POLICY STATEMENT
Student academic performance is determined on the basis of achievement in a course and in behavior outside of a course. The curriculum is criterion-referenced and evaluations are based on learning objectives. Students must achieve the satisfactory criterion level established by the faculty and presented to students at the beginning of each course.

REASON for POLICY
A medical school has the responsibility to society and to the medical profession to certify that its graduates have the cognitive knowledge and skills and the behavioral qualities necessary to function as competent and safe physicians. Therefore student academic performance is determined on the basis of achievement in a course and student behavior in all settings. Students must achieve the satisfactory criterion level established by the faculty and presented to all students at the beginning of each course. Medical students are expected to satisfactorily complete requisite number credits of medical education within four years. The policy on Grading and Academic Performance is based on the premise that the curriculum will be criterion-referenced and evaluations will be based on stated learning objectives. The faculty will evaluate and document each student’s general performance characteristics including self-directed learning, knowledge of the sciences basic to medicine, clinical skills competency, and professional attitudes and behaviors. The grading system is intended to reflect the needs of the students, the faculty, and external agencies.

SCOPE of POLICY
This policy applies to:

- Deans, Directors, and Department Heads
- Faculty
- Managers and supervisors
- Staff
- Students
- Others:
WEB SITE REFERENCES
Policy Office: http://www.med.und.edu/policies/index.cfm
Vice President for Health Affairs and Dean: http://www.med.und.edu/student-affairs-admissions/
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### DEFINITIONS

<table>
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<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td><strong>Academic Performance</strong></td>
<td>For Medical Students includes both the cognitive measures of academic performance (e.g. performance on assessment tools used within all components of the curriculum and professional skills) and behavioral measures of academic performance (e.g. professional conduct and academic dishonesty).</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>Throughout the document the term “course” shall refer to a unit of education. In the first two years this can be either a block or a course, in the third year it refers to a clerkship or a course and in the fourth year it refers to an acting internship, rotation or an elective (either on or off campus).</td>
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<tr>
<td><strong>“Honors” (H)</strong></td>
<td>The notation assigned to a student who demonstrates outstanding performance in a course.</td>
</tr>
<tr>
<td><strong>“Incomplete” (I)</strong></td>
<td>The notation will be assigned to a student who has been doing satisfactory work in a course, but who has not completed in a timely manner all the requirements due to extenuating medical and/or personal circumstances. The “Incomplete” must be removed within a specific time frame and according to criteria established by the appropriate faculty member or University policy. Failure to do so will result in conversion to a grade of “Unsatisfactory”. The “Incomplete” grade is a non-prejudicial entry on a student’s record.</td>
</tr>
<tr>
<td><strong>“Satisfactory” (S)</strong></td>
<td>The notation assigned to a student who meets or exceeds the criteria for performance in a block, clerkship, course or elective.</td>
</tr>
<tr>
<td><strong>“Successful Remediation” (S/U)</strong></td>
<td>The notation assigned to a student who fails to successfully complete a re-examination of a single component of a block during Special Studies week, or fails two components of a block, or fails a clerkship, acting internship, course or elective, but successfully remediates the block, clerkship, or elective at a later date.</td>
</tr>
<tr>
<td><strong>“Unsatisfactory” (U)</strong></td>
<td>The notation assigned to a student who fails to meet the criteria for performance in any single component of a block, clerkship, course or elective.</td>
</tr>
<tr>
<td><strong>Withdrawal (W)</strong></td>
<td>The notation assigned to a student who has, with the permission of the instructor and the Associate Dean for Student Affairs and Admissions withdrawn from a course (through leave of absence, suspension, or withdrawal from medical school).</td>
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### RELATED INFORMATION

