



Medical Student Handbook 2025 - 2026

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Preamble

This Medical Student Handbook is maintained by the Florida International University (FIU) Herbert Wertheim College of Medicine (HWCOC) Office of Student Affairs, with collaborative input from faculty, administrators, and staff from HWCOC and FIU. The Medical Student Handbook serves as a guide throughout your academic, clinical, and extracurricular life as a member of the FIU community and specifically as a medical student.

This Medical Student Handbook and the policies and procedures set forth herein are effective throughout academic year 2025-2026 or until superseded. HWCOC reserves the right to change or amend policies and procedures at any time and without prior notice. Students are informed of significant changes via their FIU email accounts at the time that such revisions are made. Students are expected to review the Handbook in its entirety, be familiar with its contents, and abide by the policies and procedures set forth herein.

Message From the Dean

Welcome to the Herbert Wertheim College of Medicine!

Your education is the very core of our institutional mission.

We are dedicated to guiding you in maximizing your growth and potential and are committed to helping you become highly competent, thoughtful, and compassionate physicians.

This Student Handbook has information on the institutional policies, resources, and guidance that frame the academic and professional activities you will undertake in your medical school studies. Please carefully review and familiarize yourself with the contents. You are expected to adhere to all the policies detailed in this Handbook.

Should you have any questions about these policies, please reach out to the appropriate faculty and/or staff members.

Medical school is a transformative experience. We are eager to partner with you in this exciting and challenging journey.

Juan C. Cendán, MD

Dean of the Herbert Wertheim College of Medicine

Mission, Vision, and Values

Mission

The Herbert Wertheim College of Medicine develops highly qualified, community-engaged, socially accountable healthcare professionals and serves our region, our nation, and the greater world through transformative translational research, medical education, and clinical programs that drive forward innovations in healthcare.

Vision

The Herbert Wertheim College of Medicine exerts national and international impact in medical education, patient-oriented scientific inquiry, and state-of-the-art care. Our vision is to create a healthier Florida by forging clinical innovation and the development of highly qualified healthcare professionals who are dedicated to the welfare of each patient and to the community they serve.

Values

The conduct, ideals, and ethics that drive our operations are scholarship in education and research; innovation and research in healthcare delivery; service to university and community; integrity and transparency; and collaboration.

Accreditation

The Liaison Committee on Medical Education (LCME) is the accrediting body for medical schools in the United States and solely determines the accreditation status of every medical program leading to the Doctor of Medicine degree. To be accredited, a medical program must meet comprehensive standards that answer to the quality, integrity, and educational objectives required by the LCME. These standards comport with the values of HWCOM. FIU HWCOM is fully accredited by the LCME.

HWCOM hosts LCME accreditation visits on the FIU campus at least every 8 years. Students play a central role in the accreditation process by participating in a variety of ways, including through college-wide student surveys and in student evaluations of courses and clerkships, which are reviewed and considered by LCME in their determination of compliance with LCME standards; through independent student analysis of the medical education, student services, the learning environment, and the educational resources available to students; and through face-to-face meetings with LCME survey teams. Additional information regarding accreditation can be found at www.lcme.org.

Florida International University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's, educational specialist, and doctoral degrees. Florida International University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Florida International University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

HWCOC Administrative Offices

Office of the Dean. The Dean of HWCOC is the senior leader responsible and accountable for providing leadership for the college's medical education, clinical and research missions, and for all HWCOC strategic planning initiatives. The Dean also serves as the FIU Senior Vice President for Health Affairs. A number of individuals report to the Dean, including the Council of Chairs (comprising HWCOC departmental chairs), the Senior Associate Dean for Academic Affairs, and the Senior Associate Dean for Finance and Administration.

Office of Medical Education. The Office of Medical Education (OME) provides oversight of the medical education curriculum. It provides the infrastructure and processes by which the faculty define educational objectives for medical students. The HWCOC faculty define expectations through the Curriculum Committee, which communicates with the Associate Dean for Curriculum and Medical Education for this purpose. OME also coordinates the design, implementation, and evaluation of the medical degree program, emphasizing innovative curricula designed to advance a passion for scientific inquiry, critical thinking, and comprehensive clinical expertise.

Office of Student Affairs. The Office of Student Affairs (OSA) provides support programs and services for all medical students from the time of recruitment to commencement and beyond. Activities include recruitment of students; the admissions process; maintenance of student educational records; mentorship of students; academic, career, and financial counseling; personal counseling and wellness programs; medical student learning communities; student organizations; and transition to residency. OSA provides learning opportunities outside of the formal classroom and clinical settings that are designed to complement and enhance the overall educational experience and to promote personal and professional success.

Office of Research. The Office of Research (OR) provides oversight of the graduate medical education and basic science research activities and related training to all MD and Ph.D. students and faculty. The Office of Research at HWCOC offers innovative and engaging research opportunities for students, faculty, and researchers both within HWCOC and with our partnered affiliates. Research topics at HWCOC encompass a variety of fields within translational medicine, basic science, medical education, and clinical research. Students are encouraged to reach out to faculty regarding their research interests. Students who participate in research at HWCOC may be eligible to present at the HWCOC Annual Research Symposium and to apply for competitive summer research fellowship programs.

Definitions

Academic Period or Period (CO2026 and prior cohorts). The MD degree program is divided into four academic segments, also known as academic periods or simply “periods.” A description of the academic periods can be found in this handbook under the section “Periods of Study.” Each medical student must pass each of the four successive academic periods of study to successfully complete the Doctor of Medicine degree program.

Academic Year (CO2027 and subsequent cohorts). The MD degree program is divided into four Academic Years. A description of the Academic Years can be found in this handbook under the section “Academic Years.” Each medical student must complete each of the four successive Academic Years of study to successfully complete the Doctor of Medicine degree program.

Adverse Action. An Adverse Action may result from the Office of Student Conduct and Academic Integrity or the Medical Student Evaluation and Promotion Committee, and is defined as a mandate that a student take specific actions or refrain from taking specific actions because of lapses in professionalism or failure to meet academic standards.

Business Day. A day when the University is open for regular business operations from 8:30 a.m. up to 5:00 p.m., Eastern Time. For email correspondence, the day of delivery is not included in a designated time period.

Consent Agreement. An agreement voluntarily entered into by HWCOC and a medical student arising from alleged violations of Professionalism Standards.

Good Academic Standing. Students who are registered and entitled to progress in the curriculum are in good academic standing with the college. Good standing for conduct and academic integrity purposes under FIU Regulations [105](#), [106](#), and [2501](#) shall be determined by the FIU Office of Student Conduct and Academic Integrity or Office of Civil Rights Compliance and Accessibility.

Grade Point Average (GPA). A credit-weighted average of the final numeric grade of all scored courses completed in Academic Year 1, Academic Year 2, and Academic Year 3.

HWCOC Community. The students, faculty, staff, and administration of HWCOC.

MSEPC. Medical Student Evaluation and Promotion Committee.

MSPE. The Medical Student Performance Evaluation (MSPE) is a summative document provided by the school to residency program directors intended to transmit objective information about a student’s attributes, accomplishments, and academic performance.

Medical Students. Students enrolled in the Doctor of Medicine program at HWCOC.

Incident Reporting Form. An [Incident Reporting Form](#) is completed by a member of the FIU community to identify a possible breach of Professionalism Standards or a violation of the FIU Student Conduct and Honor Code by another member of the learning community in accordance with the process established in this HWCOM Medical Student Handbook.

Probation. As a result of poor academic performance or breaches of Professionalism Standards, the MSEPC may place a student on probation, signaling to the student that the MSEPC is carefully scrutinizing performance. The FIU Office of Student Conduct and Academic Integrity may also place a student on probation if found to be in violation of the [Student Conduct and Honor Code](#).

Professionalism Advocacy Reporting System (PARS). The electronic reporting system used to file a [Professionalism Commendation Form](#) when a member of the HWCOM community has demonstrated exemplary professional behavior.

Professionalism Standards. The standards of professionalism are set forth in this HWCOM Medical Student Handbook and the [FIU-2501 Student Conduct and Honor Code](#).

Preponderance of the Evidence. Based on the evidence provided, it is more likely than not that the alleged violation occurred.

Curriculum

Competencies

The four-year course of study leading to the Doctor of Medicine (MD) degree at Herbert Wertheim College of Medicine (HWCOC) is based on the development of competencies in nine domains:

- Patient care
- Knowledge for practice
- Practice-based learning and improvement
- Interpersonal and communication skills
- Professionalism
- Systems-based practice
- Interprofessional collaboration
- Personal and professional development
- Social accountability

These competency domains are derived from the Association of American Medical Colleges Physician Competency Reference Set and the Accreditation Council for Graduate Medical Education competencies, with the additional competency domain of social accountability being core to the mission of HWCOC. The competency domains align with the HWCOC Educational Program Objectives (below). The educational program is broad and general, preparing students for postgraduate study in their chosen fields of medical specialization, licensure, and medical practice. The curriculum is entirely course-based; all educational objectives are addressed in formal courses.

Strands

The curriculum is built upon study in five major strands:

- Human Biology and Disease
- Research
- Clinical Medicine
- Professional Development
- Medicine and Society

Each course in the curriculum is assigned to a strand. Strands are organized for both horizontal and vertical integration of content within courses.

Educational Program Objectives (EPOs)

The HWCOC educational program objectives encompass the knowledge, skills, behaviors, and attitudes students are expected to exhibit as evidence of their achieving competencies necessary for graduation and awarding of the Doctor of Medicine degree. The HWCOC Curriculum Committee uses these educational program objectives to guide decisions regarding specific course content, student learning, and assessments:

1. Identify the major principles of the sciences foundational to medicine.
2. Explain how the body responds to change, and how it adjusts the functions of cells, organs, and organ systems to maintain homeostasis.
3. Apply the principles of foundational sciences to propose and interpret diagnostic tests, and to determine the etiology, pathophysiology, prevention, and treatment of human disease/disorders.
4. Communicate effectively with patients, families, and healthcare providers, including in situations involving cultural and linguistic differences (and including the effective use of professional interpreters).
5. Conduct and document complete patient histories and physical examinations using the requisite fundamental clinical skills, and incorporating relevant social, behavioral, and medical factors.
6. Identify and propose initial therapy for acute life-threatening situations.
7. Identify, propose, and coordinate prevention and management plans for acute and chronic disease while working effectively in various healthcare settings.
8. Apply medical knowledge and critical thinking to develop differential diagnoses.
9. Correctly perform basic procedural skills with attention to patient comfort.
10. Obtain and manage patient information from the medical record.
11. Use evidence-based medicine to provide quality health care to individuals and populations.
12. Apply scientific methods to answer research questions.
13. Identify core principles of health system science, including the impact of finance, laws, organizational structures, and health policy on patients and populations.
14. Identify the personal skills and systems-level processes that support continuous quality improvement and patient safety, and use standard precautions in the health care setting.
15. Apply knowledge of complementary and integrative medicine to patient care.
16. Identify end-of-life care issues from the physician's and patient's perspectives.
17. Demonstrate skills and habits to sustain lifelong personal and professional growth.
18. Integrate epidemiologic, socioeconomic, behavioral, cultural, and community factors into patient care.
19. Advocate for improved health outcomes at the community level through analysis of social determinants of health, engagement, and reflection.
20. Demonstrate patient-centered counseling techniques and engage patients in collaborative planning to improve health behaviors.
21. Collaborate as a member of an interprofessional team.
22. Anticipate ethical issues encountered in clinical care and research, explain ethically justifiable options and consequences from multiple perspectives, and manage ethical challenges.

