police assistance, please dial 1-888-336-8262 x5233. In case of an emergency, dial 1-888-336-8262 x3911. On-site 24/7 security personnel are
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			available to walk students to their cars or respond to their needs and can be reached at 303-393-5233. The VA Medical Center is federal property and as such all persons and bags are subject to search. Off-campus clinical sites are expected to comply with accreditation requirements for safety and security.
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12. Clinical Education Policies

Clinical Requirement Responsibilities

The student is expected to maintain a knowledge of and comply with School of Medicine policies related to immunizations, BCLS (Basic Cardiac Life Support) TB testing and mask fitting, needle sticks injury and prevention, workers compensation, drug screening, HIPAA (Health Insurance Portability and Accountability Act), and universal precautions/OSHA (Occupational Safety and Health Administration) requirements. Students not in compliance may be immediately removed from the clinical learning environment until they have met all clinical requirements. Lack of timely compliance may delay meeting course requirements, and even graduation. These policies are determined by the Clinical Requirements Committee and may change throughout the year; it is the responsibility of the student to maintain compliance. The table below is provided to assist you in keeping abreast of changes in policies and procedures.

Clinical Requirements	Year	CUSOM Policy – Website Location
Immunizations	Before Plains	Required Pre-matriculation: Please use Complio for recording Immunizations.
CBI Fingerprinting	Before Plains	Required Pre-matriculation: Please use Complio for recording waiver; the results will automatically be sent to the school through the CBI fingerprint provider.
Drug Screening	Plains Alpine	Required every other year: Required within 60 days of the start of working in a clinical site during Plains and Alpine. More details can be found in Appendix Drug Screen Policy.
TB mask fitting	Plains Alpine	Required once before the start of the Pre-Clerkship phase
Influenza Immunization	All Phases	Required annually (unless medically contraindicated) through individual health insurance coverage.
TB testing	All Phases	Required annually through individual health insurance coverage.
HIPAA (Health Insurance Portability and Accountability Act)	All Phases	Required annually. See Complio https://ucdenver.instructure.com/courses/523654

Universal Precautions/OSHA Requirements – Hazardous Exposure/Materials	All Phases	1. Required annually. See Complio
Blood Borne Pathogens		For Exposure to Infectious and Environmental Hazards Policy in Appendix
Needle Stick Policy		
BCLS	Plains Alpine	Required during Plains and Alpine Boot Camp
Covid Vaccination	As needed	May be required by clinical sites.
Workers' Compensation	As needed	Follow Instructions under Incident Procedures

TUBERCULIN SKIN TEST (Required Mantoux PPD)

Upon matriculation, each student must submit either a negative IGRA test (QuantiFERON Gold or T-SPOT) or a PPD skin test. We prefer students to complete an IGRA test (QuantiFERON Gold or T-SPOT) though if your insurance does not cover this, we will accept a PPD skin test. If completing a PPD skin test upon matriculation, a 2-step PPD skin test must be submitted for the first year, before any 1-step PPD skin will be accepted for any following years. All skin tests must be read within 48-72 hours, or another test must be done. Additionally, the 2-step skin testing must be separated by 1-3 weeks. Dates and results of the testing will need to be submitted. A negative IGRA blood test is preferred for students who have had a Bacilli Calmette-Guerin (BCG) vaccine as a child.

Each year, you must submit a new negative IGRA blood test or PPD skin test.

If your PPD is positive (10mm and above) or IGRA blood test is positive, a chest x-ray is required along with an initial clinical evaluation with a provider to rule out active TB disease, unless documentation is provided of completion of an approved treatment regimen (full INH or Rifampin treatment) for latent tuberculosis infection. If you have been diagnosed with latent tuberculosis infection but do not complete an approved treatment regimen, you will need to submit a clinical assessment with a provider annually to continue to rule out active TB disease. If you provide a negative chest x-ray result and proof of full course accepted treatment for tuberculosis, no further screening will be required unless there is suspected new exposure or symptoms consistent with tuberculosis.