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<tr>
<th>Link</th>
<th>Description</th>
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<tr>
<td><a href="http://www.med.und.edu/policies/_files/docs/expectations-outside-school.pdf">http://www.med.und.edu/policies/_files/docs/expectations-outside-school.pdf</a></td>
<td>Expectations Outside of School</td>
</tr>
<tr>
<td><a href="http://www.med.und.edu/policies/_files/docs/academic-performance-committee.pdf">http://www.med.und.edu/policies/_files/docs/academic-performance-committee.pdf</a></td>
<td>Medical Student Academic Performance Committee (MSAPC)</td>
</tr>
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</table>
CONTACTS
General questions about this policy can be answered by your department’s administrative office. Specific questions should be directed to the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Telephone/FAX</th>
<th>Email contact</th>
</tr>
</thead>
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<tr>
<td>Policy clarification</td>
<td>Student Affairs</td>
<td>777.4221/777.4942</td>
<td></td>
</tr>
<tr>
<td>Policy format</td>
<td>Dean’s Office</td>
<td>777.2514/777.3527</td>
<td><a href="mailto:judy.solberg@med.und.edu">judy.solberg@med.und.edu</a></td>
</tr>
</tbody>
</table>

PRINCIPLES
I) Student academic performance is determined on the basis of achievement in a course and in behavior outside of a course. The curriculum is criterion-referenced and evaluations are based on learning objectives. Students must achieve the satisfactory criterion level established by the faculty and presented to students at the beginning of each course.

II) The UNDSMHS medical school curriculum is criterion-referenced and evaluations based on stated learning objectives. The faculty evaluate and document each student’s general performance characteristics including self-directed learning, knowledge of the sciences basic to medicine, clinical skills competency, and professional attitudes and behaviors. As the requirements of the curriculum and the needs of the students, the faculty, and external agencies (e.g., residency programs) differ for each of the four years of medical education, the grading and required academic performance are specific for each aspect of the program and will be graduated according to the expectations of the level of education.

III) This policy does not specifically address USLME testing that information can be found in the Promotion and Graduation policy.

PROCEDURES
I) Academic Performance: Cognitive, Knowledge, Skills

A) Student academic performance is determined on the basis of achievement in a course. Students must achieve the satisfactory criterion level established by the faculty and presented to all students at the beginning of each course.

B) Medical students are expected to satisfactorily complete the required number of credits of medical education within four years. However, realizing that that is not always possible, medical students must complete the first two years in three years, and the second two years in three years for a maximum of six years.

C) The grading system is intended to reflect the needs of the students, the faculty, and external agencies (e.g., residency programs).

1) Year 1

(a) Students are graded “Satisfactory” or “Unsatisfactory.”
(b) All of the following specific student academic performance criteria must be met for a student to receive a grade of “Satisfactory” in a Year 1 block:

(i) A score of 75% or better on the knowledge-based multiple-choice question (MCQ) examination.

(ii) A score of 75% or better on the case-based examination (CBE).

(iii) A grade of “Satisfactory” from the student’s Patient Centered Learning (PCL) facilitator on the end-of-block evaluation.

(iv) Satisfactory demonstration of the professional traits and standards of conduct that are critical components of professional performance (commitment to excellence, honesty and integrity, compassion, respect for others, professional responsibility, social responsibility and altruism).

(v) A score of 80% or better on the clinical skills examination (CSE).

(c) Rounding of Scores: Examination scores that are within 0.5% of a grade of “Satisfactory” are rounded up (e.g., a score of 74.5% on the MCQ examination will be rounded up to 75%).

(d) Failure of any component of assessment in an individual block after re-examination will result in a grade of “Unsatisfactory” for the block and Remediation will be required (see Policy 3.2b Consequences of Unsatisfactory Academic Performance).

2) Year 2

(a) Students are graded “Honors”, “Satisfactory” or “Unsatisfactory.”

(b) All of the following specific student academic performance criteria must be met for a student to receive a grade of “Satisfactory” in a Year 2 block:

(i) A score of 75% or better on the knowledge-based MCQ examination.

(ii) A score of 75% or better on the CBE.

(iii) A grade of “Satisfactory” from the student’s PCL facilitator on the end-of-block evaluation.

(iv) Satisfactory demonstration of the professional traits and standards of conduct that are critical components of professional performance (commitment to excellence, honesty and integrity, compassion, respect for others, professional responsibility, social responsibility and altruism).

(v) A score of 80% or better on the CSE.
(vi) Rounding of Scores: Examination scores that are within 0.5% of a grade of “Satisfactory” are rounded up (e.g., a score of 74.5% on the MCQ examination will be rounded up to 75%).