Periods of Study (CO2026 and Prior Cohorts)

The curriculum is divided into four periods of study, comprising foundations of medicine (Period 1), organ systems-based pathophysiology (Period 2), core clinical clerkships (Period 3), and advanced clinical rotations (Period 4).

Course work is multidisciplinary and features a case-based format in which basic science is learned in a clinical context. Clinical experiences in primary care and emergency settings begin in the first period of study with coordinated opportunities for practical application of basic knowledge, skills, and reasoning. Students engage with families, households, and communities in the longitudinal service-learning NeighborhoodHELP (Health Education Learning Program) in collaboration with FIU students from other colleges and disciplines, including nursing, social work, physician assistant, public health, education, and law.

Students begin clinical training by encountering basic medical conditions in outpatient settings; clinical training advances progressively to include exposure to more complex cases and conditions in hospital settings and culminates in sub-internship experiences. Independent scholarship and broad elective opportunities in the third and fourth periods encourage students to explore personal interests and build competency in preparation for advanced postgraduate study and practice in a specialty area. Student learning is guided by objectives for every course, required clinical experiences (core cases), standards of competency in specific clinical skills, and standards of professional behavior. Students document their progress in achieving the educational objectives of each required clinical experience and are monitored for progressive development of essential skills and general competencies.

Period 1. Period 1 focuses on the study of the foundations of medicine in core basic, clinical, social sciences, and ethics. Core basic medical sciences include medical genetics, cellular biology, anatomy, physiology, pharmacology, immunology, microbiology, and pathology. These courses combine elements of the Human Biology and Disease strand. An introduction to clinical skills in the Clinical Medicine strand focuses on doctor-patient communication, general physical exam skills, foundations of evidence-based medicine and quantitative measurements, and medical research. Period 1, within the Professional Development and Medicine and Society strands, also focuses on medical ethics, regional cultures in relation to health and medicine, self-reflection, and professionalism in doctor-patient relationships. At the beginning of the period, students become certified in basic life support (BLS) in preparation for half-day primary care clinics and voluntary emergency department shifts throughout the period. Medical simulations, standard patient experiences, and virtual case studies complement classroom study and prepare students for patient-centered clinical experiences.

Period 2. Period 2 is organized around in-depth study of human biology, disease, illness, and injury in an organ-system-based approach. Pathology, physiology, anatomy, pharmacology, genetics, and human behavior are emphasized in the case-based study of the major organ systems: hematopoietic and lymphoreticular, endocrine, reproductive, musculoskeletal, skin, gastrointestinal, renal/urinary, cardiovascular, respiratory, and nervous. Students develop clinical skills by conducting physical exams, forming differential diagnoses, and understanding how to interpret and use laboratory medicine data and imaging technologies. Clinical skills are taught together with each of the integrated organ-systems courses. Courses in the strands of Professional Development and Medicine and Society continue in Period 2, with the study of health care systems and policy, interprofessional health care, community health, end-of-life care, and evidence-based medicine. Students continue their service-learning study with participation in NeighborhoodHELP.

Students are required to take and pass Step 1 of the United States Medical Licensing Examination® (USMLE) at the end of Period 2 and achieve general competency in basic biomedical sciences, diagnosis of disease, and clinical case management. If a student fails to pass USMLE Step 1 on their first attempt, their entry to Period 3 will be delayed until they pass the exam.

Period 3. Period 3 involves core clerkships in Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, Radiology, and Surgery. Study in Period 3 is predominantly preceptor-guided; students encounter patients with increasingly complex medical conditions in outpatient and hospital settings. Students are given progressively greater responsibility as they gain experience managing the care of patients. Students learn how to apply skills learned in the simulation laboratory and demonstrate competency in performing core procedural skills. Learning is enhanced by the inclusion of simulation and virtual cases. Elective opportunities in the Internal Medicine and Surgery clerkships allow students to explore specialty areas. Students continue to participate in NeighborhoodHELP during Period 3. Also included in the Period 3 curriculum is a case-based, self-directed learning course, with integrated learning objectives from basic sciences forming part of each case.

Students are required to take and pass Step 2 of the United States Medical Licensing Examination® (USMLE) at the end of Period 3 and to demonstrate general competency in patient-centered communication, history taking, physical exam skills, and diagnostic reasoning through satisfactory performance on the End of Third Year promotional OSCE (Objective Standardized Clinical Exam). If a student fails to pass USMLE Step 2 on their first attempt, their entry to Period 4 is delayed until they pass the exam. If they fail to meet clinical skills competency as measured by the OSCE, they may be asked to participate in remediation, additional clinical experience, and/or referred to the MSEPC.

Period 4. Period 4 focuses on the study of advanced medicine, including scholarship and exploration of specialty areas to facilitate a student's choice of postgraduate study. Students select individualized schedules that best serve their long-term career goals. Period 4 requirements include the career advising and professional development course; geriatrics and emergency medicine clerkships; a capstone course, including a longitudinal component; the community medicine practicum; completion of the research scholarship course; one sub-internship; and electives. Students continue to participate in NeighborhoodHELP during Period 4.

The required sub-internship and all core rotations must be completed at HWCOT-affiliated clinical sites under the supervision of HWCOT faculty. The longitudinal capstone includes professional development workshops on career management and a clinical medicine experience designed to hone clinical skills and prepare students for residency.

To graduate from HWCOT with an MD degree, students must satisfactorily complete all degree requirements including passing scores on the USMLE exams (Step 1 and Step 2) within six (6) years of the date of matriculation.

Academic Years (CO2027 and Subsequent Cohorts)

The four-year program leading to the MD degree at HWCOC is designed to maximize exposure and training in all areas of medical education. The program prepares students for advancement into postgraduate study and for the practice of medicine in any medical specialty or primary care area. The curriculum is divided into four steps, each building on learning from the previous step as students progress through the program.

Step 1 (Foundations) and Step 2 (Organ Systems)

Foundational Sciences are covered in Steps 1 and 2 during the first two academic years. Coursework is multidisciplinary, featuring a variety of active learning pedagogies that foster critical thinking, clinical application, and integration across strands and courses. In addition, students engage in a longitudinal clinical preceptorship in the community and participate in the Green Family Foundation NeighborhoodHELP program in collaboration with FIU students from other health professions.

Step 1 spans the first semester of Academic Year 1 and focuses on the foundations of medicine in core basic medical sciences, including genetics, cellular biology, biochemistry, anatomy, physiology, pharmacology, immunology, microbiology, and pathology. Students also begin coursework in clinical skills, medicine and society, research, and professional development during this time. Additionally, students participate in half-day primary care clinic visits, optional emergency department shifts, medical simulations, and standardized patient experiences.

Step 2 begins in the second semester of Academic Year 1 and spans the entirety of Academic Year 2. This step provides an in-depth study of human biology, disease, illness, and injury in a highly integrated organ-system-based approach. Pathology, physiology, anatomy, pharmacology, genetics, and human behavior are emphasized in the case-based study of the major organ systems: hematopoietic and lymphoreticular, endocrine, reproductive, musculoskeletal, skin, gastrointestinal, renal/urinary, cardiovascular, respiratory, and nervous. Students continue to develop clinical skills by performing physical exams, forming differential diagnoses, and developing the skills to interpret and use laboratory medicine data and imaging technologies through continued clinical preceptorship visits.

Students are required to take and pass Step 1 of the United States Medical Licensing Examination® (USMLE) at the end of Academic Year 2 and achieve general competency in basic biomedical sciences, diagnosis of disease, and clinical case management. If a student fails to pass USMLE Step 1 on their first attempt, their entry to Academic Year 3 will be delayed until they retake the exam.

Step 3 (Clinical Clerkships) and Step 4 (Advanced Clinicals)

Clerkships are completed in Steps 3 and 4 during the final two academic years of study. Students actively participate in patient care, applying the skills and knowledge learned during Steps 1 and 2 of the curriculum.

Step 3 (AY 3) involves core clerkships in Family Medicine, Internal Medicine, Neurology, Obstetrics and Gynecology, Pediatrics, Psychiatry, Radiology, and Surgery. Students rotate clinically under the supervision of our dedicated and highly skilled community-based faculty in all the core specialties and sub-specialties. Students are exposed to patients and clinical settings at multiple hospitals, outpatient clinics, and private offices throughout South Florida.

During the clerkship year, students actively participate in patient care, applying the skills and knowledge learned during Steps 1 and 2 of the curriculum. Learning is enhanced by problem-based learning, simulations, case-based didactics, virtual cases, assignments, and experiential learning activities. In addition, during the Internal Medicine and Surgery Clerkships, selective opportunities allow students to explore specific sub-specialty areas. Students continue participating in NeighborhoodHELP throughout Step 3 and in the longitudinal Core Concepts in Medicine course emphasizing self-directed learning and the clinical integration of basic and health systems science.

Students are required to take and pass Step 2 of the United States Medical Licensing Examination® (USMLE) at the end of Academic Year 3 and to demonstrate general competency in patient-centered communication, history taking, physical exam skills, and diagnostic reasoning through satisfactory performance on the End of Third Year promotional OSCE (Objective Standardized Clinical Exam). If a student fails to pass USMLE Step 2 on their first attempt, their entry to Academic Year 4 is delayed until they retake the exam. If they fail to meet clinical skills competency as measured by the OSCE, they may be asked to participate in remediation, additional clinical experience(s), and/or referred to the MSEPC.

Step 4 (AY 4) focuses on studying advanced medicine, including scholarship and exploring specialty areas to facilitate a student's choice of postgraduate study. Students select individualized schedules with rotations that best meet their long-term career goals. Step 4 requirements include:

- A geriatrics clerkship
- One sub-internship
- An emergency medicine clerkship
- A longitudinal capstone course
- A career advising and professional development course
- A community medicine practicum
- Completion of individual research projects
- Electives

In addition, students continue to participate in the NeighborhoodHELP program.

The required sub-internship and core rotations must be completed at HWCOR-affiliated clinical sites under the supervision of HWCOR faculty. The longitudinal capstone includes professional development workshops on career management and a clinical medicine experience designed to hone clinical skills and prepare students for residency.

Curriculum Focus Tracks (CO2027 and Subsequent Cohorts)

At the end of Academic Year 1, students will be offered the opportunity to participate in a Focus Track. Curriculum Focus Tracks are para-curricular activities and not credit-earning or degree-awarding. Students participating in a Focus Track will be expected to complete approximately 10 hours of work during the summer between Academic Years 1 and 2, 10 hours of work during Academic Year 2, 10 hours of work during Academic Year 3, and to participate in a 2-week capstone, for-credit elective during Academic Year 4. Successful completion of the Focus Track will be noted on the summative Medical Student Performance Evaluation. Curriculum Focus tracks will be offered in Teaching Skills, Narrative Medicine, Leadership, Advocacy, Bioethics, Medical Spanish, Population Health, and Evidence-based Lifestyle Medicine.

Affiliated Clinical Sites

HWCOCM has partnered with a variety of health systems, hospitals, clinics, and private physician practices to provide clinical faculty and clinical venues for medical education. Affiliation agreements with these entities have been codified to ensure medical students have adequate access and exposure to the patient types and clinical conditions required to achieve the objectives of the educational program.

These agreements also define the shared responsibility of the clinical affiliate and HWCOCM for creating and maintaining an appropriate and safe learning environment. Site-specific resources and requirements are specified in course and clerkship syllabi. Clinical affiliates have the right to dismiss or remove any student from a clinical experience based upon the clinical affiliate's determination that a student has engaged in unprofessional behavior or is a threat to patient safety. HWCOCM and the FIU Office of Student Conduct and Academic Integrity and/or the Office of Civil Rights Compliance and Accessibility will independently assess the alleged misconduct or unprofessional behavior in accordance with the processes set forth in this HWCOCM Medical Student Handbook and FIU Policies and Regulations to determine whether any other action is appropriate.