Hazardous Exposure

Students who are exposed to blood borne pathogens, needle sticks, bodily fluids, or other hazards must seek appropriate healthcare immediately. In these affiliated hospitals -- UCH, CHC, VAMC, DHHA, Memorial Hospital in Colorado Springs and UCHealth facilities in Fort Collins -- go to the dedicated unit for treatment during business hours, otherwise at other sites and during non-business hours go to the nearest Emergency Department. All students receive a "what to do if

exposed” lanyard card with brief instructions about how to proceed. Students may receive reimbursements for healthcare costs by following procedures under Workers Compensation. Specific details on Exposure to Infectious and Environmental Hazards policies, procedures, and reimbursement can be found in the Appendix.

Mask Requirement

The student is expected to maintain a knowledge of and comply with School of Medicine policies related to immunizations, BCLS (Basic Cardiac Life Support) TB testing and mask fitting, needlesticks injury and prevention, workers compensation, drug screening, HIPAA (Health Insurance Portability and Accountability Act), and universal precautions/OSHA (Occupational Safety and Health Administration) requirements. Students who are not in compliance may be immediately removed from the clinical learning environment until they meet all clinical requirements. Lack of timely compliance may delay meeting course requirements, and even graduation. These policies are determined by the Clinical Requirements Committee and may change throughout the year; it is the responsibility of the student to maintain compliance. The table below is provided to assist you in keeping abreast of changes in policies and procedures. If a student receives an exemption for the influenza vaccination they will be required to wear a mask in all curricular settings during influenza season.

Exposure to Infectious and Environmental Hazards Policy

Students receive education and training regarding the methods of prevention of exposure to infectious and environmental hazards. Instruction will include the use of adequate barrier protection (gloves, safety glasses, mask, gown, etc.), sharps precautions, and hand washing/hygiene, as well as other relevant health care worker standards put forth by the Occupational Safety and Health Administration (OSHA).

With post-exposure, students are instructed to seek medical care immediately and to report the incident to their immediate supervisor and the Office of Student Affairs. Specific procedures for care and treatment after exposure are fully described in the Implementation Section below.

Related resources include the following:

1. Office of Student Life: Policies Procedures Guidelines CU School of Medicine <https://medschool.cuanschutz.edu/education/current-students/support-for-students/policies-procedures-guidelines>
2. University Risk Management (URM), under “Workers’ Compensation,” go to “Incident Procedure.” <https://www.cu.edu/risk/incident-procedure>
3. Office of Student Insurance, CU Anschutz Medical Campus Student Health: Student Health Insurance <https://www.cuanschutz.edu/student/health-wellness/student-health-insurance>
4. Office of Student Insurance – Incident Procedure for Students Document: Incident Procedure | University of Colorado <https://www.cu.edu/risk/incident-procedure>

Education and Training: Annually, all medical students are required to complete an online module entitled CU: Bloodborne Pathogens at eLearning. The CU: Bloodborne Pathogens module includes identification of workplace hazardous, use of personal protective equipment and response to a hazardous exposure. The Bloodborne Pathogens module provides instruction about: risks of bloodborne pathogens (BBPs) and other potentially infectious materials (OPIMs) to healthcare

workers, safeguards against bloodborne pathogen exposure, and how to manage exposures. Students must complete this module annually. This annual course is mandatory for all academic or research laboratory personnel at the University of Colorado with potential occupational exposures to bloodborne pathogens. Students cannot begin or continue clinical activities until satisfactory completion of the module. Students have ongoing access to course material through Phase 3.

Care and Treatment after Exposure: Students exposed to a blood-borne or airborne pathogen, or other infectious or environmental hazard should seek care immediately after the exposure.