(c) Grade of “Honors”: In addition to “Satisfactory” or “Unsatisfactory” grading, outstanding student performance can be recognized with the award of “Honors” in any Year 2 block. All of the following specific student performance criteria must without reexamination be met before a student can be considered for the award of “Honors”:

(i) A score of 90% or better on the knowledge-based multiple-choice examination.

(ii) A score of 90% or better on the case-based examination.

(iii) A grade of “Satisfactory” from the student’s PCL facilitator on the end-of-block evaluation.

(iv) A score of 90% or better on the clinical skills assessment (if applicable).

(v) Examination scores that do not meet the criteria for “Honors” will not be rounded upwards (e.g., a score of 89.99% does not qualify for “Honors”).

(vi) Behavior during the block that exemplifies the standards of professional behavior and academic honesty.

(vii) An Honors Committee will be responsible for making a final determination regarding the award of “Honors” in each block. The Honors Committee will be comprised of the following individuals:

(A) Basic Science Block Director

(B) Clinical Science Block Director

(C) Associate Dean for Student Affairs and Admissions

(D) Assistant Dean for Medical Curriculum

(E) Director of Assessment

(viii) When a student meets the academic criteria for consideration for the award of “Honors,” the student’s entire performance record for the block will be reviewed by the Honors Committee. Essential elements of the review will include, but not be limited to, the following:

(A) Results of end-of-block assessments.

(B) Written mid-block and end-of-block facilitator evaluations.
(C) Other direct observations of student academic performance and behavior by administration, faculty, or peers that would assist the Honors Committee in determining, in their judgment, a student’s exemplary professional behavior and academic honesty.

(ix) Failure of any component of assessment in an individual block after reexamination will result in a grade of “Unsatisfactory” for the block and Remediation will be required (see Policy 3.2b Consequences of Unsatisfactory Academic Performance).

3) Year 3

(a) Students are graded “Honors,” “Satisfactory” or “Unsatisfactory” based on criteria established by the faculty.

(b) The passing criteria for courses must be defined in writing and presented to all students at the beginning of each course. Criteria for performance or objective testing, clinical skills, problem solving, behavioral characteristics, and professionalism should be included as well as any other required area of performance.

(c) Specific criteria for achieving a grade of “Honors” must be established by faculty and made available to the student at the beginning of each course.

(d) A grade of “Satisfactory” will be assigned to a student whose performance in a course meets or exceeds the criterion level for passing, which has been established by faculty.

(e) A grade of “Honors” can be awarded to approximately the top 20 percent in each course at the discretion of the individual disciplines. Students must meet all of the defined criteria for the award of “Honors” without the use of reexamination.

(f) A grade of “Unsatisfactory” will be assigned to a student whose performance in a course failed to meet the criterion level (in whole or in part) for passing, which has been established by a department.

(g) Students must satisfactorily demonstrate the professional traits and standards of conduct that are critical components of professional performance.

4) Year 4

(a) Students are graded “Honors,” “Satisfactory,” or “Unsatisfactory.”

(b) The passing criteria for acting internships and electives must be defined in writing and made available to students at the beginning of each acting internship or elective.

(c) Specific criteria for achieving “Honors” must be established for each acting internship or elective and provided to the student at the beginning of each acting internship or elective.
(d) A grade of “Satisfactory” will be assigned to a student whose performance in an acting internship or elective meets or exceeds the defined criterion level for passing.

(e) In Year 4, the preceptors on the acting internships and electives may award a grade of “Honors” to as many students as have met the defined criteria.

(f) A final grade for rotations at another institution is assigned by the Campus Dean.

(g) A grade of “Unsatisfactory” will be assigned to a student whose performance in a course failed to meet the established criterion level for passing.

(h) Students must satisfactorily demonstrate the professional traits and standards of conduct that are critical components of professional performance (commitment to excellence, honesty and integrity, compassion, respect for others, professional responsibility, social responsibility and altruism).

(i) The campus dean determines the final grade for year 4 electives. Course objectives and student evaluations are utilized to arrive at the final grade.

5) USMLE Step Examinations

(a) USMLE Step 1 must be taken after the satisfactory completion of years one and two and prior to beginning third year clerkships.

(b) USMLE Step 1 must be passed prior to beginning the fourth period clerkship in the third year of the curriculum.

(c) Satisfactory completion of USMLE Step 2 CS and CK is a requirement of graduation.