HWCOT Student Services

HWCOT uses a holistic approach to medical student development by providing students a wide array of supportive resources that maximize their educational experience and enhance both their professional and personal growth as future physicians.

Career Advising

HWCOT offers a variety of career and professional guidance services to assist medical students. These services are designed to:

- Help students identify and achieve personal and professional goals,
- Assist students in the process of selecting a career,
- Support students in the residency matching process, and
- Guide students in the transition from undergraduate medical education to residency training.

HWCOT Career Advising Resources include:

- Access to the AAMC Careers in Medicine website
- The Academic and Career Advising Program
- The Road to Residency Program
- Published list of specialty mentors
- Career specialist in the Office of Student Affairs
- Career Advising CanvasMed site
- Annual Specialty Residency Rounds
- Mandatory AY4 Career Advising and Professional Development course

Career advising is provided by HWCOT faculty, including deans, department chairs, course and clerkship directors, and Academic and Career Advisors. A list of clinical faculty with specialty-specific expertise is also updated annually and made available to students via Canvas; students are encouraged to seek career guidance from these faculty members.

The Office of Student Affairs provides a series of formal career advising programs for all students; these programs aid students in meeting their requirements as professionals and guide students in the residency application process. All students are enrolled in a non-credit course, Road Map to Residency (R2R), which is a longitudinal asynchronous co-curriculum administered through the Office of Student Affairs in collaboration with the Office of Medical Education. Student interest groups and organizations also provide guidance to students regarding career choices. Numerous online and print resources are available to HWCOT students to support their career development, including the Association of American Medical Colleges (AAMC) Careers in Medicine website, HWCOT town hall meetings and other career activities, and an HWCOT alumni catalog. Career advising staff members, including a Career Specialist in the Office of Student Affairs, are available to facilitate student access to career advising resources.

Financial Assistance

The Office of Financial Assistance, a unit in the Office of Student Affairs, provides support to help students achieve their educational aspirations while successfully managing their finances. Services include counseling to guide students through the financial aid application process; assistance in identifying availability of federal, private, and institutional funds; debt management counseling; and coordination of student travel. Students can meet with staff in the Office of Financial Assistance from Monday through Friday. Extended office hours are available upon request. The office can be reached via email at medfin@fiu.edu.

HWCOT Ombuds Office

The FIU HWCOT Ombuds Office provides medical students a confidential, independent, and informal forum in which to clarify and unpack concerns, identify goals, and consider all options in managing or resolving challenges or conflicts. However, the Ombudperson will not guarantee confidentiality under the following conditions: if there appears to be imminent harm to self or others; or matters involving minors or protected elders or disabled classes. The Ombudsman does not take sides and functions in a neutral role, independent of usual administrative authorities or other FIU and HWCOT structures. Appointments can be made by emailing vonharsc@fiu.edu or calling 305-348-1461.

Academic Counseling and Enrichment Services

Within the Office of Student Affairs, academic support is provided to all HWCOT medical students through the Academic Counseling and Enrichment Services (ACES) office. Throughout students' time at HWCOT, Academic Enrichment Counselors provide time management, study skills, learning style assessments, and test-taking skills training to all interested medical students via one-to-one consultations. The Academic Enrichment Counselors also conduct small- and large-group sessions and workshops to support the learning needs of the entire student body. The Supplemental Peer Instruction Program within ACES provides an additional level of support to students outside of the classroom environment. These individual and group services, which are free to all students, are provided by medical student peers. In the individual format, students receive a personalized tutoring plan to address their individual academic needs. The ACES Office is also essential in providing large group sessions regarding how to prepare for Step 1 and 2 board exams, administering practice Step 1 and 2 exams, and working with students to create individualized study plans for these board exams. Students can contact the ACES office at hwcomaces@fiu.edu any time throughout their training.

Student Well-Being and Mental Health Services

HWCOC Student Well-being and Mental Health Services (SWMHS) provides mental health services and personal counseling to medical students. These services are confidential, free, and easily accessible. Additionally, the SWMHS provides wellbeing group programming to the medical student body in addition to specific and individualized wellbeing services.

The services of SWMHS are provided by licensed mental health professionals who maintain the highest standards of ethical, competent, and confidential care. With expertise and certification in health psychology, cognitive-behavioral treatments, personality theory, biofeedback training, mindfulness, and aromatherapy, these professionals are dedicated to promoting student well-being and facilitating students' adjustment to the physical and emotional demands of medical education.

The clinical providers of SWMHS are not involved in the academic evaluation or promotion of HWCOC medical students.

- **Office Location.** SWMHS is located in a dedicated suite of offices in the Green Library (entrance room 340B).
- **Appointments.** To schedule an appointment, email medwellness@fiu.edu or call 305-348-1460 during normal business hours.

Compliance and Support Services

The Compliance and Support Services (CASS) unit in the Office of Student Affairs manages the college's pre-matriculation and follow-up annual compliance process. The unit also oversees the ongoing compliance process for student clearance required for patient care. CASS also manages excused absence requests. CASS can be reached via email at mdcompliance@fiu.edu.

University Student Services

University Student Health Services. Services available at the Student Health Clinics include primary care, care for acute illness or injuries, gynecological services and contraceptive counseling, immunizations, and behavioral health. The Healthy Living Program helps students build healthy habits and cope with stress. The Victim Empowerment Program supports students affected by trauma or abuse. Students may receive medical services at the Student Health Clinic, a convenient ambulatory care center located on the Modesto A. Maidique campus.

- **Clinical Care Services.** Appointments are recommended, but not required, for clinical care services. Clinics are open Monday-Friday, from 8am-5pm. Nominal fees are charged for such ancillary services as vaccines, laboratory tests, medications, and office procedures. Appointments can be scheduled by calling 305-348-8385.
- Student Health Services partners with CareNet to ensure that students can meet their health needs 24-7. Registered nurses are available to assist students with concerns that arise outside of normal business hours and can be reached by calling the Student Health Clinic at 305-348-8385.

Counseling and Psychological Services (CAPS). FIU students can access counseling and psychological services through FIU Student Health Services. Students who would like to access this service may contact CAPS at 305-348-2277.

Campus Recreation. Campus Recreation, including the Wellness and Recreation Centers (WRC), offers fitness classes, state-of-the-art gym equipment, adventure excursions, and more. Enrolled students are automatically WRC members and are permitted to participate in activities and use WRC facilities, services, and programs.

Other FIU Student Resources: Contact Information

- FIU 24-Hour Emergency Line, 305-348-5911
- [FIU Police Department and Public Safety](#), 305-348-2626
- [FIU Alert, Department of Emergency Management](#), 305-348-0670
- [Victim Empowerment Program](#), 305-348-3000
- [FIU Department of Parking and Transportation](#), 305-348-3615
- [FIU Embrace, Center for Advancing Inclusive Communities](#), 305-348-5377
- Incident Reporting Website: report.fiu.edu

Facilities and Guidelines for Use

Facilities

Study Space. HWCAM medical students can access a variety of spaces conducive to individual or group study. Dedicated spaces include small-group rooms on the sixth floor of the Academic Health Center 2 (AHC2), dual-purpose clinical training/small-group study rooms on the 4th and 5th floors of the Albert and Debbie Tano Medical Simulation Center in AHC2, small-group study rooms on the first floor of the Academic Health Center 4 (AHC4), and a dedicated medical library located on the 3rd floor of the main university library.

Lecture Halls. Lecture halls used for formal curricular presentations during normal operating hours are available for quiet study after hours and on weekends. Students also may reserve these rooms in advance to conduct group meetings (e.g., student interest groups and medical student organizations) and social activities.

Albert and Debbie Tano Medical Simulation Center. The Albert and Debbie Tano Medical Simulation Center on the fourth and fifth floors of AHC2 houses exam rooms equipped with patient training manikins and adjacent conference areas featuring closed circuit TV for live observation and video recording. Students may request time with simulation center equipment to practice clinical skills they have already been taught by faculty throughout the course of the HWCAM curriculum. Equipment loans are supervised and must occur during regular business hours. These rooms are also available for individual and group study after hours.

AHC2 360. AHC2 360 is a 960-square-foot multipurpose conference room adjacent to the Panther Learning Community suites; the room provides students additional space for meetings or group study. Students always have access to this room by swiping their FIU One Card.

HWCAM Medical Library. The HWCAM Medical Library, located on the third floor of the FIU Steven and Dorothea Green Library, is reserved for use only by HWCAM students. The medical library consists of approximately 7,000 square feet of dedicated space and houses all library services for HWCAM, including access to electronic information systems, publications and materials, printing and copying equipment, a small-group study room, a lounge space with chairs and sofas, and individual study carrels. The medical library also has a small lounge area with a refrigerator, hot/cold water dispenser, coffee machine, and unassigned lockers. The Medical Library follows the policies of the university. Library policies have been established to maintain an environment conducive to study and are available at <https://libguides.medlib.fiu.edu/COMlibrary/policies>.

Lounge and Relaxation Areas. Medical students have exclusive use of a dedicated lounge and relaxation area located on the third floor of AHC2. The student Panther Commons is equipped with sofas, chairs, tables, cable TV, computers, and kitchen areas with refrigerators and microwaves.

Additionally, there is a meditation room and multi-purpose rooms to support daily activities.

Medical students may access the suite by swiping their FIU One Card.

FIU Graham Center. The FIU Graham Center, located near HWCAM facilities, serves as the main center for student recreation and social events held at FIU. The Graham Center has more than 8,000 square feet of student lounge space and more than 4,000 square feet of recreational space, which offers dining options, event spaces, study spaces, an art gallery, and a lounge to all FIU students.

Dining Options. Numerous dining options are available on campus and offer additional space for relaxation. The Graham Center houses a cafeteria and several restaurants, and the first floor of the PG5 Market Station—located adjacent to the AHC buildings—features a dining hub with indoor and outdoor seating. Additional dining options and outdoor seating areas are available throughout the campus.

FIU Wellness and Recreation Center. The FIU Wellness and Recreation Center on the Modesto A. Maidique campus is located west of FIU Student Health Services within a short walking distance from any location on campus. The 50,000-square-foot center features more than 2,300 square feet of lounge areas; a two-court gym for intramural and recreational basketball, volleyball, and badminton; a 12,500-square-foot fitness area equipped with free weights, resistance machines, and cardio equipment; two multipurpose rooms for group fitness classes; large men’s and women’s locker rooms (each with more than 200 lockers); and a sidewalk café. The center offers group fitness classes, body composition assessments, and a pro shop that offers towel and laundry service, equipment checkout, and retail sales of energy drinks, protein bars, and fitness accessories. A 60,000-square-foot expansion of the recreation center was completed in 2017; the expansion includes additional basketball courts, free weight and cardio training areas, group fitness and training rooms, locker room space, and lounge space. A swimming pool located on the west side of the Modesto A. Maidique campus is available to all FIU students.

Guidelines for Use of HWCAM Facilities

Guidelines have been established to ensure that the personal, social, and safety needs of all medical students are met in a fair manner:

- **Identification.** Students are required to always wear or carry their FIU One Card (ID badge) when on campus. Students using FIU or HWCAM facilities without possession of their One Card may be asked to leave the premises.
- **Guests.** All student guests must be accompanied by an FIU medical student unless prior permission is obtained from the HWCAM Office of Student Affairs.
- **Lockers.** Personal lockers located on the third floor of AHC2 provide storage space for students’ laptops, medical equipment, and other items. Students are required to purchase their own locks to appropriately secure their valuables; students are expected to periodically clean their lockers. Lockers must be emptied and cleaned on or before the last day of classes. Any items left in lockers after the last day of classes will be discarded.