At all clinical sites (exceptions noted in table below), if you experience a needle stick, sharps injury, blood/other body fluid exposure, or any other hazardous exposure, immediately follow these steps:

1. Wash needlesticks/cuts with soap and water for 15 minutes.
2. Flush splashes to the nose, mouth, or skin with water for 15 minutes.
3. Irrigate eyes with clean water, saline, or sterile irrigants.
4. Report the incident to your supervisor
5. Go to the nearest Emergency Room

Fort Collins Students: Individuals with an exposure should follow the steps below:

If at a UCHealth facility: Request assistance from the charge nurse or clinic lead in ordering source patient laboratory tests. Send an email to [Employee Resources | Downloads and Instructions | UCHealth](#) with the following details: Identify yourself as a medical student who has experienced a body fluid exposure, include the source patient's name and medical record number (MRN), and provide your contact number so Employee Health can relay the results (HIV and Hep B usually within 12-24 hours, and Hep C typically 3-5 days). Proceed to the Emergency Department (ED) or Urgent Care (UC).

If you are at a non-UCHealth facility or after hours: Go to the nearest urgent care facility or medical emergency room. (UCHealth Virtual Care is not available to students).

Report the injury/illness immediately to your clinic supervisor and your curriculum director and coordinator. You must file a workers' compensation Needlestick or Body Fluid Exposure Report Risk Form within 10 days of the injury/exposure. Report the incident on the URM website (<https://www.cu.edu/risk/file-claim>). If you have completed a report at the hospital or clinic where the incident occurred, you can fax or email their incident report form directly to 303-860-5680 or urm@cu.edu in lieu of completing the CU on-line form. By completing the Risk Form Report expenses regarding the incident will be covered by CU. Request that all bills from medical providers be sent to URM. Forward all bills you receive to URM.

Follow up Care/Treatment: Choose one of the [CU Designated Medical Providers](#) (i.e. UCHealth Occupational Medicine). Care may be continued at the designated clinic. By completing the Risk Form Report expenses regarding the incident will be covered by CU. Request that all bills from medical providers be sent to URM. Forward all bills you receive to URM.

AMC Students: If you are off-campus or at a site where you cannot access information, call Environmental Health & Safety for additional guidance **(303) 945-6136** (EHS On call phone)

For the sites listed in the table below, during business hours, contact the following units in the site where the incident occurred. If the incident occurs after hours, visit the Emergency Department on site.

For non-emergent on the job injuries and to follow up on exposure, choose a provider from the list of CU Designated Medical Providers located here: <http://www.cu.edu/risk/dmp>

Reporting Procedures: [CU Risk/file-claim](#)

Report the exposure/injury immediately **to your supervisor**.

Site	Unit	Building Location & Phone #	Hours
CU Anschutz Medical Campus and University of Colorado Hospital (UCH)	UCH Emergency Dept. on the CU Anschutz Medical Campus, Aurora, CO	12505 E. 16 th Ave, AIP Pavilion 2 720-848-9111	24/7
Denver Health Medical Center (DHMC)	Center for Occupational Safety and Health 605 Bannock Street, 4 th Floor. (corner of 6 th Ave & Bannock St) Denver, CO	4 th floor, Pavilion H 303- 436-7155	7:00 AM to 3:30 PM M-F
Children's Hospital Colorado (CHC)	Occupational Health Services – B260 13123 East 16 th Avenue, Aurora, CO	B260 720-777-6577	7:00 AM to 4:30 PM M-F
Rocky Mountain Regional Veteran's Affairs Medical Center:	Occupational Health - Building B, 4 th floor, 1700 North Wheeling Street, Aurora, CO After Hours: Emergency Dept	720-723-6133 (303) 399-8020	7:30 AM to 4:00 PM M-F 24/7
Memorial Hospital (Colorado Springs)	Occupational Health, Printers Park Medical Plaza, 175 S. Union Blvd., 315, Colorado Springs, CO	Suite 315 719-365-6840 or 719-365-5560	7:30 AM to 5:00 PM M-F
Poudre Valley Hospital (Fort Collins)	UCH Emergency Care, Fort Collins, CO	1024 S. Lemay Ave, Fort Collins, CO 970.495.8020	24/7

Submission of Medical Claim: File any worker's compensation Needlestick or Body Fluid Exposure Report form within 4 days of exposure/injury. Failure to file a claim within the specified timeframe

may result in penalties to you, including financial responsibility for treatment. There are two reporting options:

1. Report the incident on the University Risk Management (URM) website,

<https://www.cu.edu/risk/forms/needlestick-or-body-fluid-exposure-report-form>

Or

2. If you have completed a report at the hospital or clinic where the incident occurred, you can fax or email their incident report to 303-860-5680 or urm@cu.edu in lieu of completing the CU online form.