II) Academic Performance: Behavior

A medical school has the responsibility to society and to the medical profession to certify that its graduates have the cognitive knowledge and skills and the behavioral qualities necessary to function as competent and safe physicians. Included within the “Behavioral Performance Standards” category is the obvious issue of academic honesty. Also included, however, are issues of professional integrity and ethical behavior, which are viewed as equally important aspects of academic performance.

Accordingly, the University of North Dakota School of Medicine and Health Sciences, through its faculty, hereby defines the standards of professional behavior and academic honesty.

A) The faculty of the University of North Dakota School of Medicine and Health Sciences recognizes seven basic professional traits that are critical components of professional performance. They are listed below with some examples of behavior that illustrate the trait:

1) Commitment to Excellence, including but not limited to:

(a) Strives to exceed expectations
(b) Is committed to life-long learning

(c) Accepts criticism and reacts positively to it, looks at self objectively, and takes steps to correct shortcomings

2) Honesty and integrity, including but not limited to:

(a) Communicates in an honest and timely manner

(b) Readily admits mistakes

(c) Accurately represents actions and events

(d) Avoids cheating, plagiarism and misrepresentation of the truth

3) Compassion, including but not limited to:

(a) Recognizes and responds to the fears, suffering and hopes of patients and their families

(b) Assists colleagues in dealing with the challenges of professional work

4) Respect for others, including but not limited to:

(a) Maintains patient confidentiality

(b) Is sensitive to patients’ immediate physical and/or emotional needs

(c) Articulates and embraces the many positive aspects of difference among people and demonstrates awareness of how such differences affect personal interactions that is not racist or sexist

(d) Is not abusive and critical during times of stress

(e) Uses appropriate language; addresses patient’s appropriately

(f) Recognizes that appropriate dress and appearance demonstrate respect for others and for the profession

5) Professional responsibility, including but not limited to:

(a) Adheres to professional and/or ethical standards

(b) Can be depended upon to do his or her duty

(c) Follows through on tasks he or she agreed to perform
(d) Arrives on time for class, clinic, rounds, etc.

(e) Identifies ethical issues in professional situations and acts in an ethical manner

6) Social responsibility, including but limited to:
   (a) Understands and actively addresses the multiple social factors that threaten the health of patients

7) Altruism, including but not limited to:
   (a) Places the interests of others above self-interest
   (b) Is able to give up some personal needs to meet the needs of patients

B) The following shall be considered violations of the standards of academic honesty:

1) Cheating on a test, including but not limited to:
   (a) Copying from another student’s test.
   (b) Using materials during a test not authorized by the person giving the test.
   (c) Collaborating with or seeking aid from another student during a test without authority.
   (d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an administered test.
   (e) Substituting for another student or permitting another student to substitute for oneself to take a test.
   (f) Bribing another person to obtain an administered test or information about an administered test.

2) Plagiarism, or the appropriation, buying, receiving as a gift, or obtaining by any means another person’s work, in any form or format, and the unacknowledged submission or incorporation of it in one’s own work. Self-plagiarism means the repeated submission of the same work as an original work.

3) Collusion, or the unauthorized collaboration with another person in preparing written work offered for credit

4) Falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research.

5) Falsifying by omission or commission any information pertinent to patient care.

6) Furnishing false information to academic officers relative to academic matters.
7) Restricting the use or availability of material used in study in a manner prejudicial to other students.

8) Unauthorized use of curricular and examination materials, restricted in access by curricular policy within the School of Medicine and Health Sciences.

9) Falsifying by omission or commission any information in written, electronic or verbal form, pertinent to application for admission to medical school.

C) Medical students are members of the medical community. While trainee status dictates restriction of their privileges within the community, the ethical standards of a student in medicine should be consistent with the stated standards of the medical profession. Therefore, the Principles of Medical Ethics adopted by the American Medical Association in 2001 (http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/principles-medical-ethics.page) will serve as a model for student conduct. As a new member of this profession, the student must recognize responsibility not only to patients but also to society, to other health professionals, and to self. The following principles of the American Medical Association are standards of conduct that define the essentials of honorable behavior for the medical student and under which the student will be held accountable.

1) A medical student shall be dedicated to providing competent medical care with compassion and respect for human dignity.