- **Common Amenities.** The use of televisions, microwaves, furniture, games, videos, books, journals, copy machines, fax machines, vending machines, and other community amenities is mutually decided on a first-come, first-served basis. When conflicts arise, it is expected that students will work together and come to a compromise or consensus. If an agreement cannot be reached, the issue should be taken to the Office of Student Affairs.
- **Refrigerators.** Refrigerators are provided for short-term storage of perishable foods. To ensure sufficient space for all medical students, students may store food of a quantity sufficient only for a two-day period; this includes frozen food. All food must be removed weekly; all food remaining in refrigerators after 6:00 p.m. on Fridays may be discarded.
- **Secure Access.** HWCAM facilities are properly secured each evening to safeguard property. Only faculty, staff, and students with proper identification and University One Card access are admitted after hours. In addition to the University One Cards, HWCAM faculty and staff have badges identifying them as HWCAM employees.

Students must not circumvent safety and security measures. Students should not prop open secure doors or provide unauthorized individuals access to secure areas. Students who fail to comply with this policy may be asked to leave the premises and are subject to review and disciplinary action by the College.

Lost and Found

Articles found in classrooms or other public areas within HWCAM should be brought to the Office of Student Affairs. Students who have lost an item should first contact the Office of Student Affairs at 305-348-0644. If the missing item is not there, students may also wish to visit the security booth located on the first floor of AHC2, contact the Department of Public Safety at 305-348-2626, or contact the Office of the Dean at 305-348-0570.

Student Safety and Security

On Campus

HWCOC provides FIU security police service technicians for HWCOC facilities on campus. Their primary responsibility is to ensure the safety of students, faculty, and staff. More information about the services provided by the FIU Police Department is available at [the FIU Police Department website](#).

- **NON-URGENT Business Hours:** Call HWCOC Office of Student Affairs at 305-348- 0644, Monday-Friday, 8:30 a.m. to 5:00 p.m.
- **NON-URGENT After Hours:** Call HWCOC Office of Student Affairs at 305-348-0696 after 5 p.m. on weeknights and all-day weekends.
- **NON-URGENT FIU Police Department:** call 305-348-2626
- **URGENT:** In case of any emergency, students can dial 911. You will be connected to the local county police who will then contact FIU Police.
 - EMERGENCY Modesto A. Maidique Campus (MMC) Police Department call 305-348-5911
 - EMERGENCY Biscayne Bay Campus (BBC) Police Department call 305-919-5911

Off Campus

Each clinical site has safety measures in place to protect employees, patients, students, and the public. Students should familiarize themselves with off-site safety measures. While working at off-campus venues, medical students should take appropriate precautions to ensure safety.

Students are required to review safety and security practices prior to community and clinical experiences that include such topics as universal precautions, needlestick prevention, response to needlestick or bodily fluid exposure, de-escalation techniques when dealing with angry patients, and emergency procedures involving medical care (e.g., CPR), natural disasters, terrorism, assault, and illegal activity.

While performing household visits, students should follow Community-Engaged Physician course safety protocols as outlined in the course syllabi.

- **URGENT:** In case of any off-campus emergency, call 911.

Professional Dress Guidelines

As representatives of the medical profession, all medical students at HWCUM are expected to convey a professional demeanor, not only in their behavior but also in their dress and appearance. A professional image conveys credibility, trust, respect, and confidence to one's colleagues and patients. In all educational settings—classroom, laboratory, clinical environment—students are expected to be clean, well-groomed, and dressed in a manner appropriate to their responsibilities and the standards of their assigned clinical sites.

When patient contact is part of the educational experience (including interactions with standardized patients), students are expected to dress professionally and wear a clean white coat unless otherwise instructed by HWCUM faculty. Clinical sites may have specific dress codes to meet institutional infection control, legal, professional, and safety requirements. These site-specific dress codes must be followed by medical students at all times.

Medical students are expected to wear their FIU identification badges to all academic functions and on the premises of HWCUM. While on clinical rotations, medical students are expected to wear their FIU identification badge along with their site-specific credentials.

HWCOC Student Life and Development

Panther Learning Communities

Panther Learning Communities (PLCs) support the professional development of HWCOC medical students by fostering an environment of academic excellence, professionalism, leadership, health and wellness, teamwork, mentorship, community service, and pride in the alma mater. PLCs empower medical students to create and administer programs that complement and support the Doctor of Medicine degree program, with emphasis on service learning through Green Family Foundation NeighborhoodHELP initiatives and other community service and professional development activities.

HWCOC has four PLCs, each named after a notable physician or medical scientist: Anderson, Hippocrates, Pasteur, and Semmelweis. Medical students are assigned to one of the four PLCs upon matriculation and remain in their assigned PLC throughout their medical school experience. Programs within the PLCs are overseen by student leaders selected by the Office of Student Affairs with the input of medical students, faculty, and staff.

Medical Student Organizations

Students at HWCOC can form groups based on common beliefs and interests; they may express their views through these student organizations as permitted by the Constitution of the Herbert Wertheim College of Medicine Medical Student Council and FIU Student Government Association.

Organizations using HWCOC facilities for their activities and meetings must be recognized by the institution. Deans in the Office of Student Affairs have the power to grant and suspend recognition of HWCOC-specific student organizations. To formally request to form new medical student organizations, students must meet with the Student Organizations and International Programs Program Manager for guidance on the process of application as outlined in the Bylaws of the Herbert Wertheim College of Medicine Medical Student Council. Documentation regarding the proposed group must be submitted to the Medical Student Council for review and evaluation. Approval is granted based on review of presented information, with consideration of the group's overall mission and its alignment with the HWCOC mission statement. Prior to approval and formation of a new medical student organization, students must select an advisor. Advisors must be approved in advance by the Office of Student Affairs; a faculty member may serve as an advisor for a maximum of two student organizations.

Students must agree to conduct all meetings with due regard to the laws governing defamation and comply with all policies and procedures of FIU and HWCOC. Libelous, defamatory statements are not constitutionally protected and could subject a student group and its members to legal action. Unauthorized use of copyrighted material may violate trademark or copyright laws. Students must ensure that all publications are free of libelous statements and contain adequate citations to original sources. All major student publications (e.g., yearbook, humanities journal) must be reviewed and approved by the Office of Student Affairs.

Leadership of student groups is subject to the terms of the officer agreement. This agreement is required from each student in order to hold and maintain a leadership role. Students are expected to abide by all University policies as well as state and federal laws regarding hazing and abide by all rules and regulations as stated in [FIU-2501 Student Conduct and Honor Code](#).

Specialty Interest Groups and FIU Chapters of National Medical Student Organizations

All HWCOT medical student organizations—including specialty interest groups and chapters of national medical student organizations—are student-initiated and under the auspices of the Office of Student Affairs. Through active participation, student members are exposed to additional professional, scholarly, networking, and cultural opportunities beyond the formal MD degree curriculum.

Student Professionalism and Ethics Committee

The Student Professionalism and Ethics Committee (SPEC) is a group of student representatives who function to promote a student-driven culture of professionalism at HWCOT. SPEC's advice and guidance regarding matters in this handbook, including due process, do not constitute guidance from HWCOT faculty or staff and are not binding on HWCOT. Students undergoing review by the Medical Student Evaluation and Promotions Committee (MSEPC) should consult with the Office of Medical Education and Office of Student Affairs, not SPEC, for formal guidance.

Individually, each SPEC member is expected to exemplify the highest degree of ethical and professional standards. SPEC members are required to be formally trained in professional expectations and oriented to various committees and organizations, including those within HWCOT, and those relevant at the state and national levels.

Medical Student Council

The Medical Student Council is the voice of the medical student body and has the administrative authority to pass nonbinding resolutions on medical school policies and procedures by serving as the formal liaison between faculty members, administrators, and medical students. The Medical Student Council manages and allocates funds to other medical student organizations in a consistent and fair manner that contributes to the education of students. Application forms and guidelines for requesting funds to support student activities are available on CanvasMed in the Medical Student Council modules. All activities and programs put forth by the Medical Student Council and affiliates must follow set guidelines and procedures, which are overseen by the Office of Student Affairs.

Officer Agreement Policy

According to the FIU HWCAM Medical Student Council (MSC) Constitution and Bylaws, a student shall be eligible to be elected as an officer of a medical student organization only if they meet certain professional, academic, and compliance criteria. Students are informed of these criteria each academic year, prior to officer elections. Students are required to sign an agreement attesting that they meet all criteria outlined in said agreement prior to taking office. Should a student no longer meet the requirements to hold officer positions, they are to resign and communicate directly with the leadership board of the organization and the Office of Student Affairs.

Academic Calendars

The academic calendar for HWCOT students is unique and does not align with that of the general FIU community. Each HWCOT cohort may also have varying dates for significant events. Cohort-specific [MD curriculum calendars](#) are available for students to track their medical school journey.

ACADEMICS & PROFESSIONALISM

Student Workload

Relevant Policies and/or Procedures:

[Student Workload during Academic Year 1 and Academic Year 2](#)

[Student Workload during Academic Year 3 and Academic Year 4](#)

Student Workload during Academic Years 1 and 2

FIU HWCOP has a specific policy that defines and limits student workload, including in-class activities, preparation for active learning sessions, and assessments, for Academic Years 1 and 2. Workload compliance is monitored regularly, and feedback is provided to course directors to ensure alignment with policy limits.

Students should review Policy: Student Workload during Academic Year 1 and Academic Year 2.

Student Workload during Academic Years 3 and 4

The FIU HWCOP policy for student workload in Academic Years 3 and 4 sets limits on hours worked at the hospital or clinic, and is modeled after ACGME duty hour guidelines.

Students should review Policy: Student Workload during Academic Year 3 and Academic Year 4.

Specialty Study During Academic Year 4

Relevant Policies and/or Procedures:

[Specialty Study during Academic Year 4](#)

[Extramural Electives in Academic Year 4](#)

Specialty Study during AY4

The Specialty Study Policy for Academic Year 4 outlines limits on the number of weeks students may spend in any one specialty to ensure broad clinical exposure in preparation for residency.

Students should review Policy: Specialty Study during Academic Year 4.

Electives

HWCUM students may apply to participate in extramural electives through defined processes via the Association of American Medical Colleges (AAMC) [Visiting Student Learning Opportunities](#) (VSLO) or custom rotation process for electives in the United States or Canada or internationally.

Students should review Policy: Extramural Electives in Academic Year 4.

International Study

Relevant Policies and/or Procedures:

[International Study and Experiences](#)

The faculty of FIU Herbert Wertheim College of Medicine (HWCOM) believes that study experiences abroad can be valuable to the professional growth of medical students and other healthcare professionals.

Students should review Policy: International Study and Experiences.

Exam and Course Grades

Relevant Policies and/or Procedures:

[Pass/Fail Grade Reporting](#)

[Passing Grade for Academic Year 1 and 2](#)

[Passing Grade for Academic Year 3 and 4](#)

The HWCOC Curriculum Committee determines grading scales and grading methods. Course directors establish performance standards, assess student knowledge and achievement, and assign grades. The Assistant Dean for Foundational Sciences Curriculum, Assistant Dean for Clinical Education, and the Associate Dean for Curriculum and Medical Education monitor grading methods. Grading methods are described in course syllabi and include grading scale, assessment formats, and weight for each assessment. Students receive their own exam results, including general class performance and information that allows them to evaluate their performance relative to the cohort.

Students should review Policy: Pass/Fail Grade Reporting, Policy: Passing Grade for Academic Year 1 and 2, and Policy: Passing Grade for Academic Year 3 and 4.

Applicable to CO2026 and Prior Cohorts:

Course Designations

Course designations are determined and assigned on a numeric or pass/fail basis. The numeric grading format uses a 0-100–point scale. In this scale, 72 is the minimum passing grade.