The University Risk Management unit is responsible for payment of services related to an on-the-job injury or exposure. Please request that all billings from any emergency care or medical providers be sent directly to URM for review. If you receive any bills directly from a provider, DO NOT DISREGARD THEM, forward to URM directly by email, mail, or fax. Bills from authorized medical providers should be sent to University Risk Management 1800 Grant Street, Suite 700, Denver CO 80203, 303-860-5682 or 888-812-9601, Fax #: 303-860-5680, Email: riskmgmt@cu.edu

Fort Collins Students

- **Seek Treatment (Source Labs):** If at a UCHHealth facility: Go to UCHHealth Employee Health or call UCHHealth Employee Health 855.945.3668 to determine your location of care (Employee Health/ED/etc.) If you are at a non-UCHHealth facility or after hours: Go to the nearest urgent care facility or medical emergency room. (UCHHealth Virtual Care is not available to students).
- **Reporting:** Report the injury/illness immediately to your clinic supervisor and your curriculum director and coordinator. You must file a workers' compensation Needlestick or Body Fluid Exposure Report Risk Form within 10 days of the injury/exposure. Report the incident on the URM website (<https://www.cu.edu/risk/file-claim>). If you have completed a report at the hospital or clinic where the incident occurred, you can fax or email their incident report form directly to 303-860-5680 or urm@cu.edu in lieu of completing the CU on-line form.
- **Follow up Care/Treatment:** Choose one of the [CU Designated Medical Providers](#) (i.e. UCHHealth Occupational Medicine). Care may be continued at the designated clinic. By completing the Risk Form Report expenses regarding the incident will be covered by CU. Request that all bills from medical providers be sent to URM. Forward all bills you receive to URM.

Malpractice, Workers Compensation, Health, and Disability Insurance

Malpractice: The School of Medicine provides professional liability coverage for its students through a combination of self-insurance and commercial insurance. This coverage is subject to the terms of the University of Colorado Self-Insurance and Risk Management Trust Coverage Document. The extent of coverage under the Trust may be limited by the nature of the MD training program with the University.

Coverage extends to an individual who is duly enrolled and matriculated as a medical student at the University of Colorado, School of Medicine for all professional and educational activities that

are within the course and scope of the individual's responsibilities as a student. Some example situations in which a student would not be covered:

- Students who are not enrolled during the summer months or who are on a Leave of Absence are not covered by this policy.
- Students who are enrolled but for which "activities" are not within the course and scope of the student responsibilities.

Students on an approved Leave of Absence may not be covered and should work with the Office of Student Life for details. Volunteer activities performed by medical students enrolled at CU are covered by the Malpractice Trust if they fall within the course and scope of the individual's responsibilities as a student. In most circumstances, the volunteer activity will be a recognized activity within the approved curriculum, and course credit will be awarded to the student. In other situations, contact the Professional Risk Management Office (303-724-7475) or the Office of the University Counsel (303-315-6617) for guidance. The Office of Student Life should approve all non-course credit volunteer activities in writing before engaging in the activity.

Workers' Compensation: Workers' compensation benefits may apply to students in clinical rotations. Students in on-campus classroom activities are not covered by workers' compensation.

Workers' Compensation policies and procedures are managed by the University Risk Management, go to <http://www.cu.edu/risk>.

Procedures specifically for needle stick and body fluid exposures, go to [Incident Procedure](#).

Health Insurance: Students in the School of Medicine are required to carry personal health insurance. Students on Leave of Absence should work with the Office of Student Life to understand their health insurance options.

Disability Insurance: All students are enrolled automatically in a disability insurance plan and receive disability insurance as a student in the MD Program.