2) A medical student shall uphold the standards of professionalism, be honest in all professional interactions, and strive to report those students/physicians deficient in character or competence, or who engage in fraud or deception, to the appropriate entities.

3) A medical student shall respect the law and also recognize a responsibility to seek changes in those requirements that are contrary to the best interests of the patient.

4) A medical student shall respect the rights of patients, of colleagues and of other health professionals, and shall safeguard patient confidences and privacy within the constraints of the law.

5) A medical student shall continue to study, apply and advance scientific knowledge, make relevant information available to patients, colleagues and the public, obtain consultation, and use the talents of other health professionals when indicated.

6) A medical student shall recognize a responsibility to participate in activities contributing to an improved community and the betterment of public health.

7) A medical student shall, while caring for a patient, regard responsibility to the patient as paramount.

8) A medical student shall support access to medical care for all people.
D) A medical student shall have the continuing responsibility to comply with federal and state laws (see Policy 3.5b Expectations Outside of School); the rules and regulations of the University of North Dakota, the School of Medicine and Health Sciences and its individual departments, affiliated hospitals and other medical institutions; and other applicable guidelines.

E) A medical student shall at all times maintain the highest standard of academic honesty and professional behavior. To this end, it is expected that each class will function as an effective, professional peer review group responsible for fostering integrity, honesty, and professional behavior within its membership. It is also expected that violations of the standards of academic honesty and professional behavior will be reported to the faculty or the administration of the School of Medicine and Health Sciences. Students will be asked to sign a statement that they have read, understood, and will abide by the standards of academic honesty and professional behavior described herein.
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<th>RESPONSIBILITIES</th>
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<tr>
<td>Associate Dean for Student Affairs and Admissions</td>
<td>Meet with students receiving an “Unsatisfactory” grade for a course.</td>
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<td>Approve remediation plan agreed upon by campus dean and student for failed USMLE Step examination.</td>
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<td></td>
<td>Notify chair of MSAPC of unsatisfactory student performance and assist with the arrangements for hearings of students when appropriate.</td>
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<tr>
<td></td>
<td>With the Chair of MSPAC act on requests for LOA.</td>
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<tr>
<td>Campus Deans</td>
<td>Assign MS IV elective grades and communicate such with students and the Office of Student Affairs and Admissions.</td>
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<tr>
<td></td>
<td>Develop a remediation plan with students who have failed a step of the USMLE examination.</td>
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<td></td>
<td>Inform students of the process for reexamination or remediation following receipt of an “Unsatisfactory” grade for years 3 and 4.</td>
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<tr>
<td></td>
<td>Arrange for reexamination of students receiving an “Unsatisfactory” grade on a single examination for years 3 and 4.</td>
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<tr>
<td></td>
<td>Arrange remediation for students receiving an “Unsatisfactory” grade in a course for years 3 and 4.</td>
</tr>
<tr>
<td>Chair of Medical Student Academic Performance Committee (MSAPC)</td>
<td>Receive communications from the Associate Dean for Student Affairs and Admissions and the Assistant Dean for Medical Curriculum regarding student unsatisfactory academic performance, issue letters of probation/suspension and conduct hearings for students when appropriate.</td>
</tr>
<tr>
<td>Clerkship Director</td>
<td>Assign third year grades and communicate such with students and the Office of Student Affairs and Admissions.</td>
</tr>
<tr>
<td>Assistant Dean for Medical Curriculum</td>
<td>Inform the Associate Dean for Student Affairs and Admissions of “Unsatisfactory” student academic performance for years 1 and 2.</td>
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<tr>
<td></td>
<td>Arrange for block reexamination and remediation for year 1 and 2.</td>
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<tr>
<td></td>
<td>Assign year 1 and 2 grades and communicate such with students. As a member of the Honors Committee, determine the award of “Honors” for second year student block grades.</td>
</tr>
<tr>
<td>(Medical) Student</td>
<td>Satisfactorily complete (pass) all elements of the MSI, MSII, MSIII and MSIV curriculum as well as the USMLE Step 1 and Step 2 (CK and CS).</td>
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**REVISION RECORD**
06.20.16 – FAC Approved
06.20.16 – Dean Approved
07.07.17—Minor Edits