The following course grade designations are utilized and reported on the transcript:

- **P:** grade indicates a passing course grade.
- **F:** grade indicates a failing course grade in a pass/fail course.
- **F/P:** grade indicates successful remediation of an initially failed pass/fail course.
- **IN:** grade is temporary and indicates an incomplete grade; students who have not completed all course requirements but have received permission from the course director to complete the work within an allotted time may be assigned this grade. The IN becomes a W if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an IN grade.
- **W:** grade indicates student withdrawal from a course after the start date and before the end date of the course.
- **UR:** temporary designation used to indicate that a grade is unresolved at the time of grade submission. This could be due to a pending remediation or evaluation. When a UR grade is assigned, credit is withheld, without academic penalty. Once remediation has taken place or the pending course evaluation has been received, the UR grade is replaced with the final earned grade. A student cannot graduate with a UR grade.

Clerkship Designations

The Clerkships in Period 3 are reported as:

- Honors (H)
- Near Honors (NH)
- Pass (P)
- Fail (F)
- Fail/Pass (F/P)
- Incomplete (IN)
- Unresolved (UR)
- Withdrawal (W)

Applicable to CO2027 and Subsequent Cohorts:

Course Designations

Course designations are determined and assigned on a numeric or pass/fail basis. The numeric grading format uses a 0-100–point scale. In this scale, 72 is the minimum passing grade.

For courses with units, individual unit grades are not reported on the transcript. The following course grade designations are utilized and reported on the transcript:

- **P:** grade indicates a passing course grade.
- **F:** grade indicates a failing course grade in a pass/fail course.
- **F/P:** grade indicates successful remediation of an initially failed pass/fail course.
- **IN:** grade is temporary and indicates an incomplete grade; students who have not completed all course requirements but have received permission from the course director to complete the work within an allotted time may be assigned this grade. The IN becomes a W if the student withdraws or is asked to repeat a year prior to making up the work. Students who have completed all course requirements cannot receive an IN grade.
- **W:** grade indicates student withdrawal from a course after the start date and before the end date of the course.
- **UR:** temporary designation used to indicate that a grade is unresolved at the time of grade submission. This could be due to a pending remediation or evaluation. When a UR grade is assigned, credit is withheld, without academic penalty. Once remediation has taken place or the pending course evaluation has been received, the UR grade is replaced with the final earned grade. A student cannot graduate with a UR grade.

Courses WITH Units (AY 1 and AY 2)	
BMS 6001 Foundations I BMS 6041 Foundations II BMS 6047 Organ Systems I BMS 6045 Organ Systems II BMS 6040 Organ Systems III	BMS 6633 Organ Systems IV BMS 6046 Organ Systems V BMS 6990 Professional Development I (CO2028) BMS 6990/BMS 6893 Profession of Medicine I (CO2027/CO2029) BMS 6894 Profession of Medicine II (CO2027)
Units	<ul style="list-style-type: none"> ○ Final notation (not included on transcript) will be recorded as follows: <ul style="list-style-type: none"> ▪ Satisfactory (S): Student received a final score greater than or equal to 72 for the unit. ▪ Pending Completion (PC): The student was unable to complete the unit due to extenuating circumstances. Completion is pending. ▪ Unsatisfactory Pending Reassessment (UPR): Student received a score below 72 for the unit and must fulfill competency requirements as established by the unit director. ▪ Unsatisfactory (U): Student received a score below 72 for the unit and did not satisfactorily meet competency requirements. ○ Unit scores will be calculated according to the criteria outlined in the unit syllabus.
Courses	<ul style="list-style-type: none"> ○ Final notation (included on transcript) will be recorded as follows: <ul style="list-style-type: none"> ▪ Pass (P): Student achieved satisfactory performance in all units [Satisfactory (S) completion of all units is required to pass a course]. ▪ Fail (F): Student failed to achieve satisfactory performance in one or more units after attempted remediation. ▪ Fail/Pass (F/P): grade indicates successful remediation of an initially failed pass/fail course. ○ Final course grade will be a credit-weighted average of unit grades.

Courses WITHOUT Units (AY 1 and AY 2)	
BMS 6042 Foundations III BMS 6015 Clinical Skills I BMS 6016 Clinical Skills II BMS 6991/BMS 6880 Clinical Research and Evidence-Based Medicine I (CO2028/CO2029) BMS 6880 Clinical Epidemiology & Quantitative Research (CO2027) BMS 6066 Evidence-Based Medicine and Complementary and Integrative Medicine (CO2027) BMS 6827 Foundations for the Community-Engaged Physician (CO2027) BMS 6071 Community-Engaged Physician I (CO2027) BMS 6827 Community-Engaged Physician I	
Transcripts	<ul style="list-style-type: none"> ○ Medicine and Society: <ul style="list-style-type: none"> ▪ Recorded as a P/F on the transcript. ▪ Scores WILL NOT be counted towards the credit-weighted GPA used to calculate class rank. ○ Clinical Medicine, Human Biology and Disease, and Research: <ul style="list-style-type: none"> ▪ Recorded as a P/F on the transcript. ▪ Scores WILL be counted towards the credit-weighted GPA used to calculate class rank.

Clerkship Designations

The following clerkship grade designations are utilized and reported on the transcript:

- Honors (H)
- Near Honors (NH)
- Pass (P)
- Fail (F)
- Fail/Pass (F/P)
- Incomplete (IN)
- Unresolved (UR)
- Withdrawal (W)

All Courses and Clerkships (AY 3 and AY 4)	
Transcripts	<ul style="list-style-type: none"> ○ Clerkships in Academic Year 3: <ul style="list-style-type: none"> ▪ Core clerkships (IM, Surg, OB/Gyn, Psych, FM, Peds, and Neuro) will be recorded as a H/NH/P/F on the transcript. ▪ Non-core clerkships (Radiology and any electives) will be recorded as P/F on the transcript. ▪ Scores in the Core clerkships WILL be counted towards the credit-weighted GPA used to calculate class rank. ○ Clerkships in Academic Year 4: <ul style="list-style-type: none"> ▪ All core clerkships (Geriatrics, Emergency Medicine), the sub-internship, Research Scholarship Course and electives will be recorded as a P/F on the transcript. ▪ Scores WILL NOT be counted towards the credit-weighted GPA used to calculate class rank. ○ Longitudinal courses in AY 3 and AY 4: <ul style="list-style-type: none"> ▪ Recorded as P/F on the transcript. ▪ Scores WILL NOT be counted towards the credit-weighted GPA used to calculate class rank.

Academic Standing: Remediation, Promotion, Graduation, and Dismissal

Relevant Policies and/or Procedures:

[Reassessment, Remediation, and MSEPC Referral Process](#)

[Standards for Promotion and Graduation](#)

Reassessment, Remediation, and MSEPC Referral

Students are granted an attempt at an academic reassessment or remediation, or referred to the Medical Student Evaluation and Promotion Committee (MSEPC) for academic or professional reasons based on established criteria.

Students should refer to Policy: Reassessment, Remediation, and MSEPC Referral Process.

Standards for Promotion and Graduation

The FIU HWCOC Standards for Promotion and Graduation policy establishes consistent criteria for advancing and graduating medical students across all academic years. Students must complete all coursework, pass USMLE Step 1 and Step 2, meet professionalism standards, and satisfy time-to-degree limits. The MSEPC is responsible for final decisions on promotion, remediation, and dismissal. Provisional advancement may be allowed under certain conditions, but failure to meet requirements can result in delayed progression or dismissal.

Students should review Policy: Standards for Promotion and Graduation.

Medical Student Evaluation and Promotion

Relevant Policies and/or Procedures:

[Standards for Promotion and Graduation](#)

[Medical Student Evaluation and Promotion](#)

Relevant FIU Regulations:

[FIU-2501: Student Conduct and Honor Code](#)

Due Process

The MSEPC Student Review Process at HWCOM ensures a fair and formal system for evaluating students' academic and professional performance, including decisions related to advancement, promotion, and graduation. Based on criteria set forth in the Policy: Standards for Promotion and Graduation, students who fail a course or clerkship, or who exhibit professionalism concerns, may be reviewed by the MSEPC with full due process rights, including prior notice, the opportunity to respond, and the right to appeal. Based on performance, the committee may mandate specific actions.

Students should review Policy: Standards for Promotion and Graduation, and Policy and Procedure: Medical Student Evaluation and Promotion.

Appeals Process

The MSEPC Appeals Process at FIU HWCOM allows medical students to appeal MSEPC determinations based on violations of due process, the emergence of new relevant information, or outcomes felt to be excessively severe.

Students should review Policy and Procedure: Medical Student Evaluation and Promotion.

Student Academic Grade Grievance

Relevant Policies and/or Procedures:

[Student Academic Grade Grievance](#)

The purpose of this policy and procedure is to provide a means for students to seek redress of academic grade grievances, which are complaints meeting specific criteria.

Students should review Policy and Procedure: Student Academic Grade Grievance.

Academic Year and Strand Honors

Relevant Policies and/or Procedures:

[Academic Year Honors Criteria](#)

[Strand Honors Criteria](#)

Students can receive Honors (H) or Nears Honors (NH) designations for exceptional performance in various aspects of the curriculum.

Students should review Policy: Academic Year Honors and Policy: Strand Honors Criteria.

Academic Advising and Academic Counseling

1. Academic Advising

Beginning in Year 1, students are assigned to an Academic Advisor and must meet with that advisor at least twice per academic year. These mandatory Academic Advising meetings focus on:

- Reviewing academic progress and setting goals
- Assessing progress in developing self-directed learning skills
- Planning for residency
- Advising students about career/specialty choices in relation to academic performance
- Assisting students in choosing sub-internships and elective rotations
- Providing guidance to students concerning other academic pursuits, including research, combined degree programs, etc.

2. Faculty Academic Counselor

Students will be required to work with the OME Faculty Academic Counselor (FAC) due to poor academic performance or may be required to do so as part of a study skills remediation plan mandated by the Medical Student Evaluation and Promotion Committee (MSEPC). Any student may engage with the FAC during their medical school training for assistance with academic performance. The FAC may refer students to academic enrichment services provided by the Academic Enrichment Counselors, tutoring services, student mental health and wellness services, disability resource center, student ombuds, etc. The FAC does not grade or assess students in the medical education program.

3. Academic Enrichment Counselors

The HWCUM Academic Enrichment Counselors (AEC) provide comprehensive individualized academic counseling support to all HWCUM students enrolled in the MD program, including developing effective learning strategies and study techniques. Students learn to evaluate their academic skills and monitor their progress toward becoming successful medical students by engaging in reflection and implementing appropriate changes to their study routines. Students may request meetings with an AEC to discuss various strategies for reaching their full potential. Students who are required to meet initially with the OME FAC due to poor performance will also meet with an AEC during the initial mandatory meeting to limit the number of meetings the student must attend. During this meeting, a needs assessment is done with the FAC and AEC, and students receive recommendations on ways to improve performance. Students then have the option to continue seeking services with the AEC for additional support or may be required to meet with an AEC as recommended by the FAC. AEC do not grade or assess students in the medical education program.

4. Supplemental Peer Instruction

Supplemental Peer Instruction (SPI) is available, at no cost, to all enrolled medical students through the HWCOT ACES Program. Students who perform poorly on examinations or receive a UPR/course failure may be recommended to attend formal supplemental peer instruction sessions as part of a study skills plan mandated by the Faculty Academic Counselor. SPI is provided by select medical students in their second, third, or fourth years of medical school in both individual and small-group settings. Supplemental Peer Instructors receive formal training and financial compensation for their work. Students interested in SPI may self-refer by completing the [HWCOT ACES Supplemental Peer Instruction Request Form](#) or by contacting the Assistant Dean of Student Success and Well-being.