Sensitive Physical Exam Policy

Medical students must be chaperoned in their performance of any sensitive exam on a patient 2 years of age or older, defined as any physical exam involving body parts typically covered by undergarments (examples being breasts, genitals, buttocks, groin/pubec region, and rectal area). Additionally, students must follow clinical site-specific policies related to sensitive exams and must defer to the preferences of individual preceptors and only perform exams, even if chaperoned, with their supervisor's explicit approval.

Career Exploration Clinical Experiences

The Association of American Medical Colleges (AAMC) Careers in Medicine program defines medical student career development as a four-year process of self-assessment, career exploration, career decision-making, and implementation. As part of medical students' ongoing career exploration and development, students may engage in self-selected activities designed to promote clinical skill acquisition that are carried out under the supervision of physicians or other licensed health care professionals.

Career Exploration Clinical Experiences

As medical students progress through their career development process, they are encouraged to pursue opportunities (extracurricular and curricular via Electives) to learn more about the different

medical disciplines. Opportunities are available for students to experience clinical exposure to a variety of settings and specialties through pairing with practitioners who hold appointments through the School of Medicine-however, these experiences require that students inform the SOM of their planned participation and that they remain supervised appropriately during these experiences. A Career Exploration [Clinical Experience form](#) (see Requirements below) MUST be completed and submitted online (click on the hyperlinked text below) by the student prior to beginning their Clinical Experience.

Requirements:

- Academic good standing
- Submitted and approved Clinical Experience Form
- Successful completion of Foundational Principles, Hematologic & Lymphatic Systems, and Gastrointestinal System courses
- Estimated time (in general, time limits of 16 hours are the standard, but additional time will be considered if other circumstances require prolonged exposure)
- Faculty contact information.
- Location of experience

Please note: This experience is in addition to the DOCS preceptorship requirement and cannot count towards completion of that requirement in the Plains. In addition, this experience should not take the place of a clerkship or an Acting-Internship, as no credit is provided for these experiences. Students cannot participate in career exploration during the Foothills phase; students should work within their LIC to pursue clinical experiences.

Supervision expectations:

Every medical student comes to clinical experiences with a variety of skills and prior proficiencies. As such, each faculty member is responsible for assessing and supervising each student. However, general guidelines around medical student skills and abilities by year are below:

Plains phase medical students:

By the end of the Plains phase (Pre-Clerkship year) of medical school, students have successfully completed the following courses:

- Foundational Principles
- Hematologic & Lymphatic Systems
- Gastrointestinal System
- Pulmonary & Cardiovascular Systems
- Renal & Urinary Systems
- Nervous System
- Musculoskeletal & Integumentary System
- Mind & Behavior
- Endocrine & Metabolic Systems
- Reproductive System & Life Cycle

Within each of these organ-based courses, students will have explored gross anatomy & embryology, biochemistry, histology & cell biology, genetics, immunology, microbiology, physiology, pharmacology, radiology, and pathology. Additionally, Health & Society and Clinical

Skills content is integrated within each course that will develop students' knowledge and skills to provide effective, equitable, patient-centered care. By the end of the Plains phase (Pre-Clerkship year) of medical school, students have learned how to perform a patient-centered medical interview, a physical exam on a healthy adult, and foundational clinical reasoning, as well as basic medical documentation and oral presentation.

By the end of the first year of medical school, students have completed foundational patient-centered communication training including:

- Opening the visit
- Gathering information
- Building and sustaining the relationship with the patient
- Building and sustaining the structure of the visit
- Sharing information with the patient
- Closing the visit
- Cross cultural communication

The specific physical exam components taught during the first year of medical school include:

- Vital signs
- Abdominal exam
- Pulmonary exam
- Cardiac exam
- Neurologic exam
- Musculoskeletal exam
- Dermatologic exam
- Head & Neck exam
- Sensitive exams, including the breast, pelvic, genitourinary, and rectal exams.