Main Residency Match Eligibility, Match Participation Requirements, and Medical Student Performance Evaluation (MSPE)

Relevant Policies and/or Procedures:

[Main Residency Match Eligibility and Match Participation Requirements](#)

[Authorship, Review, and Release of the Medical Student Performance Evaluation \(MSPE\)](#)

Residency Match Eligibility

Medical school officials are required to verify the graduation credentials of their students and prior-year graduates to participate in the Main Residency Match and the Supplemental Offer and Acceptance Program (SOAP). At HWCUM, this is the responsibility of the Associate Dean for Student Affairs and the HWCUM Registrar.

Under the terms of the National Resident Matching Program (NRMP) Match Participation Agreement, applicants must meet all requirements for entry into Graduate Medical Education (GME) as prescribed by the Accreditation Council for Graduate Medical Education (ACGME) in the [ACGME Institutional Requirements](#).

Student should review Policy: Main Residency Match Eligibility and Match Participation Requirements.

Medical Student Performance Evaluation

The Medical Student Performance Evaluation (MSPE), sometimes referred to as the “Dean’s Letter,” is a summative evaluation letter intended to provide residency program directors with an honest and objective summary of a student’s salient experiences, attributes, and academic performance. The MSPE provides comparative information on applicants, information about applicants’ standing on the competencies required to be successful in residency, qualitative and quantitative assessments of applicants, and details on professionalism—both deficient and exemplary performance. The MSPE primarily contains information about the student’s medical school performance, although a brief summary of verifiable premedical experiences and achievements may be included when relevant.

Student should review Policy: Authorship, Review, and Release of the Medical Student Performance Evaluation (MSPE).

Learning Environment: Anti-Discrimination and Anti-Harassment

Relevant FIU Regulations:

[FIU-105: Sexual Harassment \(Title IX\) and Sexual Misconduct](#)

[FIU-106: Nondiscrimination, Harassment and Retaliation \(Title VII\)](#)

FIU is committed to providing a learning and work environment free from any form of discrimination or harassment based on race, color, pregnancy, religion, age, disability, national origin, marital status, veteran status, and sex, including gender, gender expression, gender identity, and sexual orientation. FIU's Office of Civil Rights Compliance and Accessibility (CRCA) is responsible for administering FIU Regulations 105 and 106, which prohibit such discrimination and harassment and set forth procedures for responding to such allegations.

CRCA responds to and investigates allegations in accordance with University policies, procedures, and regulations as well as applicable federal laws, including Title VI, Title VII, Title IX, and the Americans with Disabilities Act.

FIU Regulation 105 and 106

Conduct that may violate FIU Regulations Regulation 105 (Sexual Harassment [Title IX] and Sexual Misconduct) and Regulation 106 (Nondiscrimination, Harassment, and Retaliation [Title VII]) should be reported directly to the Office of Civil Rights Compliance and Accessibility (CRCA).

Reports may be submitted online at <https://report.fiu.edu>, by mail, or in person at 11200 SW 8th Street, Primera Casa (PC) 220, Miami, FL 33199.

A student may also report mistreatment or seek guidance from the FIU Ombuds, HWCAM Ombuds, or Office of Student Affairs.

Learning Environment: Professionalism Standards

Professionalism Standards at HWCOC are defined by the Professional Attributes (behaviors and attitudes) that govern the professionalism expectations of all HWCOC community members, including students, faculty, and staff.

Professional Attributes and Behaviors. All members of the HWCOC community (including students, faculty, and staff) are expected to demonstrate the following professional attributes:

- **Accountability.** The individual demonstrates a willingness to accept responsibility for actions, admit error, and be accountable to self, team, patients, and society. Accountability includes the ability to self-assess balance and emotional well-being and to seek help if unable to carry out duties.
- **Adaptability.** The individual is able and willing to adjust to meet the needs of new or changing circumstances.
- **Collaboration.** The individual effectively works with others, demonstrating respect, clear communication, and willingness to cooperate in an open-minded fashion.
- **Conscientiousness.** The individual demonstrates thoroughness and dependability in following through with assigned tasks.
- **Critical Thinking.** The individual uses an investigatory and analytic approach to all situations. The individual is inquisitive, thoughtful, and able to work through a problem.
- **Discernment.** The individual demonstrates awareness of the limits of their own knowledge or skills and applies knowledge and skills appropriately for their level of training.
- **Emotional Intelligence.** The individual demonstrates awareness of emotions of self and others and uses this information to act with situational awareness.
- **Ethical Behavior.** The individual demonstrates ethical behavior in the classroom and patient care environments (demonstrating beneficence and non-maleficence and promoting autonomy and justice) and is compliant with FIU and HWCOC policies and regulations.
- **Integrity.** The individual demonstrates truth-telling and the absence of deception in their interactions with others.
- **Respect.** The individual demonstrates proper regard toward faculty, staff, patients, and peers in diverse settings and interactions.
- **Self-Improvement.** The individual is responsive to feedback and is willing to assess self and set personal goals for development. This includes assessing personal coping strategies, managing conflicts between personal and professional responsibilities, and seeking help appropriately when needed.

HWCOC is committed to promoting academic and professional success for medical students, faculty, and staff at all locations to promote an atmosphere of mutual respect, collegiality, fairness, integrity, and trust. Students, faculty, and staff bear significant responsibility in creating and maintaining this atmosphere. Violations of professionalism standards by any member of the College may be discussed with the appropriate supervisor or dean or the HWCOC ombudsperson, or may be reported through the university reporting process at report.fiu.edu.

Learning Environment: Student Mistreatment

Relevant Policies and/or Procedures:

[Student Mistreatment](#)

The FIU HWCOP Student Mistreatment policy prohibits all forms of mistreatment toward medical students and establishes clear definitions, reporting mechanisms, and protections against retaliation. It ensures students can report mistreatment confidentially through multiple channels, including anonymously, and mandates that all complaints be promptly addressed. The policy also outlines educational efforts to prevent mistreatment and aligns with FIU regulations and Title IX requirements.

Students should review Policy: Student Mistreatment.

Professionalism Reporting

Relevant Policies and/or Procedures:

[Medical Student Evaluation and Promotion Professionalism Reporting](#)

Relevant FIU Regulations:

[FIU-2501: Student Conduct and Honor Code](#)
[FIU-105: Sexual Harassment \(Title IX\) and Sexual Misconduct](#)

Medical students, faculty, and staff are required to adhere to FIU regulations and policies, and HWCOC's policies and Professionalism Standards. Any medical student, faculty member, or staff member who is aware of a potential breach of professionalism must provide notification of the alleged breach utilizing the incident reporting methods provided below.

Students, faculty, and staff may also be commended for positive, honorable, and notable behaviors or actions utilizing the Professionalism Advocacy Reporting System (PARS).

Violations of FIU Regulations

FIU Regulation 2501: Student Conduct and Honor Code. Student behavior that violates the FIU Regulation 2501 Student Conduct and Honor Code will be processed by the Office of Student Conduct and Academic Integrity (SCAI). Reports regarding violations of the Student Conduct and Honor Code can be made directly to SCAI through the [Incident Reporting Form](#) or by calling (305) 348-3939. If an Incident reported to SCAI is determined not to meet the criteria to constitute a code violation, specific FIU HWCOC policies and standards may apply. Please refer to Policy: Medical Student Evaluation and Promotion and Policy and Procedure: Professionalism Reporting.

FIU Regulation 105: Sexual Harassment (Title IX) and Sexual Misconduct, and FIU Regulation 106: Discrimination, Harassment, and Retaliation. Any form of sexual harassment or sexual misconduct and as well as any form of discrimination or harassment based on race, color, sex, pregnancy, religion, age, disability, national origin, marital status, and veteran status, should be reported to FIU's Office of Civil Rights Compliance and Accessibility (CRCA). Reports may be submitted to CRCA online at <https://report.fiu.edu>, or by mail or in person at 11200 SW 8th Street, Primera Casa (PC) 220, Miami, FL 33199.

Student Professionalism Violations of HWCOC Policies and Standards

Any medical student, faculty member, or staff member who is aware of a potential breach of professionalism related to a medical student, faculty member, or staff member must provide notification of the alleged breach per Policy and Procedure: Professionalism Reporting.

Student behavior that violates HWCOT's policies and standards and FIU regulations and policies will be processed by HWCOT following a final determination from the Office of Student Conduct and Academic Integrity (SCAI) and the Office of Civil Rights Compliance and Accessibility (CRCA) if such action does not result in dismissal.

Students should review Policy: Medical Student Evaluation and Promotion and Policy and Procedure: Professionalism Reporting.

HWCOT Technical Standards

Relevant Policies and/or Procedures:

[Attestation to the Technical Standards](#)

HWCOT students must demonstrate the skills, attributes, and qualities defined in the HWCOT Technical Standards. Candidates for the MD degree must be able to perform the essential functions in each of the categories listed below. Students must annually confirm and attest to their ability to meet these standards with or without reasonable accommodations as defined by the Americans with Disabilities Act (ADA).

- 1. Observation Skills.** Candidates for the medical degree must be able to make accurate observations and competently observe and perform a variety of procedures, including virtually. Observation necessitates the functional use of several key senses such as sight, hearing, and touch. It is enhanced by the functional use of the sense of smell. Candidates must observe demonstrations and participate in scientific experiments, including but not limited to activities such as: dissecting cadavers; examining specimens in anatomy, pathology, and neuroanatomy laboratories; microscopic studying of microorganisms and tissues (both in normal and pathological states); review of diagnostic images and information. Candidates must be able to observe and evaluate a patient accurately, at a distance, and close at hand, understand verbal communication, recognize changes in mood, activity, and posture, and perceive nonverbal communication. They must be able to obtain a medical history and perform a complete physical examination to develop an appropriate diagnostic and treatment plan.
- 2. Communication Skills.** A candidate must be able to elicit information from patients in a manner that is effective and sensitive to the patient. A candidate must be able to interpret and respond to spoken, written, and non-verbal communication. A candidate must also be able to effectively and efficiently communicate to health professionals, staff, and peers in settings where communication is typically oral or written, in both immediate and recorded modes, or when the period for communication is limited.
- 3. Motor Skills and Functioning.** Candidates must possess sufficient motor skills necessary to complete integral components of the basic science curriculum (e.g., gross anatomy dissection) and integral components of the clinical curriculum. These skills include both gross and fine muscular movements, equilibrium, and functional use of the sense of touch and vision. Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers and should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (thoracentesis, paracentesis, etc.) and read EKGs and radiographic imaging studies. A candidate must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment include cardiopulmonary resuscitation, the administration of intravenous fluids and medication, the application of pressure to stop bleeding, the opening of obstructed airways,

the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Candidates must be able to tolerate physically taxing workloads and function effectively in physically stressful patient-care environments. Given the primacy of patients in clinical environments, candidates must also be able to capitulate to patient care needs above all other needs.