In addition to oral presentations, by the end of their first year, students have learned the following medical documentation:

- Comprehensive H&P
- Focused SOAP notes

Students have completed the following training:

- Basic Life Support
- HIPAA
- Bloodborne pathogens and Hazardous material (Standard Precautions, PPE, needlesticks, and other exposures)

By the end of the Foothills phase of medical school, students have completed rotations in the following specialties:

Family Medicine
Obstetrics and Gynecology
Pediatrics

Emergency Care
Psychiatry
Internal Medicine
Surgery

Students have completed the following training:

- Basic Life Support
- HIPAA
- Bloodborne pathogens and Hazardous material (Standard Precautions, PPE, needlesticks and other exposures)

Students have participated in small group sessions focused on:

- Medical professionalism

Approval Process

Upon receipt of the [Clinical Experience form](#), the faculty member will receive an automated email noting the following information:

- Student name
- Student year
- Date of experience
- Location of experience
- Developmentally staged information around student skills and abilities, as well as supervision needs.
- A request to the faculty member to confirm availability and interest in having the student participate. (It is recommended that students reach out to faculty members before submitting the clinical experience form.)

Once the submitted information is confirmed, Student Affairs personnel will inform the faculty and student that the experience has been approved.

<https://medschool.cuanschutz.edu/education/current-students/support-for-students/career-exploration>

Fort Collins Campus students should follow the approval process found [here](#).

Drug screening Policy

Policy Statement

The University of Colorado Anschutz School of Medicine requires that all students submit to a drug screen prior to starting designated key clinical experiences of their program. A negative drug screen is required for participation in any clinical experience. This policy applies to all enrolled students in the MD, PT, and PA degree programs.

Rationale

All health care providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances and confidential information and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student's possible impairment that could diminish the student's capacity to function in such a setting is imperative to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Clinical rotations are an essential element of all curricula and are required of School of Medicine students in the MD, PT, and PA degree programs. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. It is thus in the interests of both students and the School of Medicine to identify and resolve potential issues where a student may not be allowed to participate in a clinical rotation due to use of controlled or illegal substances.

The University of Colorado Anschutz School of Medicine has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the school seeks to enhance its scrutiny of students involved in patient care activities and who are in clinical settings.

Drug Screening Process

- Students enrolled in the MD, PT, and PA programs will receive information about the requirement for drug screening, deadlines for compliance, results reporting, and associated fees from their respective educational program representatives. The frequency and timing of drug screening may vary by educational program. Students will be responsible for the cost of the required drug screening, either individually or through a student fee as determined by each program.
- Students will receive specific instructions from their program representatives regarding the location of the designated vendor drug screen sites and a Drug Screen Authorization document to submit to the vendor including authorization for results to be released to the designated individual in their educational program.
- Results of the student drug screen will be reported electronically to the designated individual in the appropriate educational program, typically within two business days. Review of drug screen results will be conducted by the Medical Director of the designated vendor to determine a passing or failing level. The information will be conveyed to the designated individual within the education program. Students who receive a positive screen will be reviewed by the individual program either by a designated individual or a committee, and any consequences will be communicated to the student in writing.
- Drug screens that are reported as indeterminate or dilute must be repeated. Students will be responsible for all costs of the required repeat drug screening.
- The student has the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the drug screen results are correct. Prior to making a final determination, which may adversely affect the student, the program will inform the student of their rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made by the program.
- Drug screening results will be recorded in an internal database within each educational program and maintained only for the duration of study for each student.

- Drug screen results may be reported to clinical rotation sites for clinical placements in compliance with contractual agreements.
- If required by a specific clinical site, a student may be required to submit to additional drug screening based on the contractual agreements with those clinical sites.
- Any individual student may be required at any time to submit to immediate drug screening for cause. This may occur through the designated vendor, or it is possible that a contract with a specific clinical training site may have specific requirements dictating the process, handling, and reporting of “for cause” drug screening of an individual student while the student is participating in a clinical rotation there.
- Students who refuse to submit to any required drug screen may be dismissed from their education program.
- A urine drug-screening test which returns positive for marijuana will require a repeat test within 30 days. A second positive test will lead to automatic CPHP referral and possible removal from all school activities pending CPHP evaluation.
- Students who refuse to submit to any required drug screen may be dismissed from their education program.

Positive Drug Screening Results

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the program. Students may be referred for evaluation and treatment through the Colorado Physicians Health Program (CPHP) or another designated program as a condition for remaining in the program. Any treatment recommended or required to remain in the program will be at the expense of the student.

Additional Policy/Procedure Information

The School of Medicine takes patient safety very seriously. The Technical Standards for students require that all students be able to meet the physical and cognitive demands of the clinical setting as well as exhibit sound judgment at all times. Students who are seriously ill, injured or taking medication that impairs judgment (including, but not limited to, lawfully prescribed medications and Medical Marijuana) may not be able to meet the Technical Standards, and therefore may not be suitable for the clinical environment where patient safety is the topmost concern. A determination of any conditions on a student’s ability to participate in clinical experiences or to otherwise proceed in the program will be handled through a committee as determined by each program (MD, PT, and PA).

Additionally, the School of Medicine is very concerned about alcohol and drug abuse. A student may be required to undergo evaluation and treatment through the Colorado Physicians Health Program (CPHP) or by another designated evaluation source in order to remain in the program. Any evaluation or treatment required as a condition for remaining in an educational program is to occur at the student’s expense.

Weather Policies

The link to the inclement weather policy [Inclement Weather Policy | University of Colorado \(cu.edu\)](https://inclementweatherpolicy.com/)

The link to the campus closure policy [3010 - Campus Closures/Delays CU Anschutz \(ucdenver.edu\)](https://campusclosures.com/)

FAQs: [Weather Closures | University of Colorado \(cu.edu\)](#)

CU Anschutz Alerts www.cuanschutz.edu/alerts

LIC Protocols:

With inclement weather forecast:

Safety above all else. If you cannot safely travel due to road conditions, you should stay home and notify your LIC director and coordinator as soon as possible. This counts as an excused absence.

Clinics may be closed. If preceptors let you know their clinic is canceled, you are excused and should let your LIC director and coordinator know as soon as possible.

If your LIC team hears of facility or clinic closures, they will also be in touch with you. This missed clinical time will be made up.

Hospitals are always open, and patients need care. If you can travel safely, you should be there. If you cannot travel, please let your inpatient team know as well as your LIC director.

There may be geographic variation in the snow and cold, so make the call based on the weather and conditions where you are.

Alpine-Summit Protocols:

With inclement weather forecast:

Those of you scheduled for clinical experiences should still plan to report to your sites unless instructed otherwise by your course leadership.

Those of you engaged in non-clinical courses should check in with your course leadership to confirm the plan for the day's learning events.

In all cases, prioritize your safety. If your site is open, and you do not feel you can safely travel, please follow your phase's absence and attendance procedures in addition to contacting your course leadership directly to inform them of your situation.

The University of Colorado Anschutz School of Medicine strives to be in compliance with current [Liaison Committee on Medical Education \(LCME\)](#) standards as noted in specific policy.

Document Updates:

Approved by the Curriculum Steering Committee (CSC) for AY 2026-27 on May 06, 2026.

[CUSOM Student Support Policies Procedures Guidelines](#) Posted July 20, 2026.

Revision History:

08/05/2026

08/13/2026

08/14/2026

Specific curriculum requirements for each phase are outlined in the corresponding Phase handbooks and should be consulted accordingly.

Definitions

Policy

A predetermined course of action established as a guide toward accepted university strategies and objectives as specified by the Board of Governors' statutes, Executive Orders of the President, and federal, state, and municipal laws or other prescribed course(s) of action as defined by the [Rules of the School of Medicine](#) (bylaws). A policy reflects the objectives of the university, then the school.

Procedure

The means/steps by which a policy's actions can be accomplished. Procedures provide continuing guidelines to management for making daily decisions.

Style

The plan followed in documentation of policies and procedures involving the arrangement of words and sentences, the choice of words, and the formatting of university manuals.