4. **Cognitive Skills.** A candidate must be able to acquire, assimilate, interpret, integrate, and apply information from direct observation and oral communication, written messages, imaging studies, pathologic microscopic images, electrocardiograms, and other media. A candidate must also be able to comprehend three-dimensional and spatial relationships and continually exercise the skills of inquiry and intellectual advancement in the profession. Candidates must have the cognitive abilities to assimilate and integrate large volumes of detailed and complex information within a prescribed time. Candidates must be able to demonstrate problem-solving skills and critical thinking, including an investigatory and analytic approach to clinical situations and the ability to make accurate and timely clinical judgments.
5. **Professionalism, Behavioral Skills, and Ethical Standards.** Candidates must exhibit honesty, integrity, conscientiousness, professionalism, altruism, empathy, and compassion in all activities and interact with faculty, staff, peers, patients, and families in a professional, courteous, and respectful manner. Candidates must demonstrate a willingness to accept responsibility for actions and be accountable. They are expected to display a spirit of collaboration and teamwork, contribute to a constructive learning environment, accept constructive feedback, demonstrate awareness of the limits of their own knowledge or skills, and take responsibility for making appropriate positive changes. A candidate must exhibit sufficient interpersonal skills, knowledge, and attitudes to interact positively and sensitively with people from all parts of society, ethnic backgrounds, abilities, and belief systems, and be motivated toward practicing caring and compassionate medicine. Candidates are expected to have prompt completion of all responsibilities related to the preclinical and clinical learning environment while demonstrating a patient-centered approach to working with patients. Candidates must be able to function in the face of uncertainties inherent in the clinical problems of many patients. Candidates must behave in a trustworthy, ethical, and moral manner consistent with professional values and standards. Candidates must possess the high ethical and legal standards demanded of physicians. This includes maintaining patient confidentiality, respecting patient autonomy, and understanding and following professional codes of conduct. Candidates must maintain compliance in all academic and clinical environments. Candidates must maintain sobriety in all academic and clinical environments, and refrain from the illegal use of substances at all times.
6. **Emotional Skills.** A candidate must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the ability to cope with the emotional demands of the medical profession, including exposure to suffering, illness, and death. Candidates must be able to display flexibility and resilience in changing and unpredictable situations, as the practice of medicine often involves responding to

unexpected challenges. Candidates must demonstrate awareness of emotions of self and others. Candidates must demonstrate a level of maturity for the profession of medicine and demonstrate the ability to manage conflicts between personal and professional responsibilities and seek help appropriately when needed.

Candidates must be able to satisfy the above requirements with or without reasonable accommodations. For questions about reasonable accommodations, contact the [FIU Disability Resource Center \(DRC\)](#).

Students should review Policy and Procedure: Attestation to the Technical Standards.

Media Requests for Student Interviews

Relevant Policies and/or Procedures:

[Media Requests for Student Interviews](#)

All student interviews must comply with [FIU Media Policy 175.105](#), and Policy: Media Requests for Student Interviews.

Students are encouraged to consult with the HWCOC Office of Student Affairs prior to agreeing to or participating in media interviews related to the college or any of its programs.

Students should review Policy: Media Requests for Student Interviews.

ENROLLMENT

Technology, Social Media, and Student Technology Fees

HWCOC provides students with access to network resources such as computers, printers, network peripherals, software, data storage, email, and internet access for academic and clinical purposes, supported by FIU and HWCOC student tech fees. Students must abide by the technology policies and regulations governing both the university and those specific to HWCOC Information Technology (HWCOC IT).

FIU Policies

- [Data Stewardship](#)
- [Digital Millennium Copyright Act](#)
- [Code of Computing Practice](#)
- [Information Technology Security](#)
- [IT Security Procedure: Sharing Access to IT Resources: Password Management](#)
- [Uses and Disclosure of Patient Protected Health Information for Media, Public, Teaching, Diagnostic, and Emergency Operation Purposes](#)
- [Email Policy](#)
- [Security Incident Reporting](#)

Personal Devices. Personal devices (laptops, smartphones, and other devices such as iPads) and information systems used for FIU HWCOC purposes must be approved by HWCOC IT, and users must abide by FIU and HWCOC policies and procedures (e.g., EMR Access Using Personal Device Policy).

Laptops and Mobile Devices Assigned to Medical Students by HWCOC. HWCOC provides laptop computers and accompanying accessories (e.g., power adapters, Ethernet dongle) to medical students. These devices are the property of FIU and must be returned to FIU upon completion of enrollment. They are configured for FIU security standards, are subject to random software scans and software updates, and are for educational purposes only. The laptops contain the necessary operating system and software used throughout the MD curriculum. Students have no reasonable expectation of privacy with respect to the use of these laptops or with respect to the information stored on them. The laptop has a standard image; personal customization of laptops is not permitted. Students are responsible for the security of the laptops, software, and data in their care. If a laptop is misused or damaged, the student is responsible for the replacement cost. Students must abide by these additional regulations pertaining to the use of HWCOC laptops:

- Students may access laptops or network resources only with accounts authorized to them by FIU HWCOC.
- Students may not through any means alter or modify the BIOS and/or operating system and/or circumvent the security measures and configuration of the laptop.
- Students must not install unauthorized or unlicensed software on the laptop.
- Students must ensure that the laptop is not used by unauthorized persons.

- Students must take all reasonable steps to ensure the laptop is not damaged through misuse.

HWCOTM IT retains spare laptops if a student's device requires repair or maintenance. Students are responsible for maintaining a backup of all data on the laptop. HWCOTM is not responsible for the loss of data stored on laptops.

Students must return the laptop to HWCOTM IT in a timely manner as specified for regular maintenance checks, updates, or as requested by HWCOTM. Failure to return an HWCOTM-issued laptop is considered an offense that may have criminal penalty. Should a security incident occur (e.g., a laptop is stolen or misplaced), the student must immediately report the incident to HWCOTM Information Technology. If a laptop is lost or stolen, a police report must be filed, and the case number reported to the HWCOTM IT Help Desk. If the incident is suspected to have occurred on the FIU campus, the FIU Police Department must be notified; otherwise, the student must contact the police department that has authority for the location.

Social Media. HWCOTM welcomes the responsible use of social media technologies to support and engage learning. Students can find policy guidelines published by the [Federation of State Medical Boards](#) for the appropriate use of social media and social networking in medical practice. Social media includes:

- The use of web-based applications such as, but not limited to, Facebook, LinkedIn, Instagram, YouTube, Flickr, blogs, wikis, and other outlets where comments are posted in network-based public settings.
- Any other technology that permits internet-based information sharing.

Students must abide by the laws, rules, regulations, and policies governing the protection of confidential information; these laws include HIPAA (Health Insurance Portability and Accountability Act), which governs the dissemination of health information, and the Family Educational Rights and Privacy Act (FERPA), which governs the dissemination of education records and FIU Regulation 108 – Access to Student Education Records. Confidential information must always be protected and must never be shared on any social media site.

Students must adhere to the following:

1. Do not disclose individually identifiable patient health information or post images or videos online of patients.
2. Maintain appropriate professional boundaries with patients and their surrogates, as well as physician and non-physician colleagues at all times, whether online or in person.
3. Politely turn down requests from patients to connect on social networking sites.
4. Communicate and engage in social media in personal and professional settings with civility and respect for others.
5. Consider all online content as open and accessible to anyone, regardless of whether it is posted in a closed or private forum and regardless of privacy settings and levels of encryption used.

6. Be mindful of how and where you use devices, often referred to as AI Assistants, that record conversations, such as Amazon's Alexa, Apple's Siri, Google's Google Assistant, and Microsoft's Cortana. If these devices are kept in clinical areas, they should be turned off or their settings changed in order that they do not record patient health information.

Students are expressly prohibited from acting as an official representative or spokesperson for FIU or HWCOT on social media. Students must identify opinions as their own and not representative of the views of FIU or HWCOT.

Students who violate this social media policy will be referred to the Office of Student Conduct and Academic Integrity and/or the MSEPC. This policy does not replace other HWCOT and FIU policies governing social media or disclosure of confidential information, including protected health information and education records.

HWCOT Student Technology Fee

The HWCOT student technology fee is mandatory and covers the cost of providing comprehensive technology support and services for the duration of the student's medical education program. This includes personnel and management involved in delivering the services, and all software and programs that are required to successfully complete the medical school curriculum.

Confidentiality of Student Educational Records

Relevant Policies and/or Procedures:

[Confidentiality of Medical Student Educational Records](#)

The HWCOT Registrar is the records custodian for records originating within HWCOT. HWCOT maintains student education records in a confidential and secure manner in accordance with the Family Educational Rights and Privacy Act (FERPA), [Regulation FIU-108](#), and Association of American Medical Colleges (AAMC) guidelines.

Any member of the HWCOT community with concerns that an education record has been handled inappropriately should immediately notify the [HWCOT Registrar](#).

Students should review Policy and Procedure: Confidentiality of Medical Student Educational Records, the [FIU Student Privacy & FERPA](#) website, and [Regulation FIU-108](#).

Student Access to Educational Records

Relevant Policies and/or Procedures:

[Student Access to Medical Student Educational Records](#)

HWCOC policies concerning student education records, including the procedure that medical students must follow to review or challenge their records, are consistent with the Family Educational Rights and Privacy Act (FERPA) and [Regulation FIU-108](#).

Students should review Policy and Procedure: Student Access to Medical Student Educational Records.

Residency Reclassification

Relevant Policies and/or Procedures:

[State of Florida Residency Reclassification for Tuition Purposes](#)

Students who are not permanent Florida residents at the time of matriculation at HWCUM may apply for residency reclassification in accordance with Policy and Procedure: State of Florida Residency Reclassification for Tuition Purposes.

Leave of Absence

Relevant Policies and/or Procedures:

[Medical Student Leave of Absence](#)

A leave of absence (LOA) is a temporary period of separation from the MD degree program that may be voluntary or involuntary and may be requested or mandated for a variety of personal and academic reasons.

Students should review Policy and Procedure: Medical Student Leave of Absence.

COMPLIANCE

Attendance and Excused Absences

Relevant Policies and/or Procedures:

[Excused Absence \(Preclinical Years\)](#)

[Excused Absence \(Clinical Years\)](#)

Medical school is a full-time endeavor. Students are accountable for managing their schedules. Medical students can attend to health and personal matters throughout their medical education. The absence policy defines how medical students can request time away in a compliant manner. Attendance policies differ by course, clinical activity, and clerkship and are specified in each course and clerkship syllabus, including potential consequences for non-adherence.

Students in Academic Years 1 and 2 should review Policy and Procedure: Excused Absence (Preclinical Years).

Students in Academic Years 3 and 4 should review Policy and Procedure: Excused Absence (Clinical Years).

Extended Excused Absence

An extended excused absence (EEA) is defined as a prolonged absence from HWCUM that requires additional educational accommodations but does not impact a student's graduation date.

The minimum amount of time for an EEA is three (3) days. The maximum amount of time granted for an EEA is generally six (6) weeks. A dean for Student Affairs (or designee) is responsible for granting or denying the request. Absences greater than six (6) weeks will generally follow the leave of absence process.

All EEA requests should be submitted to the Office of Student Affairs via the [excused absence request form](#) at least four (4) weeks in advance. Students will be required to meet with Student Affairs to discuss the process and work with course directors to develop a plan of action. If an extension is needed beyond the approved period of absence, the student must meet with a Student Affairs dean. Timing of the EEA may impact financial aid and may require a meeting with the Office of Financial Assistance.

If a student has a unique situation in which acute hospitalization is necessary, the student or designee will need to inform the Office of Student Affairs. The student will be automatically placed on an EEA. If hospitalization continues for more than 6 weeks, or the discharge plan recommends time off for more than 6 weeks, the student will need to request a medical leave of absence. Students who take a medical leave of absence lasting more than 6 weeks may be required to submit a medical clearance letter in order to return to courses or clinical rotations.

Extended Excused Absence for Summer Activities Overlapping with Coursework

Students interested in summer opportunities that overlap with coursework (i.e., summer opportunities that start before the end of the academic year or extend into the start of the subsequent academic year) may be eligible for an extended excused absence. Requests will be considered on a case-by-case basis.

To initiate this process, the student must meet with the Assistant Dean for Foundational Sciences Curriculum, who will review the request and provide recommendations to the Associate Dean for Curriculum and Medical Education and the Associate Dean for Student Affairs. Course Directors may **NOT** approve requests.

Approvals will not be granted for absences of more than two weeks. Students who have previously performed unsatisfactory pending retake (UPR) in any unit, have failed a course, or have been referred to the MSEPC for professionalism concerns will not be eligible for approval.

Upon approval by the Associate Dean for Curriculum and Medical Education (or designee) and the Associate Dean for Student Affairs (or designee), the student is required to submit an extended excused absence request to the Office of Student Affairs. Students participating in an extended excused absence for a summer experience will be responsible for maintaining course progression and completing all quizzes and assignments missed within the first week of their return to class.

Non-Involvement of Providers of Student Health Services in Student Assessment

Relevant Policies and/or Procedures:

[Non-Involvement of Providers of Student Health Services in Student Teaching/Assessment](#)

HWCOM is committed to ensuring that there is no conflict of interest or undue influence when it comes to assessing and promoting medical students in an academic setting.

Students should review Policy: Non-Involvement of Providers of Student Health Services in Student Teaching/Assessment.

Health and Disability Insurance

Relevant Policies and/or Procedures:

[Health and Disability Insurance](#)

Health Insurance

Health insurance specifically designed for medical students is available through Aetna. This policy is a gold-equivalent PPO plan offering comprehensive unlimited medical and prescription benefits that are widely accepted nationally through the United Choice Plus Network. FIU has partnered with Academic HealthPlans to provide an Aetna plan endorsed by FIU that meets the minimum standards required by HWCOM.

Disability Insurance

Disability insurance premiums are collected annually by the Office of Student Affairs for the entire period the insured is enrolled as a medical student. More information about the coverage can be found at [AMA Insure](#), member ID# 644251.

Students should review Policy: Health and Disability Insurance for information regarding health and disability insurance coverage requirements.

Compliance Requirements and Monitoring

Relevant Policies and/or Procedures:

[Compliance Requirements and Monitoring](#)

Compliance requirements, including those related to vaccinations, background checks, infectious disease testing, and trainings, protect the student, the patient, and the HWCOM community.

Prematriculated students receive a welcome notification that includes information on prematriculation requirements and forms. Current students are notified of annual compliance requirements prior to promotion to each subsequent year of study. All HWCOM medical students must stay up to date with all compliance requirements at all times.

Students should review Policy and Procedure: Compliance Requirements and Monitoring for specific requirements and the procedures related to these requirements.

Student Exposure

Relevant Policies and/or Procedures:

[Protection from Infectious and Environmental Exposures](#)

[Effects of Infectious and/or Environmental Disease or Disability on Educational Activities](#)

Biosafety, Bloodborne Pathogen, and Needlestick Injury Policies

HWCOC follows the policies of FIU and clinical affiliates regarding exposure to infectious and environmental hazards on and off campus. The policies and procedures of clinical affiliates are outlined in all clinical affiliation agreements. Any accidents or other incidents involving medical students (e.g., airborne exposures, bloodborne pathogen exposures, or needle sticks) must be reported to the HWCOC Office of Student Affairs.

Students should review the [FIU Bloodborne Pathogen Exposure Control Plan](#) and Policy and Procedure: Protection from Infectious and Environmental Exposures.

Effects of Infectious and/or Environmental Disease or Disability on Educational Activities

HWCOC will provide reasonable modifications to learning activities, including clinical training, for students with documented infections and/or environmental diseases or disabilities.

Students should review Policy and Procedure: Effects of Infectious and/or Environmental Disease or Disability on Educational Activities.

Medical Student Disability Accommodations

Relevant Policies and/or Procedures:

[Medical Student Disability Accommodations](#)

[Effects of Infectious and/or Environmental Disease or Disability on Educational Activities](#)

HWCAM Office of Student Affairs is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities in collaboration with the FIU Disability Resource Center (DRC).

FIU Disability Resource Center (DRC)

The Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities with the necessary support to successfully complete their education and participate in activities available to all students. For more information about DRC services, visit the [FIU Disability Resource Center website](#).

Medical Student Disability Accommodations

The DRC is responsible for assisting students with obtaining appropriate and reasonable academic accommodations based on a documented disability. Students are encouraged to contact or visit the FIU Disability Resource Center at 305-348-3532, Graham Center (GC) Room 190 as soon as possible if they think that they need DRC services.

Students should review Policy and Procedure: Medical Student Disability Accommodations and Policy and Procedure: Effects of Infectious and/or Environmental Disease or Disability on Educational Activities.

Student Travel

Relevant Policies and/or Procedures:

[Medical Student Travel](#)

HWCOC is committed to supporting its students who travel locally, nationally, and internationally on behalf of FIU for educational, research, service, cultural exchanges, and/or business-related purposes in alignment with the university's mission.

All HWCOC medical students are encouraged to participate in service projects and in medical meetings and conferences of scholarly significance. These experiences allow students to represent HWCOC, present scholarship and research, network with other professionals, explore career opportunities, gain valuable experience that can contribute to a residency application, bring information back to our school, and advocate for issues important to medical education and health care.

Students seeking to travel on behalf of HWCOC and FIU should review Policy and Procedure: Medical Student Travel.

All students are also responsible for adhering to other FIU institutional travel policies, including but not limited to the [International Travel Policy for Employees and Students \(320.099\)](#), the [University Travel Expense Policy \(1110.060\)](#), and the [Travel on a Sponsored Research Project Policy \(2350.105\)](#).

All students seeking to travel internationally for FIU affiliate travel must register with the [FIU Office of Education Abroad](#) to obtain international insurance coverage at no additional cost and adhere to deadlines for completing required documents as outlined in [Application Link](#).

Resources

- Funding Sources
 - [Graduate & Professional Student Committee \(GPSC\)](#)
 - [East Coast Florida Physician Alliance, Inc. Scholarship](#)
 - [Professional Development Travel Funds](#)
- [CanvasMed – MSC Resources for Travel](#)
 - Medical Student Council (MSC) Funding Request Form
 - Student Travel Workflow
 - Student Travel Guidelines
 - Guidelines Exceptions FAQs
 - Conference Checklist
- Other Resources
 - [FIU Travel Manual](#)
 - FIU HWCOC Medical Student Handbook

Mandatory HWCOP Pre-Departure Forms

- [OSA Student Travel Request Form](#)
- [CanvasMed – MSC Resources for Travel](#)
 - Student Information Travel Form
 - Travel Release and Assumption Form

FINANCIAL ASSISTANCE

Tuition Payment

HWCOC student accounts are maintained by the FIU Controller's Office. All charges for the current academic year/term will be posted in the student's account, which can be viewed in MyFIU. The student is responsible for ensuring payment is made or deferred by an accepted financial aid award by the designated deadline. The student must pay any balance remaining after financial aid has been applied. **Students will receive by email annual Tuition Payment Policies and will be responsible for abiding by tuition payment deadlines.**

HWCOC students are **not** eligible for payment plans.

Tuition and Fees

Tuition and fees are charged at a flat yearly rate, regardless of the actual credit hours in which a student is enrolled. The academic term includes the full academic year. All courses taken during the academic year are covered. Tuition is billed three times yearly: one-third of the cost of tuition is billed each fall, spring, and summer semester. In the fourth year, it is charged 50% fall, 50% spring due to there not being a summer semester. Please refer to the table below, illustrating the payment structure for the entire MD degree.

	Fall	Spring	Summer
M1	1/3	1/3	1/3
M2	1/3	1/3	1/3
M3	1/3	1/3	1/3
M4	1/2	1/2	-

Tuition Payment

Students will be contacted by email, InnerCOM, and CanvasMED in the following manner regarding tuition payment:

- 30 days prior to tuition payment deadline: notification that tuition has been applied to student account
- 7 days prior to tuition payment deadline: reminder of tuition payment deadline
- Tuition payment due date: reminder of tuition payment deadline and application of late fee

A late fee in the amount of \$100 is applied when a balance is due after the tuition payment deadline. Prior term balances not paid and declined payments (returned checks, declined credit cards) are also subject to the \$100 late fee.

Four weeks after the tuition payment deadline, nonpayment results in cancellation of current enrollment; the student is blocked from all HWCOC courses and activities. Nonpayment of tuition and fee charges may also result in the student being reported to a collections agency.

Tuition Payment Deadlines 2025-2026

Fall tuition and fees dues	August 4, 2025
Fall late fee applied	August 5, 2025
Spring tuition and fees dues	December 1, 2025
Spring late fee applied	December 2, 2025
Summer tuition and fees due	April 6, 2026
Summer late fee applied	April 7, 2026

Disbursement and Refunds

All financial aid funds are disbursed and applied to any existing charges on the student account. Any leftover money for the semester is then sent to the student as a refund to cover cost of living expenses. Financial aid refunds are sent by direct deposit to the bank account designated by the student in MyFIU.

Financial Aid Disbursement Dates 2025-2026

Fall disbursement	July 25, 2025
Spring disbursement	November 21, 2025
Summer disbursement	March 27, 2026

Tuition Refunds and Accommodations

Relevant Policies and/or Procedures:

[Tuition Refund](#)

[Tuition Accommodation](#)

Tuition Refund

HWCOCM refunds tuition and fees in accordance with the Board of Trustees Regulation FIU-1114 Tuition and Fees Refunds. Students should review Policy and Procedure: Tuition Refund.

The table below indicates the dates by which a student can withdraw or be dismissed from HWCOCM and receive a refund for some or all his/her tuition paid in a given term for the 2025-2026 academic year.

	Fall 2025	Spring 2026	Summer 2026
Withdrawal date for 100% refund	Monday, August 4, 2025	Monday, January 5, 2026	Monday, April 6, 2026
Withdrawal date for 50% refund	Tuesday, September 2, 2025	Monday, February 2, 2026	Monday, May 4, 2026
Withdrawal date for 25% refund	Monday, September 15, 2025	Monday, February 16, 2026	Monday, May 18, 2026

Tuition Accommodation

Under certain circumstances, an HWCOCM medical student can seek tuition accommodation. Students should review Policy: Tuition Accommodation.

Debt Management Program and Exit Loan Counseling

Relevant Policies and/or Procedures:

[Debt Management Program and Exit Loan Counseling](#)

The Office of Financial Assistance in the Office of Student Affairs is committed to helping medical students minimize their debt through individualized financial literacy training. Students should review Policy: Debt Management Program and Exit Loan Counseling.

Satisfactory Academic Progress for Financial Aid Eligibility

Relevant Policies and/or Procedures:

[Satisfactory Academic Progress for Financial Aid Eligibility](#)

The Office of Financial Assistance is required by federal regulations to monitor the academic progress of financial aid recipients. Financial aid recipients must comply with the Satisfactory Academic Progress (SAP) Policy, as a condition of initial or continued financial aid eligibility.

Students should review Policy and Procedure: Satisfactory Academic Progress for Financial Aid Eligibility.

APPENDIX

Selected FIU Regulations and Policies

[FIU 2501: Student Conduct and Honor Code](#)

[FIU 105: Sexual Harassment \(Title IX\) and Sexual Misconduct](#)

[FIU 106: Nondiscrimination, Harassment and Retaliation \(Title VII\)](#)

[FIU 108: Student Records/FERPA](#)

[FIU 113: Smoke, Vape-Free and Tobacco-Free Campus](#)

[FIU 2505: Alcoholic Beverages](#)

[FIU 1705.002: Drug-Free Campus/Workplace Drug and Alcohol Abuse Prevention Policy](#)

[FIU 2509.002: Service and Support Animals](#)

[FIU 380.047: Graduate Student Academic Grievance Guidelines and Procedure](#)

[FIU 1710.285: Emergency Weather/Emergency Closing](#)

[FIU Bloodborne Pathogen Exposure Control Plan](#)